

Minutes of the 2019-2020 HIS Executive Board Meeting #4

2020 January 14 (Tuesday) 18:25 @ HIS

Members present: Karen Katayama, Phred Kaufman, Teiji Midorikawa, Paul Nickel, Robert Pickett, Barry Ratzliff, David Wakabayashi, Kathleen Riggins (auditor) Mitarai-Sensei (auditor)

Members absent: none

Guests present: Neil Cooke (Principal), Barry Mernin (Niseko Administrator)

Quorum: Can have meeting without a quorum but cannot vote on anything. Email voting must be

signed and sent before the meeting starts to be counted as present. A quorum consists of 2/3 or 6 members.

1. Call the meeting to order

Kaufman called the meeting to order at 18:32. We have a quorum for this meeting.

2. Approve agenda:

The agenda was approved.

3. Approve and sign minutes of November 29, 2019 Meeting.

Minutes approved and signed.

4. Board Chair's Report

Dear EB Members,

Greetings and a Happy New Year to all Board members, along with my thanks for your committed work for the school. As we head into the second semester of the year, the most important thing to keep before us is the unity of the Executive Board and remaining focused on doing what is best for the institution as a whole.

Perhaps the biggest job ahead of us over the next six months is ensuring a smooth transition for Tim Schlosser and to prepare for a bright and stable future into which he can step.

To that end, we will be commissioning the Head of School Transition Committee today and moving forward with some other routine and remaining business of the school. Mr. Tanaka will be our guest today as well, in order to update us on court proceedings.

Sincerely yours, Phred Kaufman

5. Head of School's Report

Head of School Report to the Executive Board 01 / 14 / 2020

Enrolment: HIS current enrolment: 180 // Niseko Enrolment 28

Note on the HoS Report: Today's meeting will include time for the Board to hear a presentation from the school's attorney, Mr. Hiroshi Tanaka. The regular business of meeting will follow. As part of the handover process, I will be sharing all Board packets with Tim. In today's meeting I will also be presenting updates on the piping work, a request from Niseko and hiring. I look forward to seeing you all.

Organization for Student Learning:

A1. School Purpose

- WASC Indicator: Consistency of Purpose, Schoolwide Learner Outcomes, and Program - There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of the global competencies.

- Note - [See notes on curricular work below]

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.

- Note - A potential board candidate has emerged from HIS Niseko and has been referred to the Nominating Committee for consideration.

- Decision - Today we should vote on adding our current candidate for the EB.

- 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 - Board appointment discussions and interviews have come with a degree of Board pre-training and the sending of The International Trustee's Handbook.

- Note - Additional guidance, support and training will be necessary for any future appointees.

- 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.

- WASC Indicator: Relationship of Policies - 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.

- Note / Decision - The 2020 ~ 21 calendar has been drafted and will now go to school staff for feedback and finalization, however, I would like to ask the EB to establish the starting and ending dates for the school year. Starting: August 19, 2020 (Opening Ceremony); Ending: June 17, 2021 (Graduation)

- WASC Indicator: Professional Development of Governing Authority/Ownership - Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.

- Note - I appreciated the Board, faculty's and school's openness to the idea for a transition plan and transition team to support the incoming head of school, Tim Schlosser. The data and suggestions come directly from EARCOS Leadership Conference Board Training and reflect the kind of understandings that the Board needs to ensure a stable transition and should be held as part of the institutional memory of the Board.

A3 School Leadership

- WASC Indicator: Existing Structures - The school has existing structures for internal communication, planning, and conflict resolution.

- Note - Head of School Transition Team - To date, I have presented the HoS transition plan to teachers, staff and Niseko PTA. Sapporo PTA is to follow. The key understanding of a slow transition process (3 years) has been well received and understood and will be a key factor for a successful future.

- Decision - Today I would like to ask the EB to commission the HoS Committee.

- 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 - I appreciate the input to be provided in an expanded version of the school's Leadership Team schedule for January 16, as administration and teachers consider the layout of the mileposts for the future.

- WASC Indicator: Evaluation of Existing Processes - The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and teaching in a global citizenship.

- WASC Indicator: Child Protection - The school has clearly defined leadership responsibilities for child safety and duty of care.

- Note - Switching to Search Associates for to conduct hiring searches, allows us to follow up on background checks and recent child protection training for incoming staff. We are appreciating the bigger picture provided by the layout within Search.

A4 Staff

- WASC Indicator: Qualifications of Staff - The school reviews all information regarding staff background, training, and preparation, including international expertise.
- Note - [See note above]
- WASC Indicator: Child Protection I - 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.
- WASC Indicator: Child Protection II: 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.
- WASC Indicator: Child Protection III: The school provides training for all faculty and staff in the implementation of child protection policies.
- WASC Indicator: Maximum Use of Staff Expertise - The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.
- Note - The hiring process has been challenging as we sought to fill the following positions: Grade 6 / Library; K~12 Music; and K~12 Physical Education. To date, we have hired the PE and Music positions but remain looking for the Grade 6 / Library position.
- All incoming teachers will receive child protection training through EduCare.
- WASC Indicator: Staff Actions/Accountability to Support Learning - The school evaluates the effectiveness of the process and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement such as shadowing, coaching, observation, mentoring, and group presentations.
- Note - Professional observations of learning and provision of feedback will continue throughout the second semester.
- 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 - 5 teachers will be attending the EARCOS Teachers Conference in March.
- 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 - Professional observations of learning and provision of feedback will continue throughout the second semester.
- WASC Indicator: Measurable Effect of Professional Development - There are effective operating process that determine the measurable effect of professional development, coaching, and mentoring on student performance.
- Note - CC conversations focused on a need to remind teachers to provide written feedback in established forms on how PD impacted their training both immediate after returning and 6 months later.

A5 School Improvement Process Criterion

- WASC Indicator: Broad-Based and Collaborative - The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.
- WASC Indicator: School Plan Correlated to Student Learning - The school's action plan is directly correlated to the analysis of student achievement data about the critical student learning needs, the HUSKIES, and academic standards.
- Note - I am appreciative of the work that WASC Site Coordinator (Mr. Cooke) and Professional Learning Teams are moving forward on to address the follow up work on the WASC follow up.
- WASC Indicator: Systems Alignment - Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement. [See note above]
- WASC Indicator: Correlation Between All Resources, Schoolwide Learner Outcomes, and Action Plan - There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan. [See note above]

A6 Resource Criterion

- WASC Indicator: Allocation Decisions - There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the HUSKIES. The school leadership and staff are involved in the resource allocation decisions.
- Note - Teachers will soon (Feb 15) begin the process for budgeting for next school year. Despite the Board's last year commitment to a 3% increase for this next school year, budget costs will not be increased correspondingly as HIS is desperate to increase revenue to cover the ongoing operational deficit. Included in the packet is the budgeting process that teachers and staff members participate in.
- WASC 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 - My thanks to Business Manager Kashiwabara who visit Mr. Ishimaru to establish a contract for Mr. Ishimaru to be the school's external auditor. Eri has also worked with our accounting firm to establish

the Dashboard indicators that will definite future reporting. Ikeda Kaikei has also noted that they have finally caught up on the backlog resulting from taking over the accounting from Nakagawa Accounting.

- WASC Indicator: Facilities - The school facilities are adequate, safe, functional, and well- maintained and support the school's mission, desired learner goals, and educational program.
- Note - Over the holidays, the most important work conducted on the building was cost estimates for pipe replacements by our final candidate, Nakayama Boiler. We had selected Nakayama Boiler as our best choice for the boiler replacement. If the pipe replacement estimate seems within range of previous estimates, we will soon need complete plans for a loan and summer refurbishment schedule for buildings.
- WASC Indicator: Child Protection - Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.
- [See note on door window installation in section D]
- WASC Indicator: Instructional Materials and Equipment - The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulative, and laboratory materials are effective.
- Note - See the process explained above in A6. Note also that this process has been shared and discussed w/ Tim S. at our weekly meetings.

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 - The current long-range plans will need to be adjusted to reflect any decisions made by the EB on boiler, piping and other changes to the school buildings.
- WASC Indicator: Marketing Strategies - The school has marketing strategies to support the implementation of the developmental program.
- Note - I have included several snapshots of the Study International advertising campaign that is soon to wrap up. These will be explained at the EB meeting.

Curriculum, Instruction and Assessment B1 What Students Learn

- WASC Indicator: Current Educational Research and Thinking - The comprehensive and sequential documented international curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.
- WASC Indicator: Congruence - There is congruence between the actual concepts and skills taught, the academic standards, and the HUSKIES.

- Note - Ongoing work of the PLCs following up on WASC work.
- WASC Indicator: Curricular Review, Revision, and Evaluation - The school assess its curricular review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to determine the impact of these on providing a challenging, coherent, and relevant curriculum for all students.
- Note - See note above
- WASC Indicator: Collaborative Work - The administrators and teachers use various collaboratives strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.
- Note - Ongoing work of the PLCs following up on WASC work.

B2 How Students Learn

- 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 - The Leadership Team and other key members of the program will be considering the layout of the milepost structure of the school. I appreciate their input and considered work.
- 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 - Five teachers will be attending the EARCOS Conference in March.
- WASC Indicator: Student Perceptions - Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.
- Note - A growth area for HIS. I would recommend that the EB consider this as an area for future development under the next administration.
- WASC Indicator: Student Use of Resources - Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.
- Note - Interviews for this hiring cycle clearly indicate a need for deepening knowledge of library resources as an ongoing part of the instructional process.

B3. How Assessment is Used Criterion

- WASC Indicator: Professionally Acceptable Assessment Process - The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.

- Note - Upcoming reporting period a chance to consider student performance.
- WASC Indicator: Modifications based on Assessment Results - The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.
- WASC Indicator: Monitoring of Student Growth - The school has an effective system to monitor all students' progress toward meeting the academic standards and HUSKIES.
- WASC Indicator: Reporting Student Progress - There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the HUSKIES, i.e., global competencies.
- Note on Above Indicators - Upcoming reporting period a chance to consider student performance and areas that need to be address. Ongoing role of the PLCs and

B4. How Assessment is Used Criterion - Classroom Assessment Strategies

- 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.
- WASC Indicator: Teacher Feedback to Students - Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and the HUSKIES.
- Note - [See above notes on B3]

Support for Student Personal and Academic Growth C1 Student Connectedness — Personal and Academic

- WASC Indicator: Adequate Personalized Support - The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counselling, and academic assistance. There is appropriate application of assessment tools and processes for determining interventions.
- Note - Through FF and SS meetings, Mr Cooke has established a committee to formulate a clear set of procedures and protocols for support of specific students needs, ultimately leading to intervention and referral in cases where this is necessary.
- WASC Indicator: Strategies Used for Student Growth/Development - Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. (Level of teacher involvement with students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection).
- Note - [See above indicator]
- WASC Indicator: Support Services and Learning - The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

- Note - The HoS and Admin Assistant have been in talks with Ms. Matsuda of “Hanmok”, a US-trained counsellor, who has expressed a willingness to sign a provider agreement with HIS to provide a once a month counselling block to our students.
- WASC Indicator: Student Perceptions - The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.
- Note - An area of need for the school is a formalized process by which feedback is gathered and analyzed on an ongoing basis to ensure the student voice is being properly incorporated into the culture of improvement at the school.
- Resource Management and Development
- D1 Resources Criterion
 - WASC Indicator: Caring, Concern, High Expectations - The school demonstrates caring, concern, and high expectations for students in an environment that honours individual and cultural differences.
 - Note - At the EB meeting, I will share some praise recorded by a parent towards our professional staff.
 - WASC Indicator: Safe, Clean and Orderly Environment - The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.
 - Note - Over the holidays, the most important work conducted on the building was cost estimates for pipe replacements by our final candidate, Nakayama Boiler. We had selected Nakayama Boiler as our best choice for the boiler replacement. If the pipe replacement estimate seems within range of previous estimates, we will soon need complete plans for a loan and summer refurbishment schedule for buildings.
 - WASC Indicator: Child Protection II - The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.
 - Note - To bring the building one step further towards our child protection policies, a window was installed into the ELL Room door on the second floor. A final window will also be needed in the EY room, which will complete window installation throughout the school.

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.

- WASC Indicator: Use of Community Resources - The school uses community resources of the host country to support students such as professional services, partnerships, speakers etc.

- Note - [See above on counselling] 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 an ongoing supervision, evaluation, and professional learning process for all boarding staff.

- Note - Similar to office staff and feedback to teachers from student, there is an ongoing need for an evaluation system to provide feedback to administration and dorm staff to ensure that improvements are being considered and professional development is purposeful and aimed at bettering the program. This should be incorporated as a future board goal for the following administration.

- Indicator: 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.

- Note / Decisions - The EB should make a decision on revamping the main floor and other aspects of the original dormitory building. Decisions to consider today would be:

- Scope of the revamp (in broad terms)
- Finances and financial planning for such a plan
- Appointing a Board member to work with administration to oversee next steps.

6. Sapporo Principal Report (2020-01-14_6_Principal.pdf)

7. Niseko Admin Report (2020-01-14_7_Niseko.pdf)

Decisions Needed

8. 5-Year Contract Rule for all Staff (Executive Session)

- **ideas for writing the letter to staff in explanation of 5 year contract term.**
- **financial, fresh ideas, energy up, more flexible for adopting and new vision, insular culture moving to student focused, no upward opportunity for long-term teachers, appreciate current teachers contribution to the school, acknowledge teacher's service, institutional memory still around, swift changing world.**

- need letter from EB to staff (vetted by Thurgood) for explanation of new 5 year contract
- grandfathered teachers means gradual change
- we can always change, if it doesn't work

9. Commissioning new HoS Transition Committee (Executive Session): members of the committee— Phred, Robert, Teiji, David, Paul and Kathleen.

- Robert motions and Teiji seconds that employee contracts, from the 2021-2022 school year, be limited to a maximum term of up to five years.
- all in agreement

10. Old Dorm Revamping Plan and Funding: Phred lead person with advice from Paul

- Teiji moves and David seconds the motion that a maximum of 200,000 USD be drawn from the CDF to revamp the first floor of the old dormitory. Work to include: 1. redesign of the dorm kitchen 2. expansion of the dining room space 3. removal of the Japanese room to expand the living area. 4. installation of a kitchenette into the dorm coordinators apartment.
- all in agreement

11. Calendar

- Robert motions and David seconds the approval of the beginning and ending dates of the 2020-2021 school year. [August 19-June 17th]
- all are in agreement

12. Tanaka sensei court case report presentation (Executive Session)

- Shibuya after retirement was hired part-time for one year.
- In the contract part-time could work until 72, but there is no guarantee that the post retirement job contract would be offered every year, depends on the need of the school.
- She claims she was fired, but just one year contract was not renewed.
- Trial is finished, waiting judgement, both sides can appeal.

Discussion Items

13. Boiler and Pipe replacement Costs and Estimates: Phred lead person with advice from Paul

- **Robert moves and Barry seconds the motion that the school moves forward to work with Nakayama Boiler company to plan the process for replacing the pipes and boiler system for both buildings. Final plans will be brought to the EB for final approval and financing decisions.**
- **all in agreement**

14. Board Membership: Lucy will join the EB in March

- **Phred moves, Barry seconds that Lucy Morrell will join the EB for the remainder of the school year.**

Nomination Committee will consider another candidate as well.

Future Consideration

15. Strategic Plan Input Review and EB Input

Closing

16. Future Meeting Schedule

17. Time and Place of Next Meeting: Feb. 25th 18:30

18. Adjourn the meeting at 21:03

Minutes by Karen Katayama

