

Minutes of the 2017-2018 HIS Executive Board Meeting #9 2018 April 25 (Wednesday) 19:00

Members present: Alan Bossaer, Karen Katayama, Paul Nickel, Barry Ratzliff, David Wakabayashi, Yukari Rafter, Philip Seaton, Teiji Midorikawa

Members absent: Justin Tull,

Guests present: Phred Kaufman (auditor), Shoji Mitarai (auditor).

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

Katayama called the meeting to order at 19:02

2. Approve agenda

The agenda (sent by email) was approved.

3. Approve and sign minutes of 2018 March 28 Meeting

Minutes approved and signed.

Check that all minutes from September 2017 to present have been signed by those members who were present.

4. Board Chair's Report

File: (No File)

Verbal report

Katayama mentioned getting through the harassment protocols as soon as possible. We need to get back to a family feeling at HIS.

5. Head of School's Report

Files: (2018-03-28_5_Head.pdf)

Verbal Report

It is hoped that as many EB members as possible can meet the WASC team on Sunday afternoon (May 6th) to field questions mostly pertaining to governance.

Head of School Report to the Executive Board 04 / 25 / 2018

Enrolment: HIS current enrolment: 200 // Niseko Enrolment 20

Note on the HoS Report: This report is delivered shortly before our EB meeting on the 24th. I was away on a WASC accreditation visit of my own in Xiamen and returned Sunday. Given the additional work I have had this year, and the frequency of meetings, this report will be relatively short and focused on the essential decisions and topics for discussion that are relevant to today.

Organization for Student Learning:

A1. School Purpose

- **WASC Indicator: Regular Review/Revision** - The school has a process for regular review/revision of the school's vision, mission, and schoolwide learner outcomes based on current and future learner needs and the other local and global trends and conditions.
- **Note** - The WASC process has again allowed the school to revisit its mission and learning outcomes and reaffirm their continued value to the school.

A2 Governance

- **WASC Indicator: Written Procedures and Coherent Practices** - The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.
- **WASC Indicator: Board Appointments** - There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.
- **WASC Indicator: Pre-training of Potential Board Members** - Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the international school board.
- **Note** - An ongoing need exists for us to explore again opportunities for Board Training.
- **WASC Indicator: Relationship to Professional Staff** - There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.
- **Note** - The Executive Board is in need of professional, legal input to fully understand its duties and obligations under Japanese Labour Law so that it best knows where boundary lines must exist.
- **WASC Indicator: School Community Understanding** - The school community understands the governing authority's role.
- **Note** - The instructional survey in the fall was helpful in identifying that our community does not always understand the Board's role. I believe it would be best for the EB to determine the frequency with which the survey is put together.
- **WASC Indicator: Stakeholder Involvement** - The governing authority/ownership consistently seeks and considers the stakeholders views and gains in-depth knowledge about the school.
- **WASC Indicator: Evaluation Procedures** - The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.
- **WASC Indicator: Evaluation of Governing Authority** - The governing authority evaluates its processes and procedures.
- **Note & Discussion Point on Above Items** - The EB should discuss and consider its surveys, the relevance of the current question set and how they will be distributed, processed and used.

A3 School Leadership

- **WASC Indicator: Involvement of Staff** - The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.
- **Note** - With the WASC process involved all staff of the school of school improvement.
- **WASC Indicator: Interconnectedness of the School to the World** - The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.
- **Note** - With the school's CDGP (graduation portfolio) and other processes in place, I am pleased to say that I have not seen many other schools who have tackled this aspect of accreditation as well as HIS currently is.

A4 Staff

- **WASC Indicator: Defining and Understanding Practices/Relationships** - The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.
- **Note / Decision** - The Executive Board will today need to discuss, formalize and finalize

protocols that will be used for the investigation of any harassment allegations.

- **WASC Indicator: Support of Professional Development I** - 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.

- **WASC Indicator: Support of Professional Development II** - The school supports professional learning of the staff members that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem solving.

- **Note** - Teachers met in various Professional Learning Community groups on Monday (23rd) to consider instructional practices to pursue and observe.

- **WASC Indicator: Supervision and Evaluation** - The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

- **Note** - I was able to make informal observations of all professional staff (but two) during the 3rd quarter and have since begun following up across this final quarter of the school year.

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A5 School Improvement Process Criterion

- **Non-Report Area**

A6 Resource Criterion

- **WASC Indicator: Indicator: Practices** - The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

- **Note** - Auditing of the school's office cash-on-hand was completed. In early June, the school's accounts and practices will be formally audited.

- **Note / Decision** - The FA will formally present budgets to the EB today for discussion and decision.

- **WASC Indicator: Facilities** - The school facilities are adequate, safe, functional, and wellmaintained and support the school's mission, desired learner goals, and educational program.

- **Note** - HIS will carefully need to reconsider the long-range building plan within a larger strategic framework to ensure the school is adequately maintaining the building and facilities to the necessary level to grow and expand.

A7 School Improvement

- **WASC Indicator: Long-range Resource Plan** - The school has developed and implemented a long-range resource plan. The governing authority and the school have a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of the *HUSKIES*.

- **Note** - See note above on "Facilities"

- **WASC Indicator: Involvement of Stakeholders** - The stakeholders are involved in the future planning.

- **Note** - The WASC process has been one of the primary means by which stakeholders are involved in the school's future planning. We look forward to concluding the process in two week's time.

Curriculum, Instruction and Assessment

B1 What Students Learn

- **Note** - As we are mainly focusing on budget and other issues at this meeting, I will not be reporting on Curricular areas this month.

B2 How Students Learn

- **WASC Indicator: Research-based Knowledge** - The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the *HUSKIES*.

- **Note** - See the note above on Professional Learning Communities & PD work on 4/23.

- **WASC Indicator: Professional Collaboration** - Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This

would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

•**Note** - Neil is away in Tokyo to attend a three-day PD workshop on the MAP assessments that we use as our primary means of external testing data. We look forward to gaining a better understanding of the how to use MAP upon his return.

• **WASC Indicator: Professional Development** - The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships and other teachers and schools.

•**Note** - See note above

B3. How Assessment is Used Criterion

• **WASC Indicator: Monitoring of Student Growth** - The school has an effective system to monitor all students' progress toward meeting the academic standards and *HUSKIES*.

•**Note** - See note on Principal Cooke's PD session this week.

B4. How Assessment is Used Criterion - Classroom Assessment Strategies

• **WASC Indicator: Appropriate Assessment Strategies** - The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills.

• **WASC Indicator: Demonstration of Student Achievement** - A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the *HUSKIES*, including those with special needs.

• **WASC Indicator: Modification/Decisions based on Assessment Data** - Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

•**Note** - See note on Principal Cooke's PD session this week.

Support for Student Personal and Academic Growth

C1 Student Connectedness — Personal and Academic

• **WASC Indicator: Co-Curricular Activities** - School leadership and staff link curricular and cocurricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.

•**Note** - My thanks to Mr. Piazza and Ms. Harmon for accompanying the juniors on their service learning to Cambodia, the culminating learning trip for the secondary program.

Resource Management and Development

D1 Resources Criterion

• **WASC Indicator: Collective Culture of Mutual Respect, Inquiry and Communication** - A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning and management.

•**Note** - An area of growth that will take considerable resolve and must include the ability to step out of the confining boundaries of organization to permit genuine dialogue that is not hampered by fear.

• **WASC Indicator: Teacher Support and Encouragement** - There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

•**Note** - Supported by Lesson Study / teacher Professional Learning Communities and the ongoing work of teachers within various teams. Particular thanks goes to Mr. Pangier this month for his continued promotion of reading through HIS Reads and shared professional reading.

D2 Parent/Community Involvement Criterion

• **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. The school involves non-English speaking parents and/or only parents.

•**Note** - A thanks to the PTA who supported students, teachers and community members at the annual Spring Bazaar in mid-April.

Boarding Program

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.

• **Indicator:** There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.

• **Note** - The presence of four dormitory 'parents' will allow HIS to review and improve on a more balanced coverage and the extended system of support provided to all dormitory students.

• **Indicator:** 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.

• **Note** - HIS has worked closely with all involved parties to better improve the circumstances for a particular student in the dorm. Updates to be given at our EB meeting.

Head of School Goals for 2017-18

(1) **Operations and Resource Management** - In collaboration with the Building and Grounds Committee of the Executive Board, arrange for the resources (time, funding and detail decisions) to complete the extension project to the on-campus dormitory building, culminating in a transfer of students from Dorm 2 to a united, on-campus dormitory building.

- November 8 - Funding Approval from EB & BoC
- Construction Start - Mid-Nov // Delayed // Begun February (Complete)
- Construction Safety Details Published to Community - Mid-November (Complete)
- Transition // moving plan to new facilities - end March 2018 // Delayed to End April
- Rental Dorm, Contract cancellation - July, 2018

(2) **Operations and Resource Management** - In collaboration with the Building and Grounds Committee of the Executive Board, and the school lawyer, explore solutions to property access and explore expansion plans to the current school building facilities.

- Meet to discuss / strategize - December 2017 (Delayed)
- Meet with school lawyer - 3rd week of January, 2018 (Delayed)
- Preliminary in-house plans - End February, 2018 (Delayed)
- Report from lawyer - End February 2018 (Delayed)
- Revise plans based upon lawyer's report — (Topic for Discussion & Review - April 2018)

(3) **Professional Accountability** - In collaboration with representatives of the school staff, the Board, fellow administrators and the school lawyer, set priorities for, and systematically address, the remaining areas for negotiation as outlined in the *Note of Confirmation* signed alongside the Labor-Management Agreement.

- Receipt of items of negotiation - November 2017 (Complete)
- Guidelines for Working Teams - 2nd week of November - Preliminary meeting with EB Chair (Complete)
- November 14 meeting with h.i.s. Labor to finalize guidelines (Complete)
- Refer one topic to EB for decision (Agenda addition, November 8) (Complete)
- Select Working Team members for first agenda item - (November 16, 2018) (Complete)
- Agenda 2 Revisions to Health Insurance Plan Comparison Document - December (Handed off to Team)
- Agenda 3 Wording for Standardized Cover Letter to Letter of Reference - end February (Complete)
- Agenda 4 Proposal for Revisions to Communication Protocol - end February / early March (Complete)

(4) **Human and Organizational Development** - In dialogue with the EB and relevant staff, develop the policies and protocols around the hiring process that would better ensure HIS hiring and retaining educators who meet the need of our curriculum.

- EB preliminary discussion topic - Nov 8, 2017 (Complete)
- Document conclusions of discussion by Nov 15, 2017 (Complete)
- EB Discussion topic - January meeting, 2018 (Complete)
- Post to website - End February, 2018 (Delayed)

(5) **Human and Organizational Development** - Support the WASC Site Coordinator and school staff through the allocation of school resources (time, funding, data-collecting, materials and administrative decision-making) to ensure a smooth conclusion to the WASC Focus on Learning, Self Evaluation process leading up to the visit of the WASC Visiting Committee in the Spring of 2018.

- November 6 - All teacher WASC Day (Complete)
- November 23 - All teacher WASC Day (Complete)
- by end November - Settle on VC Team Accommodation & transportation plan (Complete)
- March 6 - Submission of WASC Report to VC & WASC Offices (Complete)
- January 8 - All staff WASC Day (Complete)
- May 6 - 10 WASC Visiting Committee
- **Supporting additional writing / sub coverage as needed

(6) **Governance** - In advance of submitting the WASC Accreditation FOL Self Study Report, support the Executive Board the Board of Councilors and the school lawyer with the necessary resources (scheduled time, funding, PD expertise) as the school seeks to redefine the relationship between the two boards of the school.

- HoS Discussion w/ Larry Hobdell (Regional Educational Officer) - ELC 2017 (Complete)
- Admin Discussion with Dr. Marilyn George, Regional Director of ACS-WASC - ELC 2017 (Complete)

- Multiple Visits w/ school lawyer (Fall 2017) (Complete)
 - Receipt of Articles of Incorporation Revisions - October 2017 (Draft Complete)
 - Translation of Revisions - November 2017 (Completion Date - End April)
 - Distribution of Revisions - November Board packets (EB & BoC) (Revised: for distribution to EB & BoC in May)
- Agenda Item Preparation - BoC & EB Agendas for Nov 2017 Meetings // (Revised: Agenda Item for May BoC)

6. Principal's Report

File: (no file)

No report

7. Niseko Report

File: (no file)

No report

8. Building and Grounds Report

File: (no file)

No report

9. Finances Report

File: (no file)

Nikel verbal report

HIS Sapporo budget is based on 205 student population. This is the largest number we have used to base our budget around. We do not have a zero-based budget; we have to have a balanced budget (revenues and expenditures must balance out to zero). If we have a 3% tuition increase we will have a 1.3 million yen deficit. We should be able to balance the budget with some careful management adjustments. Last year we had a 25 increase and the year before was 3%. There are concerns for demands for salary increases. We have had two very good years (2015 and 2016) with large surpluses but this is not a given.

Recent lawyer fees were costly. We had to budget 3 million yen for future legal costs. The teachers are asking for a 3% salary increase every 5 years. This is unrealistic and unsustainable. Seventy-five percent of the total budget is for salaries.

The Board wondered if we should discuss legal fees with the union representatives.

There was a question asked about how we will cover ELL costs next year. This will just be taken out as a revenue stream. HIS will absorb the costs. We are not covering the costs.

Next year we will freeze salary increases. However, teachers do get automatic pay increases in their salaries. This is a cost HIS incurs. There is not much of an outflow of teachers at HIS and this also means HIS is paying the additional automatic pay increases.

We need a six-month surplus for a contingency fund in the future. Perhaps in three years.

The Finance Committee is proposing a 3% tuition increase for the budget. This is in line with what we've done before.

Nikel motions to pass the budget as proposed by the Finance Committee with a 3% tuition increase. Rafter seconds the motion.

- ❖ The motion passed. Eight votes in favor. One member did not vote.

Note: The dormitory budget and Niseko budget are NOT ready to pass as the accountant still needs time to finish them. We will vote on these by email.

10. Power Harassment Investigation Protocols

File: (no file).

Ratzliff recused himself from the deliberations/discussion regarding the harassment investigation protocols.

The Board discussed the power harassment investigation protocols.

The Board discussed the investigative team.

The Board will write up the protocols and procedures for dealing with a charge of harassment.

The accuser and accused will have equal opportunity to fill in a report of an incident. There will be a time component attached to the reporting and investigative procedures so that harassment investigations do NOT linger on. They will be much more definitive in their procedure.

11. May 8 e-vote Regarding Insurance Fee and Musical Instrument Fee Increases

A) Ratzliff proposes that the insurance fee charged to all students be raised from ¥4000 to **¥5000** in order to meet the increases demanded of the current insurance provider.

Katayama seconded the motion.

- ❖ The motion passed. All (Nine) votes in favor.

B) Ratzliff proposes that the instrument fee charged to all band and instrumental music students be raised from ¥10,000 to **¥15,000** in order to fully cover the costs of repairs incurred by the program.

Katayama seconded the motion.

- ❖ The motion passed. All (Nine) votes in favor.

12. Future Meeting Date

May 23, 2018

13. Time and Place of Next Meeting

#10 TBC @ 5:00. HIS Sapporo Campus.

14. Adjourn Meeting

- ❖ Katayama moved to adjourn the meeting at 21:50. The motion was approved.