

Minutes of the 2016-2017 HIS Executive Board Meeting #5 2017 March 15 (Wednesday) 19:00 @ HIS

Members present: Alan Bossaer, Neil Cooke (principal), Karen Katayama, John Lazirko, Barry Mernin (Niseko Administrator), Shoji Mitarai (auditor), Paul Nickel, Barry Ratzliff, Philip Seaton, and Justin Tull.

Members absent: Phred Kaufman (auditor), Teiji Midorikawa (votes received), David Wakabayashi (votes received).

Guests present:

Quorum: Can have meeting without a quorum but cannot vote on anything. Email voting must be sent before the meeting starts to be counted as present. A quorum consists of 2/3 or 6 members.

1. Call meeting to order

Nikel called the meeting to order at 19:00. We have a quorum (10 voting members).

2. Approve agenda (2017-03-15_2_EB_Agenda.pdf)

The agenda was approved.

3. Approve and sign minutes of 2017 February 28 Meeting

Minutes approved and signed.

Check that all minutes from September 2016 to present have been signed by those members who were present.

4. Chairperson's Report

File: (no file)

Looking forward to spring break.

5. Head of School's Report

Files: (2017-03-15_5_Head_Updated.pdf)

Head of School Report to the Executive Board 03 / 15 / 2017

Enrolment: HIS current enrolment: 197 // Niseko Enrolment 21

Note on the HoS Report: This report will focus on picking up on some of the discussions that we did not cover in our last meeting, introduce the EB to some of the changes that were incorporated into the new WASC accreditation manual that was issued this year and on focus on the new *School Boarding Section*, Category F, which ACS-WASC has recently added. As we address the potential for a larger dormitory program, the addition of this set of criteria will be both timely and helpful. I have also updated how how my goals have been addressed this school year.

Organization for Student Learning:

A1. School Purpose

- **WASC Indicator: Purpose, Schoolwide Learner Outcomes, and Profile Data** - The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learning outcomes.
- **Comments** - Carried-over from last meeting. As the school's *Student / Community Profile* is developed for this school year, using the WASC process, I believe it is timely for the EB to review it's Strategic Policies and consider whether any adjustments or changes are necessary in light of that profile.
- **Discussion** - Carried-over from last meeting. We should have a general discussion should focus on the Strategic Policies and Plan and consider any changes that should be considered with the aim of concluding any changes before the end of the school year.

A2 Governance

- **WASC Indicator** - The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.
- **Comments** - We have received back the from Gakujika (the office that oversees Educational Corporations of our type) their response to our requests to make four changes to the Articles of Incorporation. Gakujika has accepted one of them but has suggested the three be shifted to the Bylaws and that one of them is already understood within the context of the original Japanese. I will review the changes at our meeting on the 15th and then suggest that the *Documentation Committee* reconvene to see who to fit the ideas into the Bylaws.
- **WASC Indicator:** The governing authority's policies and financial/educational plans are directly connected to the school's vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.
- **Comments** - Alignment to financial plans comes through the sharing of budget planning sheets to all teachers with a role in a component of the budget, which was recently concluded. These include budget sheets for individual class and for divisions that cut across subjects, such as math.
- **WASC Indicator:** The governing authority (a) adopts policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes (HUSKIES), (b) delegates implementation of these policies to the professional staff, and (c) monitors results.
- **Comments / Decision** - The HIS Niseko school calendar for 2017 ~ 18 has been drafted by the staff of HIS Niseko. The proposed calendar will be presented by Barry Mernin at our meeting for passage by the Executive Board. It will be similar to the main school calendar but contains a few specific differences that are unique to Niseko.

A3 School Leadership

- **Indicator:** Child Protection - The school has clearly defined leadership responsibilities for child safety and duty of care.
- **Comments** - This is a new and more specific indicator from older versions of the WASC accreditation protocol. HIS has clearly developed policies, procedures and guidelines that align to current law and practice in Japan. Leadership's role is now one of reporting any child protection violations to relevant local authorities and leaving in their capable hand. We are fortunate to be in a time when local laws and practices meet those of international expectation.

A4 Staff

• **WASC Criteria: Child Protection**

- **Indicator:** The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.
- **Comments** - This is an additional section to the updated WASC manual. In hiring, HIS now contacts previous employers to determine the suitability of individuals, follows this up with required background checks and requires that all teachers complete an online abuse prevention training course.
- **Indicator:** The school has developed and adopted a code of conduct and written guidelines for appropriate behaviour of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

- **Comments** - The school completed a fully review and development of its code of conduct last school year. This year all staff and contractors signed the code of conduct.
- **Indicator:** The school provides training for all faculty and staff in the implementation of child protection policies.
- **Comment** (See the above reference to online training)

- **WASC Indicator: Support of Professional Development** - The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all student achievement of the [*HUSKIES*]. Teachers are involved in experiences such as, visits, exchanges, and professional development to strengthen their understanding of global competencies.
- **Comments** - Ms. Yao and the ELL dept. came to present a vision for the ELL department to the Curriculum Committee that is based upon professional development experiences with both WIDA and the most recent Virginia Rojas Workshop.

A5 School Environment

- **No report for this month**

A6 Resource Criterion (Updated Section in the New WASC Manual)

Facilities Criteria

• **Facilities**

- **WASC Indicator:** The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.
- **Comments** - Last week we invited representatives of Hokkai Chemi to visit the science lab and to begin the process of cost estimates and construction of a proper fume hood. Without this, our chemistry course is significantly constrained in supporting optimal learning.
- **Child Protection Indicator** - Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.
- **Comments** - After the Spring Break, attention will be given to making the first floor wheelchair access bathroom *the* primary adult bathroom on the first floor in order to leave the other bathrooms exclusively to student use. This is in keeping with what other schools are doing across the international school community.
- **WASC Indicator: Modifications Based on Assessment Results** - The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. (left from last report)
- **Comments / Future Discussion** - International schools are increasingly opening their doors to a wider range of learning needs. The EB should have a future discussion, and establish a Strategic Goal (as part of it's Strategic Plan) that reflects the Board's willingness and ability to support differing learning needs within the context of an era of greater openness. (left from last report)

A7 School Improvement

- **WASC Indicator: Long-range Resource Plan** - The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan etc.
- **Comments** - This criteria shifts from D1 to A7 under the redeveloped WASC manual for 2017. Please refer to the committee and school decisions noted under D1.
- **Comments** - On Monday, March 13, I met with Barry Mernin (Niseko Teaching-Administrator) to select a date that would work for us to meet in April with the HIS Niseko PTA to present tuition changes for the Niseko school. Barry M. will work with the PTA to have the presentation coincide with the school's monthly movie nights or another school community event. I would also ask the Board to select representative(s) to join admin so we can make requests for financial support of the EY program from Niseko Town.
- **Comments** - I have been impressed with the work of Barry Mernin, a local business man in Niseko and the local business community there, to establish a scholarship fund that could significantly impact the school and help HIS Niseko secure its position in the area. I look forward to Barry's presentation today.

Curriculum, Instruction and Assessment

B1 What Students Learn

- **WASC Indicator: Current Educational Research and Thinking** - The school provides a comprehensive and sequential documented international curriculum... The curriculum is modified as needed to address... the needs of all students.
- **Comments** - In response to leadership's desire to incorporate greater choice in academics, we have taken the first steps towards the AP Capstone Program. First, Mr. Pangier accepted teaching the first of the Capstone courses for next school year. Second, application was made on Jan. 21 to become an AP Capstone school. The school received notification that the application was accepted on Feb. 3. Travel plans have been approved for Mr. Pangier to attend.

B2 How Students Learn

- **WASC Criteria: Challenging and Varied Instructional Strategies**
- **Indicator:** The teachers strengthen student understanding and achievement of the learning outcomes, including targets global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.
- **Comments** - This week, the junior class left for a two-week trip to Sri Lanka to support orphanages under the patronage of the non-profit group, SOS. Students will work at the orphanages they visit, donate funds to support students with educational and daily life needs, donate glasses provided by Fuji Megane and donate/purchase wheelchairs to Sri Lankan organizations.

B3. How Assessment is Used Criterion - Reporting and Accountability Processes

- **Comments** - This is a revised section in the new WASC manual. Future reporting will be on this basis.

B4. How Assessment is Used Criterion - Classroom Assessment Strategies

- **Comments** - This is an additional criterion in the new WASC manual. Future reporting will be on this basis. The two assessment sections within Category B, breaks out assessment into more specific aspects.

Support for Student Personal and Academic Growth

C1 Student Connectedness — Personal and Academic

- **Not reporting on this section in this report.**

(the former **C2 Parent/Community Involvement** category has been removed from Category C and moved to Category D)

Resource Management and Development

D1 Resources Criterion

- **WASC Indicator** - The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.
- **Comments / Discussion / Decision** - The EB should consider plans for the future of the school's bus routes. Some details on ridership and expenses will be shared with the EB at our meeting.

D2 Parent/Community Involvement Criterion

- (The previous C2 category has shifted here to D2)
- **WASC Indicator: Regular Parent Involvement** - The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs.

- **Comments** - Mr. Piazza and Mr. Tomasine presented at a Parent Coffee morning in March to explain further, the latest developments towards standards-based assessing and to report on progress made in Branding.

Boarding Program

[This section incorporates an updated WSAC Handbook section for boarding schools. The below criteria are reflected in simple bullet points. This month, much of my focus is on addressing the below criteria and providing some future understanding of where we might need to improve our program to meet the standard established by the WASC criteria.]

F1. School Boarding Program

The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students.

- **Criteria:** The boarding program embraces the school's vision, mission, and supports student achievement of the schoolwide learner outcomes (the HUSKIES)

HIS Dorm Program Mission — As an arm of Hokkaido International School, the mission of Hokkaido International School Dormitory is to provide students with a safe, healthy and supportive home and family-like environment, in order that residents may reach their potential as students, athletes and individuals who are achieving the educational outcomes of the school.

Comment - The above Mission Statement was created in the 2008 ~ 2009 academic school year when my wife and I took over the dorm program. It was passed by the EB sometime that year. It helps to establish the purpose of the dorm program as one that supports the school's outcomes, the HUSKIES.

- **Criteria:** There is a body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school's mission, vision, and the HUSKIES. There is a well-established appears process related to decisions made related to students in the boarding program.
 - **Comment** - The EB has approved all three dorm handbooks (*Dormitory Handbook, Dorm 2 Handbook, HIS Dormitory Parent Handbook*). Along with the other handbooks of the school, the EB should annually pass each of the handbooks and any updates that are made to reflect the changing needs of the program. This should form an annual component of the Board's oversight of this program.
- **Criteria:** There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.

Comment - I believe that this could be done better. While the handbooks are available, there has been little formal presentation of the dormitory program to the community nor how the dormitories add value to the school's overall goals and purposes. I think it would be valuable to have Coffee Morning explanations of the program. I also believe that the next promotional video, scheduled for filming this spring, which will focus entirely on promoting the dormitory program, will also have the wider impact of giving our community a better understanding of the dorm itself.

- **Criteria:** The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.

Comment - While the handbooks go a long way to developing this, I think that there is a need to more pervasively study the dorm program and better define aspects of health and safety and ensure that we have covered all procedures that would be expected of a fully developed boarding program. I further believe, that HIS needs to invest itself in joining boarding school organizations that would allow

us to access specific professional development. Aiming to join organizations such as TABS (The Association of Boarding Schools) could be an important goal of the school.

- **Criteria:** The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment.

Comment - I think that we can better develop orientation week to more specifically support the staffing aspect of the boarding program. Having an HoS that is and has been a board coordinator is of great help but for the long term, membership in associations through which PD experiences could be offered to future dorm coordinators, would be another valuable aspect HIS could draw upon.

- **Criteria:** There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.

Comment - See above. Also, there has been no no formalized evaluation process for the dormitory coordinators at HIS. Professional learning has largely been in the hands of the school's administration and through the hand off process of the previous dormitory parents. The development of a dorm parent handbook by the Shaffers, was a helpful step in the right direction but for future sustainability, PD opportunities and a more extensive handbook / training process would be of great help if HIS is to maintain a larger dormitory program.

- There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.

Comments - Hirotake Tawaraya's assumption of the role of Administrative Assistant allowed for a shifting of office responsibilities and placing under his role support of the dormitory program. This addresses an essential need of the dorm program that has been lacking in the past. HIS has struggled to support the dorm parents with language and cultural assistance as well as with the time to help them navigate banking, cell phones and the medical system, all of which are critical to the functioning of the dormitory program.

- The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.

Comments - This has improved greatly with wider understandings. In the past vegan, vegetarian, food allergies and religious dietary needs were largely unsupported in the dormitory, however, we have been able sustain cooks and staff who are supportive of the needs of dorm students. In the future, counselling - so essential to the diverse needs of a dormitory program - should be a focus of the school.

- The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.

Comments - Dormitory parents have written emailed *Dormitory Doings* newsletters on a bi-monthly basis as a means of communicating with parents. Parents are expected to annually read, understand and sign off on the dorm handbook.

- There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school's mission, vision, and schoolwide learner outcomes. This includes the boarding staff's responsibility to communicate with teachers and to provide emotional support through counselling and/or advocate support.

Comments - There is need for growth here. The dorm program, in my view, is in need of greater support during the weekend with greater chaperones outings that would support students as they learn about Japanese culture and Hokkaido. Further to that is a need for HIS to have a professional counselling on staff to support dormitory needs.

- There is a process for ongoing evaluation of all aspects of the boarding program in relation to the school's purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.

Comments - The Executive Board and the school should develop long-range plans for the dormitory through specifically incorporating it as a component of long-range, strategic plans.

- The functioning boarding facilities are regularly assessed based on the school's purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology etc.

Comments - HIS meets the physical needs of it's students in their living quarters, however, it is clear that with a growing program, that the kitchen, dining and living areas of the main dormitory will be inadequate and will need upgrading within the development plans for a new dorm wing.

Personal

- I was pleased to support Outdoor Education's Okotanpe Lake overnight on March 11 ~ 12. It is one of the more challenging OE experiences and certainly develops a healthy respect for nature and the power of cold.

Head of School Goals for 2016-17

(1) Arrange for professional development opportunities and lead faculty curricular explorations that will support the curriculum committee towards the goal of developing a K~12 service-learning (leadership) program.

- Aligns to goal # 3 of the Branding Goals / Aligns to a 2013 goal set by this administration
- Aligns to the overall branding goal of becoming a centre for leadership development
- (Guest Consultant, Mr. Craig Coutts, & his Service Learning coordinator confirmed for Nov. 23 PD Day)
- (After consultation w/ Mr. Coutts and discussion at the Curriculum Committee, the school purchased the professional development reading text, The School Manual for Service Learning for all instructional staff to support understandings ahead of our PD day.)
- Successful Completion of the Nov. 23 Service Learning PD day w/ attendance by teachers and students.
- Curriculum Committee follow up meeting & creation of a template to support teachers in developing SL experiences that would appropriately meet newly developed criteria. (Dec 2016)
- The template was presented to staff at our March Full Faculty meeting so that individuals can begin work this and next year as they find time (With WASC the main focus of next year, Service-Learning will be brought more into focus in the 2018 ~ 19 school year)
- This goal has been fully addressed for this school year.

(2) Support the ongoing work of trained Lesson Study facilitators by committing time and financial resources so that HIS can continue implementing *Lesson Study* as the main *professional learning community* protocol for the instructional staff.

- (Wednesday morning collaboration time committed to the Lesson Study team to discuss ongoing implementation of LS)
- (An entire PD day - Nov. 4 - was dedicated to *Lesson Study*. The four LS Facilitators made the decision to move forward with the next step in the process without “skipping” an interim step as had been considered. Facilitators also proposed and approved changes to the make-up of their teams. I also supported the suggestion that Barry M. be brought in to facilitate a team in Niseko to more effectively better the use of LS in the Niseko context.)
- (Discussion time allotted for LS. Admin received a proposal to embed ongoing LS discussions throughout next year’s Wednesday Late Start curricular time. LS was planned into next school’s calendar at Jan 31 CC meeting)
- (This spring, Lesson Study heads into stage 3 of it’s implementation with the introduction of teacher-lead lesson planning. Additional time has been approved for this year.)
- This goal has been fully addressed for this school year.

(3) Arrange the financial and other resources needed to support the second of three stages for implementation of standards-based assessing K~12. (Protocol and procedural development / Administrative software adoption and Rubric creation)

- Incorporates Goal 2 of the Branding Study
- (Addressed: Mr. Neil Cooke used some of his time at the Principal’s Training Centre to research best school management systems that would allow us to adopt a new school management system to support this change. Mr. Cooke has recommended, ALMA to replace PowerSchool. Thanks to the Board’s approval of surplus redistributions and to the resulting approval of the revised budget today, HIS will be able to move forward into using ALMA and leave behind PowerSchool, which remained an obstacle to achieving this goal.)
- (Discussion begun with office staff for the financial and staged data entry planning needed to implement ALMA.)
- January & February training time scheduled with instructional coverage for Pangier & Piazza, along with administration.
- Rubric Creation - Teachers have begun the process of developing rubrics through Wednesday morning planning times and additional meeting times. This process has moved outside of the realm of needing direct administrative support. Only final versions and administrative decisions within ALMA will continue to need administrative support).
- This goal has been fully addressed for this school year.

Head of School Goals for 2016-17

(4) With input from the professional staff, clarify expectations for teacher participation in after school and major school events.

- Aligns to goal # 4 of the Branding Work
- (Fully Addressed: New expectations made during Orientation Week at the start of the school year. See relating comments above.)
- (In stark contrast to last year, perhaps the most notable change resulting from the above earlier work came in the amicable participation of teachers at the Fall Festival this school year. Mr. Cooke was able to assign teachers to various needed roles and teachers came, as was expected, prepared to put in a full days work to support our largest annual event. The difference was clearly noted by the PTA in their post FF PTA meeting where teachers were noted as being consistently helpful.)

(5) With the input of the Building and Grounds Committee of the Executive Board, continue to expand the present dormitory program through participation in further recruiting fairs and the development of relationships with potential recruiting agents. This work comes with the intent of laying the groundwork towards a more robust dormitory program and extended, upgraded facilities.

- (Partially Addressed: First meeting of the Building and Grounds Committee called for October 4 by the HoS).
- (At October break, I met with Mark Hsu for a second round of conversations on how he could support the school as a recruiter. He is open to meeting with the marketing & Branding Committee at their next meeting.)
- The Building and Grounds Committee met to review draft plans for the building.
- Both Building and Grounds Committees will meet with Mark Hsu on March 15 as arranged by the HoS to hear his proposals for recruiting.

(6) Arrange the financial and other resources needed to create a College Board and AP Capstone Program Coordinator to improve the program on offer in our high school.

- A long-standing goal of this administration
- (School administration has met to consider how best to expand and hire for this program. The school has approached one staff on creation of an additional AP course that would initiate stage one of adopting the AP Capstone Program.)
- (School administration has used openings in positions to create a combined library/AP course position that would allow HIS to expand it's course offerings and move a step into offering the AP Capstone Program. The goal would be to complete the process in 2017 ~ 2018.)
- (I am in conversations with a current teacher to see how to best fit first of the AP Capstone courses into the schedule for next school year.)
- (Mr. Pangier accepted the role to teach the first AP Capstone course - December. Application is made - Jan 21, 2017 and acceptance received, Jan 3, 2017).
- (AP Capstone Training approval granted to Mr. Pangier for the summer of 2017)
- (Online database membership being explored / Financial resources to be prepared - Jan 2017)
- (Travel arrangements approved for Mr. Pangier for summer training - March 13 2017)
- This goal has been fully addressed for this school year.

6. Principal's Report

File: (no file)

The school continues to move towards standards grading. The board asked for and received an update on two cases of disciplinary action against students.

7. Niseko Report

File: (2017-03-15_7_Niseko.pdf, HIS NISEKO COMMUNITY SCHOLARSHIP FUND (1).pdf, HIS Niseko Draft Schedule for 2017-2018 - Google Docs.pdf)

There is a possibility of creating a scholarship fund at HIS Niseko. Local businesses are offering donations. The Board discussed how to distribute scholarships. A scholarship creates the

possibility of cross-promotion in the school's and sponsors' publicity materials. A question was raised about whether this would be scholarships or endowments. It would probably be ongoing fundraising and using up most of the revenue each year. The need to set up regulations was discussed. The practices at other schools will be studied. At present, the scholarship discussions only relate to HIS Niseko (it is a separate organization to HIS Sapporo). Discussions will be taken forward in the Niseko Committee. Points for further consideration include whether the scholarships are needs based or decided by academic performance, and how to ensure the money is going to people in genuine need. The Niseko Committee will consult further with the HIS lawyer and accountant regarding relevant regulations and tax implications for corporations.

8. Financial Report

File: (HIS Financials 2016-2017_March 2017.pdf, 2017-03-15_8.1_2016_Dec_FC_Report.xlsx, 2017-03-15_8.2_2016_Dec_FC_Comments.xlsx, 2017-03-15_8.3_2017_Jan_FC_Report.xlsx, 2017-03-15_8.4_2017_Jan_FC_Comments.xlsx, 2017-03-15_8.5_Cash_Flow.pdf)

The documents were checked. No questions raised.

9. Building and Marketing

File: (no file)

There was a meeting with Mark Tsu, who offered to be a recruiting agent for HIS. He presented his assessment of the international school situation in Asia, including the "Japan premium" (the advantages and attraction of international schools in Japan). The main challenge for HIS is balancing male-female student numbers, particularly in the dormitories. Potential to expand the summer school was also discussed. The relative merits/roles of recruiting agents in contrast to and in combination with other recruiting strategies was discussed. In particular, the ways to optimise social media and online strategies were considered.

Questions were raised about projected student numbers, costs, and space requirements of the proposed new dormitory and school building wing. The Board agreed on the need to get the building planning process in motion promptly.

10. HIS Niseko Calendar for 2017-2018

File: (2017-2018 (NISEKO edits).pdf)

It was confirmed that it is not a problem to have the Winter Celebration as a half day event.

Decision

- ❖ Tull proposed a motion to approve the calendar as presented. Bossaer seconded the motion.

- ❖ The motion passed. All in agreement.

11. School Bus Routes for 2017-2018

Files: (no file)

Data was presented showing how the route to Maruyama is oversubscribed. The Fukuzumi route is underused.

Decision

- ❖ Tull proposed a motion for the reevaluation of the bus routes to be more effective. Nikel seconded the motion.
- ❖ The motion passed. All in agreement.

12. Strategic Policies Review (General)

File: (2017-03-15_5.1_ExB_StrategicPolicies(May2014) copy.pdf)

All members took time to read the Strategic Policies document. There were questions relating to the nature and frequency of board—staff communication (B6-7). Board members were asked to consider revisions (for example, how to tighten wording etc.) in preparation for discussion at a future meeting.

13. HIS Labor Union

Files: (no file)

Executive Session

14. Support For Learning Difference

Discussion postponed.

15. Future Meeting Schedule

#6 Wednesday April 12 @19:00

#7 TBC

#8 Wednesday June 7@19:00

16. Time and Place of Next Meeting

Wednesday April 12 @19:00.

17. Adjourn Meeting

- ❖ Nikel moved to adjourn the meeting at 21:30. The motion was approved.

Minutes by Philip Seaton (March 15, 2017)