

Minutes of the 2016–2017 HIS Executive Board Meeting #1

September 9, 2016 (Friday) 19:00 @ HIS Sapporo

Members present: Alan Bossaer, John Lazirko, Karen Katayama, Teiji Midorikawa, Paul Nickel, Barry Ratzliff, Justin Tull, and David Wakabayashi.

Members absent: Philip Seaton (votes received by email), Neil Cooke (principal), and Phred Kafuman (auditor)

Guests present: Barry Mernin (Niseko administrator), 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

Nickel called the meeting to order at 19:30. 8 members, we have a quorum.

2. Approve agenda (2016-09-09_HIS Executive Board Agenda.pdf)

The agenda was approved. Add the Niseko bus decision.

3. Approve and sign minutes (2016-06-27_ExB_min.pdf)

June minutes signed.

Check that all minutes have been signed by those members who were present.

4. Chair Report (2016-09-02_Chair_Report.pdf) Nickel

Dear Board Members,

Welcome to the new HIS school year !

I look forward to working closely each of you as we continue to lead the school into the future and the challenges ahead.

We move into this new school year with a wonderfully healthy enrollment and some very “positive challenges” ahead of us in planning for future growth and possible capital expansion.

A few key agenda items I would like to bring to your attention are noted below.

- Executive Board Principles and Practices - The revised and newest edition will be circulated to have each Board member sign off on.
- Head Goals – Review the goals to be submitted by the Head of School.
- Establish Committees – Including the establishment and formalization of the Executive Committee (protocols) and review of the committee’s roles.
- Board Goals / Focus of the Year – Discuss our Board Goals.

Meeting Schedule

I propose the following dates for our upcoming meetings. Please review and we can discuss on September 9th:

- Meeting No. 2 – Wednesday October 12, 2016 (Corresponds with BoC meeting)
- Meeting No. 3 – Friday November 25, 2016
- Meeting No. 4 – Wednesday February 15, 2017
- Meeting No. 5 – Wednesday March 15, 2017
- Meeting No. 6 – Wednesday April 12, 2017

- Meeting No. 7 – TBA (Corresponds with BoC meeting)
- Meeting No. 8 – Wednesday June 7, 2017

I would like to take this opportunity to welcome back to the board Karen Katayama. We are very happy to have Karen back with us as an Executive Board member and share her insights and knowledge.

I look forward to seeing you all on Friday September 9th at 1900hrs. Sincerely,

Paul Nikel

Executive Board Chair, 2016-2017

5. Head of School's Report (2016-09-09_5_Head.pdf) Ratzliff

Head of School Report to the Executive Board 2016-09-08

Enrollment: HIS current enrollment: 203 // Niseko Enrollment 21

Opening Comments: It has been a good start to the school year, one that has realized significant growth at the main campus, with 15 new students in the elementary and some 25 in the secondary, and valued growth at Niseko with a starting number of 25. Dealing with the challenges that results from growth has been much of Neil Cooke and my work since we returned to work. Growth, the potential for future growth and the needs that growth creates, should define many of the discussions and decisions of the Executive Board and Board of Councillors for this school year

Note on the Organization of the HoS Report: Like last year, I am writing my report by using the outline of our WASC Accreditation Manual. While this is unusual (I've yet to hear of a school that does HoS reports in this manner), it is an immensely helpful means of documenting our school's progress during accreditation visits and Full Self Study Review years. This leads to a much longer HoS report than would be expected, and a much deeper look at the workings of the school than is necessary for the operations of the EB. However, it's usefulness for documentation outweighs any demerits and I believe it allows EB members to become acquainted with the criterion by which our school will be assessed during the accreditation process. I would further extend that by planting a seed in the minds of EB members to consider joining the WASC Leadership Team, which will be selected during this school year in preparation for our WASC Self Study year (2017 ~ 2018) and accreditation revisit in the spring of 2018. WASC Indicators will be recorded under each area (these are taken directly from the WASC Manual), followed by my comments on developments and progress that address the indicators. The four major areas of the the accreditation process (A. Organization; B. Curriculum, Instruction & Assessment; C. Student Support; and D. Resources) are designed to overlap, therefore the report may seem to "repeat" and references may be made to different sections as a result. Many thanks for your considered attention to the details of HoS reports.

Organization for Student Learning:

A1. School Purpose

- WASC Indicator: Involvement of All - The school has a process for involving representatives of the entire school community in defining the global competencies and the development/refinement of core values, vision, and school learner outcomes.
- WASC Indicator: Regular Review/Revision - The school has a process for regular review/revision of the school's vision, mission, and school wide learner outcomes based on current and future learner needs and other local and global trends and conditions.
- Comments - As a result of the newly developed Husky Legacy Project, The Curriculum Committee was presented with a request to change some wording in the benchmarks of the the HUSKIES learner outcomes. These were adopted by the committee. My thanks to Jared Pangier, David Piazza, Mark Erikson and Neil Cooke for their thoughtful recommendation.
- Decision Needed: As the HUSKIES are the school's learning outcomes, the EB will need to pass the changes.

A2 Governance

- WASC Indicator: There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.
- Comments - I have shared the essential board documents to the EB and hope that they and a thorough understanding of their contents are of help as we start into a new school year. As part of our initial work, the EB will need to commission its non-standing committees. Listed below are the committees I recommend be commissioned for this school year.
- Decision Needed: The Finance and Nominating Committee of the Board are standing committee, however we will need ad hoc committees to be annually established to do the hard work of the board and make recommendations to the EB at each of our meetings. I recommend that the following committees be established for 2016 ~ 17
- Building & Grounds - To consider expansion (dorm & building) within the context of growth.

See Head Goals 5 & 6.

- Marketing & Branding - To consider (1) developing an ongoing relationship with a student recruiter (see HoS Goal 5), (2) supporting the school in redevelopment of the school's printed promotional materials, and (3) supporting the school in creating additional promotional videos (4) Consider the future and future needs of HIS Niseko.
- Executive Committee - To continue the work started on defining the tools by which the board evaluates the HoS, itself and the school, within the limits established by governance best practice and the WASC accreditation process.
- Bare Bare Beer Festival - To support the running of the BBBF as the main fund raising event of the EB.
- Board Documentation - To (1) finalize the process of integrating and aligning board documents to reflect practice understandings in governance (Just one document to go), and (2) , with the FA Committee, Revamp the Financial Assistance Process and documentation. requirements.
- Financial Assistance - To receive, consider and approve or reject applications for financial assistance from the parent community. I would also hope that this committee can join the Board Documentation Committee to revise FA documentation.

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.
- Comments - My thanks to the staff and faculty who played a variety of roles in Orientation Week to support their peers and incoming teachers. Special thanks go to Sherrie Oda (introduced Lesson Study & L.A. items), Kathleen Riggins (introduced Virtues Project), and the ELL Team; Claire Yao, Joe Tomasine and Yumi Miyatake (initial training & intro to ELL). Also a thanks to Barry & Neil who were there throughout training and for the team and program leaders for breakout sessions, also to the 'Critical Peers' who supported incoming teachers. Finally a thanks to Dan Adams for setting the year off to a good start with an hour of Brain Breaks experiences.
- 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 global citizenship.
- Comments - I have greatly appreciated the thoughtfulness of Neil in reviewing, reporting and discussing how we and the faculty might improve expectations for homework and AP course achievement. At initial SS Team meetings, productive conversations were and are being had to effect changes that will address and improve these areas. Changes were made to Office Hours, Study Hall Rules & Expectations, Computer Use Expectations and homework expectations. These were announced to students during Orientation.
- 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.
- Comments - I think there is not better means to addressing this criterion than through the rapidly developing Huskies Legacy Project, which was spearheaded by Jared Pangier and further developed by David Piazza, Mark Erikson and Neil Cooke. I will be asking this group to present to the EB at some point in the near future. Our PD work with Craig Coutts will further allow us to reassess our service learning and give us the framework and tools to redevelop Service Learning into a proper program that meaningfully connects students to our world.

A4 Staff

- WASC Indicator: Employment Policies/Practices - The school has clear employment policies/ practices related to qualification requirement of staff.
- WASC Indicator: Qualifications of Staff - The school reviews all information regarding staff background, training, and preparation, including international expertise.
- Comments - While we only had two new full-time teachers coming in this year, the increase in numbers meant having to hire support and part-time teachers to cover needs. New and supporting teachers for this year are:
 - Ian Aseltine - Secondary / AP Science Teacher (replacing Megan Shaffer) - Certified experienced and internationally experienced teacher.
 - Laura Harmon - High School History / Literature Teacher (replacing Josh Shaffer) - Certified experienced and internationally experienced teacher.
 - Mandi Tull - Part Time Grade 6 Humanities Teacher - 2 blocks of instruction - Certified and experienced. Mandi substituted extensively for us last school year and was the preferred sub for our teachers.
 - Teruyo Kimoto - Secondary Japanese language teacher - 1 block of instruction - Kimoto- sensei is a certified and widely experienced Japanese language instructor. Last year we worked with Kimoto-Sensei when hiring Yumi Miyatake to be our Japanese Language teacher.
 - Celia Lopez - Assistant for PE. Dan Adams was in need of an assistant for one of his large PE classes in the high school. I have asked Celia to assume this role, which will be added to her current teaching responsibilities.
- We are very fortunate that such experienced and certified teachers have been available in the local community at such short notice. This is a historic exception that can only be described as "lucking out".
- 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.
- Comments - Orientation was again an opportunity to clarify several aspects of the school's policies and procedures. I

was in particular pleased to explain the expectations I have for teacher participation in after-school and major school event. I was furthermore pleased by how well it was received by teachers from a broad range of perspectives. Orientation was also an opportunity to have all staff and faculty review and sign to, for the first time, the recently established Code of Conduct created by our school's Child Protection Committee last school year.

- WASC Indicator: Staff Actions/Accountability to Support Learning - The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions and accountability to support student learning. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement.
- Comments: During Orientation Principal Cooke and Jared Pangier lead the teachers through inservice training on how to access the online MAP assessment data. The data is helpful in supporting teachers to select differentiated instruction to meet student needs. I would also like to thank Principal Cooke for his making AP teachers aware of results and shaping conversations at the secondary level to focus on how our students might be best/better prepared for such exams in the future.
- Comments: Principal Cooke and I will again be making use of our Professional Observation and Conversation approach to observe learning in the classrooms of incoming teachers and use collected data to frame conversations about learning that will lead teachers to establishing personal professional goals.
- Comments: Lesson Study leaders met on Tues. 23 to consider 'fast-tracking' a component of the Lesson Study as most of our teaching staff are experienced enough to skip an intermediary step. This resulted from a survey of teachers participating in the LS teams last spring. Similarly, teams are being restructured to more effectively bring similar subject areas together.
- WASC Indicator: Support for Professional Development (PD) - The school effectively supports professional development/learning with time, personnel, material and fiscal resources.
- Comments: Aside from Lesson Study, HIS is focusing its energies this year on PD in the area of Service Learning (see above); ongoing work to implement Standards-based Assessment; literacy, through PD in the Pathways, Reading & Writing Workshop approach, and there is very focused professional development for ELL teachers (training at the end of October) WIDA approach. I have asked ELL Coordinator Claire Yao and ELL teacher Joe Tomasine to present to the EB today as a 'report on progress'. (the EB gave ELL the go ahead with this pilot last year).

A5 School Environment

- WASC Indicator: Teacher Support and Encouragement - There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.
- Comments: The recent, teacher-developed Huskies Legacy Project is a good indication of the innovation that is emerging from teachers who are engaged in testing the boundaries on how better to enhance student learning and achievement of the HUSKIES.
- WASC Indicator: Safe, Clean and Orderly Environment - The school has existing policies, regulation and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.
- Comments - As above, I am pleased to announce that HIS has initiated the Code of Conduct, which was signed by all teachers. The development process was helpful in raising awareness above staff of internationally expected standards.
- Comments - My thanks to Hajime Katayama who spent significant energy this school year to oversee installation of new cabling and equipment for our upgraded wifi system. Further to that, he worked with the contracted company to establish firewalls and filters that will provide greater internet safety for our students and teachers

A6 Student Progress

- WASC Indicator: Reporting Student Progress - There are effective processes to inform the board, parents, and other stakeholders about student progress towards achievement of the academic standards and the HUSKIES.
- Comments - I will be asking Principal Cooke to present the summative results from the MAP testing. This was presented to teachers during Orientation. I would suggest to the Executive Committee that this data be integrated into the yearly data that is collected for evaluation of the HoS and the overall program.

A7 School Improvement

- (Non-Reporting Area for this Meeting)

Curriculum, Instruction and Assessment

B1 What Students Learn

- WASC Indicator: Academic Standards for Each Area - The school provides a comprehensive and sequential documented international curriculum.
- Comments - With the advice of Ian Aseltine, the Curriculum Committee will be reviewing and adopting new standards for science, ones that are more fitting to a science program and that better align to the Common Core Standards.

- WASC Indicator: Embedded Global Perspectives - The school leadership and certified staff ensures that global education concepts, perspectives and issues are embedded within the curricular areas.
- Comments - HIS is fortunate in that the IPC and IMYC programs come with global perspectives integrated into every unit of study. Further to that, the HUSKIES and the Huskies Legacy Project are furthering the level of depth at which global perspectives are personalized and given 'life' for the learners of the school. As we work to develop K ~ 12 Service Learning in the school, global perspectives will again be reinforced through the research component required of Service Learning.
- WASC Indicator: Accessibility of All Students to Curriculum — A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all student.
- Comments: Progress with WIDA will allow us to prove a more rigorous ELL program that can be used to better accommodate ELL students and transition them into the mainstream program. This dovetails with plans to establish a stronger recruiting position to best guarantee a stable student population into the future.
- WASC Indicator: Integration Among Disciplines - There is integration among disciplines at this school.
- Comments: HIS has strengths in this area due to its IPC and IMYC curriculum documents, which require close collaboration and integration among subjects. To further strengthen this, the CC discussed and has requested that at team meetings this year, dedicated time is to be spent each meeting to outline when specials teachers will meet with classroom and subject area teachers to collaborate during Wednesday morning planning.
- WASC Indicator: Curricular Review, Revision, and Evaluation - The school assesses its curricular review, evaluation, and review processes for each program area, regarding the impact of these processes on providing a challenging, coherent and relevant curriculum for all students.
- Comments - Notes above indicate the significant degree of appropriate curricular review across the school (note WIDA, Service Learning and Standards-based Assessment changes in the works). Further to that, elementary math teachers, in light of last spring's Singapore Math PD, adopted new instructional materials & texts to better address math instruction in the elementary.
- WASC Indicator: Articulation and Follow-up Studies - The school conducts student follow-up studies that provide insights to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.
- Comments - This is an area of growth for HIS. While I am proud to say that all but one student from our 2016 graduating class entered university, and we do in fact track all university entrance, we could expand this to learn more accurately how our students do beyond university entrance or their first year of employment.

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.
- Comments: Lesson Study will embed this even deeper into the practice of the school and compliment even more the collaborative efforts that are ongoing in professional groupings that include: Curriculum Committee, division team meetings, and instructional team meetings (Early Years; IPC, IMYC meetings, Huskies Legacy Project, and Math team).
- WASC Indicator: Professional Development - The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.
- Comments: (see A4: Support for Professional Development)
- WASC Indicator: Technological Integration - Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.
- Comments: HIS has phased in a BringYour Own IT Device into the high school from this year and will be doing so next school at the MS school level as well. This allow us to better direct financial resources to the ES program.
- Comments: Jared Pangier is the first to pilot use of a high resolution projector, which will, over time, replace the TV monitors that have been in use over the past five years.
- WASC Indicator: Student Understanding of Learning Expectations - The students know the standards/expected performance levels for each area of study.
- Comments: The introduction of the Legacy Project to all secondary students has greatly improved awareness of the HUSKIES learning outcomes. In subject specific areas, I will be making use of class observation time this year to better evaluate and report back to teachers on how effectively we appear to be satisfying this criterion.

B3 How Assessment Used

- WASC Indicator: Appropriate Assessment Strategies - The teachers regularly use appropriate assessment strategies to measure student progress.
- Comments - HIS is beyond the first stage (year one of an approximately 3 year process) of transitioning to a standards-based assessment approach. Teachers across the school year will be building on the progress made last year. In particular, we are looking at transitioning away from PowerSchool and following up on the recommendation of Principal Cooke who also attended the Assessment course at the Principal's Training Center this past summer and subsequently did research on school management systems that will allow us to make this change in a real way. Principal Cooke has

recommended Alma as that management system and in the near future, after we have involved staff in further exploration and trailing of this program, I may be seeking the EB's approval to make this change.

Support for Student Personal and Academic Growth

C1 Student Connectedness

- WASC Indicator: Co-Curricular Activities - School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learning 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.
- Comments - As a school (Administration & Curricular Committee lead), HIS is pursuing the development of a K~12 Service Learning program that would fully satisfy this criterion. As noted above, we are working with Craig Coutts (YIS HoS) towards a PD day that will help us to establish a framework through which we can develop Service Learning. (See HoS Goal #1)
- WASC Indicator: Student Involvement in Curricular/Co-Curricular Activities - The school has an effective process for regularly evaluating the level of student involvement in activities.
- Comments - Joe Tomasine has surveyed the community for interest in the after-school Japanese language program. Initial numbers indicate an increase to 20 from last year's start with 5. There is clear interest in learning Japanese from the growing Chinese-speaking students of the school.

C2 Parent/Community Involvement

- WASC Indicator: Parent/Community and Student Achievement - The school ensures that the parents and school community understand student achievement of the academic standards/ schoolwide learner outcomes through school programs. The school works with parents to help them understand the focus on global competencies and their involvement as partners in the learning.
- Comments - The school will be making use of Parent Orientation Sessions and Parent Coffee sessions to explain the purpose and value of the Huskies and to introduce the Huskies Legacy Project.

Resource Management and Development

D1 Resources Criterion

- WASC Indicator: Allocation Decisions - There is a relationship between the decision about allocations, the school's vision, mission and student achievement of the HUSKIES and standards. The school leadership and staff are involved in the resources allocation decisions.
- Comments - As in all years, teachers collaborate in establishing budget goals for their classroom and subject areas. At orientation I explained that there has been a steady increase in classroom and subject budget areas over the past five years as we focused resources to fund curricular expansion and development. As we are now reaching quite high levels of spending, and as our budget needs now to shift to other needs across the school, I announced that next school year we will need to see budget areas return to more sustainable figures and that teachers should be prepared to see smaller budgets.
- WASC Indicator: Facilities - The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, learner goals and educational program.
- Comments - Ogawa-san has worked across the summer to address several projects that needed our attention. The main ones include;
 - Boiler checks and upgrade work.
 - Parking Lot Fence Construction
 - School Network Cabling
 - EY Floor Work - replacing carpeting with wood flooring to better reflect Reggio Emilia • EY Cork Board Installation
 - Gym Wall Repair & HIS Logo & Mascot Painting
 - Windows in Classroom Doors - Complying with our child protection policy and protocols. • Contracting of 3 extra rooms in Dorm 2 (full / no further room to expand)
- Comments - While I believe that we can answer "yes" to the above WASC criterion, we are testing the limits of our facilities. Classes are full, and in some cases somewhat beyond capacity. HIS cannot realize further growth in program or student population (except at the ES level) unless expansion needs are realistically considered and acted upon. I have begun conversations with key teachers who are in areas of the school where growth is a factor, to establish some starting points for dialogue on expansion of facilities. I recommend that the Board commission the Building & Grounds Committee with this in mind and that the EB have an initial discussion that would give direction to the B&G Committee to which the conversation would be handed off.
- Discussion - How to address the growth needs of the school and accommodate and sustain a growing student population. These discussions should be conducted in conjunction with Branding & Marketing.
- WASC Indicator: Well-Qualified Staff - Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.
- Comments - We will be sending as many of our Language Arts teacher (Pre-School ~ Middle School) to the Literacy

Weekend at Canadian Academy where teachers will be focusing on a study of Pathways, the Reading and Writing Workshop approach that has become the defining feature of LA curricular programs at international schools around the world. HIS adopted this approach four years ago, however, Pathways is a developing approach and uniting our teachers in their understandings and commitment to the approach is the purpose for sending our teachers to this PD. We will be sending 11 teachers to the workshop from HIS Sapporo and Niseko.

D2 Resource Planning

- 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 to ensure the continual availability of appropriate resources that support the school's vision, mission and student learning of schoolwide learner outcomes and academic standards.
- Comments - HIS needs to come to decision: grow or not ('growth' in this meaning may also be seen as growth in programs alone, not exclusively in numbers); increase student numbers and programs or not; find the means to sustain growth to the next level, or not. What does the Executive Board have for the future?
- Future Discussion - This connects to the above discussion. The discussion should, if a decision is made to move forward in some way, result in a redevelopment of the Long-Range Resource Plan.
- WASC Indicator: Involvement of Stakeholders - Stakeholders are involved in the future planning.
- Comments - Beyond the involvement of the EB and BoC members Stakeholders, I have several thoughts on Stakeholders in the school and school community who I think could be of assistance as we look into plans for the future.
- WASC Indicator: Marketing Strategies - The school has marketing strategies to support the implementation of the developmental program.
- Comments - Paul Nickel and I have some things to report from our early summer meeting with Mark Hsu. Building a relationship with Mr. Hsu would be part of an overall plan that could help us towards realizing greater growth.
- Comments - We began a conversation around a school tagline about a year ago. I would like to the Board to consider a potential tagline that would catchily add to the developing brand presence that has been built over the last three years. See your board packet for potential tagline options. Perhaps we could come to our meeting with a tagline we would like to advocate for.
- Discussion/Decision - The Branding Team worked through the long list of suggested taglines, narrowed it to five and now turn the final decision over to the Executive Board for a decision. The tagline must reflect the forward direction of the school (as defined by the EB's Strategic Policies and the findings of the Branding Project) and meet the following criteria by being: memorable, true, emotional, and differentiate. The taglines suggested are:
 - Learning and Leadership for today and tomorrow. • Tomorrow's leaders, learning today.
 - Learning lifelong leadership.
 - Igniting tomorrow's leaders today.
- Preparing minds to engage.

Other

I will be attending a JACIS-funded Crisis Communications Workshop on September 9~10 with fellow heads of school. The information will be of value in the event of any crisis scenario and is lead by internationally experienced trainers.

As Secretary of JACIS, I will also be attending the Fall JACIS Heads of Schools meeting on Sept. 30.

Personal

I enjoyed a quiet summer, spending two and a half weeks in British Columbia and Washington State over the first half of July, where I visited friends and family members. Next summer I plan to return to studies with either Principals Training Centre or in Canada at UBC.

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, confirmed for Nov. 23 PD Day)
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.

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

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 (Addressed)

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.

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

- A long-standing goal of this administration

Notes from discussion:

The Head Goals were approved at the previous meeting.

6. Treasurer's Report and Financial Matters (Treasurer's Report Sept 2016) Lazirko

HIS Treasurer's Report, 7 September 2016

HIS Niseko Charts: In a nutshell, the charts show that 47% of the school's total budget was funded from the CIDF during the 2015-2016 academic year compared to 62% for the previous year.

Harris Fund Chart: The CIDF seems to have recovered from the January slump. The fund's percentage of investment in stock has remained pretty constant since January, while over the last 4 months there's been a 6% shift in investment from bonds to cash.

HIS Sapporo 2015-2016 Budget: The final budget figures for the 2015-2016 academic year are still being compiled by our accountants. We should have them by the end of September.

2016 HIS Beer Festival: The final results of this year's BBB are also pending. Gross sales over the 3 day period were 1,951,000 yen. Net profit for the HIS Scholarship Fund will be determined once we've gathered the final figures on operating expenses and payout to the vendors.

7. Huskies Revision

HUSKIES

Honest Learners and Leaders who

- manage their lives with integrity
- make ethical and moral choices
- are selfmotivated and selfdirected
- set high standards [Note: Added to replace "transfer knowledge ..." which is moved into Internationally Minded]

Understanding Collaborators who

- contribute to the betterment of groups
- analyze, evaluate and synthesize information
- work well with diverse individuals and situations • actively participate in service

Solution Creators who

- persevere

- self reflect
- demonstrate resilience and flexibility • strive for innovation

Knowledgeable Thinkers who

- show curiosity and interest in their world
- are confident and explore new experiences • demonstrate purposeful creativity
- use multiple resources for research

Internationally Minded Citizens who

- display courtesy and respect for themselves and others
- transfer knowledge and skills to realworld situations [Note: Moved here from Honest Learners with a slight word change.]
- are caring stewards of their own and the global environment • understand cultural and personal differences

Effective Communicators who

- actively and empathetically listen, speak and discuss • read and write critically and effectively
- purposefully use technology
- express themselves through the arts

Socially & Personally Responsible Individuals who • take ownership for their identity and actions

- demonstrate reliability and commitment
- manage personal resources
- pursue physical and mental health

8. Principal Report (HIS Principal Report September 2016.pdf) Cooke

HIS Principal's Report September 2016

Neil Cooke

New School Year 201617

It was an exciting start to 2016-17 with an intake of over 20 new students in secondary. This unexpected rise of new students (and high return rate of existing students) necessitated the hiring of new part time teaching staff and the addition of new sections in grade 9/10 science and HS Japanese.

Mandi Tull Part time new hire to teach Language Arts 6 and Social Studies 6

Teruyo Kimoto Part time new hire to teach High School Japanese Intermediate

David Piazza Returning teacher, one block added to schedule to teach a new section of grade 9/10 science Kristin Dixit

Returning teacher, one block added to schedule to teach mathematics support in preparation for Algebra I in next year's rotation of courses

HIS Annual Report (201516)

The HIS Annual Report (201516) is currently being compiled and will be submitted to Executive Board and the Board of Counselors at their next meeting in October.

WASC / School Improvement

Most of the goals from the original 2012 schoolwide action plan have been addressed. Work will continue in 201617 to integrate these objectives with our branding study and curriculum team goals as we begin the process of creating our new WASC Action plan in advance our full accreditation visit of 2018. Further, the WASC leadership team will explore a structure for dividing the work of the upcoming self study. Preparations for the self study will commence in November of this year with a calendar of goals laid out leading up to the Spring 2018 visit.

Branding Team (Action Plan / Progress)

The branding team met for its first meeting on August 25th to continue work on the 201617 action plan. The four main goals of this plan are:

Goal 1 Build a website that packages curriculum with professionalism and precision with emphasis on academic rigor in order to drive interest and understanding

Draft site concept

Decide on content structure

Develop site map plan

Write launch schedule

Design skeletons and zoning for userend pages

Build content templates

Goal 2 Expand the implementation of the HUSKIES, across grades and throughout the school.

Introduce webbased graduation portfolio

Revise Student Council charter

Link extracurriculars to HUSKIES

Explore report card revisions

Increased awareness of the HUSKIES in secondary

Formal incorporation of HUSKIES into all facets of school life

Goal 3 Develop and formalize service learning and community engagement programming across the grades to complement existing leadership programming

Formulate formal plan through PD day

Service Learning PD Core members plan for implementation post PD

Curriculum committee begin to formalize service learning in the curriculum, including graduation requirements. Goal 4 Develop a robust, professional after school program, aimed to better meet student interest and needs through both feebased and volunteerrun offerings

research outside resources

research / develop rubric for clubs & after school activities

formalize tools for determining student need & interest

Formalize the role of reflection and promotion of connection to HUSKIES

Current Branding Team Members (new members are being approached to increase representation from secondary)

- Joe Tomasine
- Neil Cooke
- Sherrie Oda
- Peggy Shibuya
- Eugene Sim
- Barry Ratzliff
- Barry Mernin

PTA

The first full steering committee meeting will be held on September 7th. Meetings are held on the first Wednesday of every month. Any HIS parent or teacher is welcome to attend.

Steering Committee Members for 201617

- Megumi Ando (cochair)
- Neil Cooke (cochair / secretary)
- Ayako Chikawa (treasurer)
- Keiko Seaton
- Hashiya Noriko
- Barry Ratzliff
- Tatyana Vyurkova
- Mayumi Kawahara
- Nami Kobayashi
- Rafter Yukari
- Akiko Cooke
- Atsuko Clipstone

- Mika Nakamura
- Miyatake Yumi
- Justin Gambino
- Joe Tomasine

PTA Plans (2016-17):

- Fall BBQ in cooperation with the HIS Student Council
 - Improved communication between the school community and the PTA Steering Committee: email updates / quicker responses / publishing of agenda and minutes / HEx updates / “frequent volunteer” mailing lists / documentation centralized on GoogleDrive / translation for Japanese and other languages at meetings
- Language exchange for the parents of HIS
- Encouraging more parents to be involved in extracurricular activities at HIS
- Initiate rolling grants through the school year as needed rather than once yearly
- Continue yearlong fundraising for “emergency” grants
- Clarify the criteria for grant acceptance
- Improved cooperation and coordination between the parent association, teachers and students in the organization of events (for example the Fall Festival and Spring Bazaar)

School events this month (September):

September 12 Grade 11 12 to Soranuma
 September 89 Grade 9 10 to Niseko
 September 23 Cross Country Day
 September 29 October 2 MS and JV Volleyball Tournament

9. Niseko Report (Executive Board Report-HISNiseko September 1, 2016 - Google Docs.pdf) Mernin

Executive Board Report-HISNiseko

Barry Mernin
 Teacher Administrator and Seasonal School Coordinator- HISNiseko

Thursday, September 1, 2016

Happy Teacher New Year! All is well at HISNiseko. The following is my report of all that is happening at our school.

Head of School Visit:

HeadofSchool,BarryRatzli spentFriday,August26 onourcampus.Mr.Ratzli wasableto meet with students, sta and teachers while observing our lessons. He is a tremendous supporter of our growing school.

Community Building and Parent Education:

The PTA held their rst meeting on Monday, August 29. It was attended by over fteen parents. The PTA liaison committee will meet with me this September 16.

So long, Paul Haggart:

Our friend and neighbor, Paul Haggart of the Niseko Town Council has resigned from his post. We at HISNiseko will miss Paul for his support and timely advice. Paul is deservedly very proud that our school came to fruition. He helped make necessary improvements to our seasonal school. We are very grateful for all that he has done for our students and he will certainly be missed.

We wish Paul and his lovely wife Jun, health and happiness as they continue their journey together.

Student Enrollment:

As of this writing, I am proud to announce that our student enrollment is twenty students. This is an increase from fifteen students in August 2015. I am currently recruiting Kristan Lund of Powderlife Magazine to enroll his son, Oskar into our EY program.

School Initiatives for the New Year:

1. Improving student public speaking (especially in MP3)
2. Strengthen our collaborative work with the Sapporo campus.
3. Beautify our library
4. Involve the whole community to understand the benefits of service learning.
5. Maintain our eld
6. Skating
7. Update the book titles and beautify our school library
8. Improve music instruction school wide
9. Revise the scope and sequence of our school's curriculum
10. Look to balance our campus's annual budget
11. Update weekly newsletter format with more student input
12. Enhance MP1-Mp3 collaboration in word study
13. Improve reporting of learning for MP3 IPC.
14. Continue Santa Project for Orphans of Hokkaido
15. Literacy and Math Parent Education
16. Open Winter Seasonal School
17. Strengthen existing relationships with Niseko community and Town Council
(Good Neighbors)
18. Enhance Start of Winter Holiday Celebration (December 15)
19. Continue and support After School Activity Tuesdays
20. Philosophy for Kids for MP3-MP1
21. Music Class Ukuleles MP3-MP1
22. Challenge Based Learning Project for MP3
23. Invite Sapporo MP3 students for overnight and skiing lessons
24. Invite Executive Board for Annual Meeting
25. Google Classroom in MP3

26. MP3 Reactions on Learning blogs.

Seasonal School 2016:

Our seasonal school was a tremendous success. Curriculum was has improved and updated. Below is a reaction from our lead teacher, Ms. Geri Beyer:

"I am feeling empowered after seasonal school, as I was trusted to plan and carry out my own lesson style. I also got valuable experience leading a large class of mixed age and abilities. I feel that I will be capable in any future teaching situation to manage the children and find activities that they enjoy. Also, the help and support of the reception staff during this time. The importance of exercise (especially stretching) and being outside in the garden it was so great for those city kids.

The kids are great. It was fun to see familiar faces from the regular school year and I'm hopeful it will impact the coming winter sessions."

My Challenge to the Community:

"How can we learn to love reading (or love reading even more) and share this love with others?"

10. Presentation on ELL program WIDA by Joe Tomasine and Claire Yao (before start of meeting)

Placement Test, Classroom Support, Materials Development and Diagnostic Testing

11. Draft of ExB Goals

1. Niseko Action Plan
2. Comprehensive review of the facilities to support and enable future growth.
3. Align Board Documents and Financial with a particular focus on financial assistance and application process.
Centralized reference of Board Documents (on-line).
4. Formalize the Executive Committee protocols and the Head Evaluation process.

12. Committee Assignments

Finance Committee

Members: Treasurer John, Alan, Paul, Barry, Eri and Nakagawa san

Duties: Oversee school finances through monthly financial report reviews / Review and recommend annual budget and reserve allocations to ExB / Develop long-range financial plan / Oversee audit report / Oversee teacher building finances.

Board Nominating Committee

Members: Paul, Alan, Kathleen, Barry (John Barton)

Duties: Identify, attract and cultivate potential members for the ExB and BofC / Nominate to the ExB new and continuing members of the BofC and ExB / Revise the procedures of the nominating process and the tasks of the committee.

Building and Grounds Committee

Members: Barry, John, Philip and Ogawa san (David Piazza) (external architect Endo san)

Duties: To consider expansion (dorm & building) within the context of growth. Oversee maintenance of school building and expansion of dormitories and maintenance.

Executive Committee

Members: Paul, John, Alan

Duties: To continue the work started on defining the tools by which the board evaluates the HoS, itself and the school, within the limits established by governance best practice and the WASC accreditation process.

Financial Assistance Committee

Members: Board Chair, Head, and American Consulate Representative (Justin Tull).

Duties: Approve financial assistance awards proposed by Head. To receive, consider and approve or reject applications for financial assistance from the parent community. I would also hope that this committee can join the Board Documentation Committee to revise FA documentation.

Marketing and Branding Committee

Members: Neil, Joe, Justin (Chair), Teiji and John.

Duties: To consider (1) developing an ongoing relationship with a student recruiter (see HoS Goal 5), (2) supporting the school in redevelopment of the school's printed promotional materials, and (3) supporting the school in creating additional promotional videos (4) Consider the branding and marketing needs of HIS Niseko.

Niseko Action Plan Committee

Members: Justin, Barry, Alan, Barry Mernin (Kristan Lund)

Duties: Consider the future and future needs of HIS Niseko and its viability.

Board Documentation Committee

Members: Barry, David and Neil.

Duties: To (1) finalize the process of integrating and aligning board documents to reflect practice understandings in governance (Just one document to go), and (2) , with the FA Committee, Revamp the Financial Assistance Process and documentation requirements.

Decision

- ❖ Wakabayashi moves and Tull seconds that the Executive Board commission the above committees.
- ❖ The motion passed. All in agreement.

13. Bus for Niseko

- ❖ Ratzliff moves and John seconds that Niseko school contracts with Kitchen Toyota to lease a Toyota Hiace for busing purposes, for three years with a maintenance package.
- ❖ The motion passed. All in agreement.

14. Huskies Decision

- ❖ Tull moves and Nikel, seconds that the Executive Board accept the HUSKIES revisions as submitted.
- ❖ The motion passed. All in agreement.

15. Nominate Secretary

Decision

- ❖ Nikel moves and Tull seconds that Philip Seaton be appointed ExB Secretary for this school year of 2017-2018.
- ❖ The motion passed. All in agreement.

16. Matters of concern....

17. Review of Meeting:

A very productive meeting that went smoothly.

18. Time and Place of next Board meeting:

All meetings will be held in evening at 19:00 to 21:00 @ HIS Sapporo campus unless otherwise noted.

