

Minutes of the 2016-2017 HIS Executive Board Meeting #2 2016 October 12 (Wednesday) 17:00 @ HIS

Members present: Alan Bossaer, Neil Cooke (principal), Karen Katayama, Phred Kaufman (auditor), John Lazirko, Paul Nickel, Barry Ratzliff, Philip Seaton, and Justin Tull.

Members absent: Barry Mernin (Niseko Administrator), Teiji Midorikawa (votes received by email), Shoji Mitarai (auditor), David Wakabayashi (votes received by email).

Guests present:

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

1. Call meeting to order

Nickel called the meeting to order at 17:04. We have a quorum (9 voting members).

2. Approve agenda (2016-10-12_1_EB_Agenda.pdf)

The agenda was approved.

3. Approve and sign minutes of 2016 September 9 Meeting

Minutes approved and signed.

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

4. Chairperson's Report

File: (no file)

Clarification of the Executive Board's goals was requested and this will be debated at the next meeting.

5. Head of School's Report

Files: (2016-10-12_5_EB_Head.pdf)

Enrolment: HIS current enrolment: 201 // Niseko Enrolment 21

Opening Comments: Executive Board Members, since few weeks separate our last meeting from this next meeting, and with the BoC meeting later in the same day, I have chosen to take my September report and add sectional updates in this colour so you can easily scan for and identify them. Some of those updates are specific to the BoC (such as the HUSKIES change, as a follow up to the EB's decisions). Today I look forward to discussions around last year's budget surplus and to making suggestions on how we might best make use of the funds to support the ongoing progress of the school.

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 and the EB. My thanks to Jared Pangier, David Piazza, Mark Erikson and Neil Cooke for their thoughtful recommendation.
- **BoC Decision:** As the HUSKIES are the school's learning outcomes, the BoC will need to pass the changes that were approved in September by the EB.

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 & the BoC and hope that they and a thorough understanding of their contents are of help as we start into a new school year.
- **Discussion Needed by BoC:** An additional change in practice has occurred at the EB level. Members will annually agree in writing to follow the Principles and Practices of the Executive Board. In terms of sound governance practices, it is suggested that the Board of Councilors take time to similarly consider how to best revisit it's Principles and Practices document to ensure understandings. (BoC Principles and Practices Included in Packet)

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.
- **Additional** - I thank Child Safety Committee under the leadership of Barry Mernin for annually reviewing the protocols of the school to ensure how best to respond should child safety be breached.
- **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 Cooke 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.
- **Comments** - Administrative Assistant Shimako Abe and I have begun a long-term project of updating, streamlining and clarifying the application process to the school. This is the first step in a redevelopment and visual upgrading of our school’s promotional materials and brochures.

- **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 BoC today as a ‘report on progress’. (the EB gave ELL the go ahead with this pilot last year).

- **Decision Needed by BoC:** As a major curricular change for our ELL program, we seek approval from the BoC for the school to adopt the WIDA framework and assessments approach. **(Info Included in Packet)**

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.
- **Comments:** Along with Ms. Riggins, who went for a library event, I was able to take Ms. Ashlee Speirs to HIS Niseko so she could meet and plan further development of the *Reggio-Emilia-inspired* program that is being piloted for our Early Years Program. Both teachers met with me to discuss their suggestions for next steps and to consider professional development options in the near future.
- **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.
- **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
- **Comments** - The addition of a security gate, thanks to the support of the US Consulate General and the Office of Overseas Schools (Dept. of State), is a new feature to adjust to for a community accustomed to a relatively relaxed security environment, however, it is an important addition that allows HIS to better secure the rear field of the school.

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 and to the EB at its last meeting. **(Included in Packet)**

A7 School Improvement

- **WASC Indicator:** The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.
- **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.
- **Comments** - The HoS and On-site WASC Coordinator, Principal Cooke, met in mid-September to plan ahead how best to integrate the *WASC Focus On Learning Accreditation Protocol* into the regular meeting structure of the school. This planning is taken now, well ahead of the 2017~2018 WASC accreditation year, to ensure that data collections and report writing are undertaken in a manageable way that minimizes the impact on the time resources of the school. I would like to congratulate the school's teams and committees for having addressed all areas of the original WASC Action Plan of 2012.

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 tall 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 collaboratives 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 Assessment

- **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:** Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the HUSKIES.
- **Comments** - The annual Terry Fox Run for cancer research has become an important link to our community and a means by which students can directly support a community and global effort. Fourteen HIS students were involved in supporting the *Marathon of Hope*. The event was scheduled to support 200 participants and raise hundreds of thousands of yen towards supporting cancer research.
- **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: 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.
- **Comments / Discussion / Decision** - Administration will initiate conversations with the Executive Board on allocation of surplus funds from last school year. Priorities for this administration will be easing cash flow tightness, extending support to professional development for teachers, building the school's reserve funds (future bus purchase), recognizing teachers for their contributions to last year's successes, and supporting the school's transition to a more flexible administrative software system that would support the school's ongoing move towards a standards-based assessment.
- **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** - The Branding Committee has added two parents to its membership. I am also further pleased to see the continued health of the PTA and its active membership. Their commitment to improving the school and the parent experience has been immensely commendable. This can be no better seen in this year's Open House Day BBQ and I would like to thank the PTA for their incredible efforts. The inclusion of parents as guides during the visitor's portion of the Open House day was an immense success and my thanks go to Megumi Ando, Silas Brown, Atsuko Clipstone and Mika Nakamura for their time and the thoughts they shared at the follow up 'Reflection Meeting' we had. As a result of this success and at their suggestion, I will be exploring the incorporation of student guides into next year's Open House day.

• **WASC Indicator: Marketing Strategies** - The school has marketing strategies to support the implementation of the developmental program.

• **Comments** - Paul Nikel 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. Today the EB will recommend a tagline for adoption by the BoC. 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 differentiating*. 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.

Additional:

New BoC Member - Comment / Decision - The Executive Board will need to approve a new Board of Councilors member today. Dr. Aya Takahashi of Hokkaido University is recommended by the Nominating Committee to step in to complete the 2015 - 2017 term of outgoing BoC member, Ms. Maiko Aoki. Ms. Aoki recently had a baby and feels unable to assume additional obligations beyond her current work schedule. Dr. Takahashi is an ideal candidate and and a former member of the Board of Councilors.

Personnel Update - I will update the EB on a personnel matter.

P.S. Please see updates to the Head of School Goals on the next page

Head of School Goals for 2016-17

1. Arrange for professional development opportunities and lead faculty curricular explorations that will support the curriculum committee towards the goal of developing a K~12 service-learning (leadership) program.
 - Aligns to goal # 3 of the Branding Goals / Aligns to a 2013 goal set by this administration
 - Aligns to the overall branding goal of becoming a centre for leadership development
 - (Guest Consultant, Mr. Craig Coutts, & his Service Learning coordinator confirmed for Nov. 23 PD Day)
 - (After consultation w/ Mr. Coutts and discussion at the Curriculum Committee, the school purchased the professional development reading text, The School Manual for Service Learning for all instructional staff to support understandings ahead of our PD day.)
2. Support the ongoing work of trained Lesson Study facilitators by committing time and financial resources so that HIS can continue implementing *Lesson Study* as the main *professional learning community* protocol for the instructional staff.
 - (Wednesday morning collaboration time committed to the Lesson Study team to discuss ongoing implementation of LS)
3. Arrange the financial and other resources needed to support the second of three stages for implementation of standards-based assessing K~12. (Protocol and procedural development / Administrative software adoption and Rubric creation)
 - Incorporates Goal 2 of the Branding Study
 - (Addressed: Mr. Neil Cooke used some of his time at the Principal's Training Centre to research best school management systems that would allow us to adopt a new school management system to support this change. Mr. Cooke has recommended, ALMA to replace PowerSchool and I will be seeking the support of the Executive Board to approve use of ¥600,000 from 2015~16 budget surplus funds, to effect this change.)
4. With input from the professional staff, clarify expectations for teacher participation in after school and major school events.
 - Aligns to goal # 4 of the Branding Work
 - (Fully Addressed: New expectations made during Orientation Week at the start of the school year. See relating comments above.)
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.
 - (Addressed: First meeting of the Building and Grounds Committee called for October 4 by the HoS).
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
 - (School administration has met to consider how best to expand and hire for this program. The school has approached one staff on creation of an additional AP course that would initiate stage one of adopting the AP Capstone Program.)

6. Treasurer's Report

File: (HIS Financial Summary 2015-2016.pdf, 2016-10-12_6_EB_Revised_Dorm.pdf, 2016-10-12_6_EB_Revised_Dorm-2.pdf, Treasurer's Report Oct 2016.doc)

Discussion to clarify report content, including student comments on meals served in dormitories.

7. Principal's Report

File: (no file)

The Executive Committee met recently and discussed potential goals, protocols and surveys.

8. Niseko Report

File: (no file)

Further discussions were held on the future of HIS Niseko. Is there an exit plan? What is it? What are the ongoing conditions for investment in HIS Niseko? The rights and responsibilities of both school and parents were discussed, and it was estimated at least 16 months would be required to wind up HIS Niseko if that decision was to be taken. Consultations are ongoing and an executive board decision is likely early in 2017.

9. Financial Assistance Report

File: (no file)

Four cases of fee adjustments were approved.

10. Board Documents Report

File: (no file)

Katayama volunteered to join the Documents Committee.

11. Approval of Appointment to BoC

Files: (no file)

Decision

- ❖ Seaton made a motion to approve Dr Aya Takahashi's appointment to the Board of Councilors. Katayama seconded the motion.

- ❖ The motion passed. All in agreement.

12. Presentation / Discussion / Approval of Surplus Fund to Reserve Accounts and for Support of School

Files: (Surplus_Distribution.pdf, Surplus_Distribution-2.pdf)

Discussion about the various items listed in the documents.

Cooke gave a detailed description of the proposed new learning system ALMA. It is web-based and more modern than the current system, Power School, which is expensive and not so usable for standards based reporting. ALMA is also a learning management program, user friendly, and links to Google classroom. Proposed implementation is in the second semester with payment in April. Power School use will continue to the end of the school year to enable staff training and ensure a smooth data handover/transition. Teacher previews of the new system are positive.

Ratzliff explained the other items, including a promotional video for the dormitory, funds for a staff dinner and professional development, saving in preparation for the purchase of a new bus, advertising (professional upgrading of the brochure) and cash flow.

Other suggestions for uses of the fund that were discussed included extra lighting for the grounds.

Summary: while achieving a surplus is commendable, an even larger surplus (6-8% of turnover) would be ideal to enable the continued development of school facilities and educational provision.

Decision

- ❖ Tull made a motion to approve the surplus distribution. Nikel seconded the motion.
- ❖ The motion passed. All in agreement.

13. Discussion / Approval of a Branding Team Suggested Tagline

File: (see Head Report)

A final decision was not reached and a recommendation was approved for further consultations within the Branding Committee.

14. Tagline Discussion

The five options were discussed. None met with immediate, unanimous approval. Other possibilities included: Engaging students inside and out, Engaging students within and without.

15. What general directions do we want to take for growth?

Due to lack of time, discussion deferred to next meeting.

16. Future Meeting Schedule

- #3 Friday November 25 @18:00 to 20:00
- #4 Wednesday February 15 @19:00
- #5 Wednesday March 15 @19:00
- #6 Wednesday April 12 @19:00
- #7 TBC
- #8 Wednesday June 7@19:00

17. Time and Place of Next Meeting

November 25, 2016, 18:00.

18. Adjourn Meeting

- ❖ Nikel moved to adjourn the meeting at 18:40. The motion was approved.

Minutes by Philip Seaton (October 12, 2016)