

## **Minutes of the 2017-2018 HIS Executive Board Meeting #1 2017 August 25 (Friday) 18:00 @ HIS**

**Members present:** Alan Bossaer (from 18:40), Karen Katayama, Teiji Midorikawa (from 19:30), Paul Nickel (from 19:00), Yukari Rafter, Barry Ratzliff, Philip Seaton, Justin Tull, and David Wakabayashi.

**Members absent:**

**Guests present:** Neil Cooke (principal), Barry Mernin (Niseko Administrator), and Shoji Mitarai (auditor).

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

### **1. Call meeting to order**

Katayama called the meeting to order at 18:23. We had a quorum from 18:40 (6 voting members).

### **2. Approve agenda**

The agenda (sent by email) was approved.

### **3. Approve and sign minutes of 2017 June 7 and June 13 Meetings**

Minutes approved and signed.

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

### **4. Review and sign the EB Principle & Practices**

File: (2017-08-25\_11\_ExB\_Principles\_&\_Pract(2008).pdf,  
2017-08-25\_11\_ExB\_Principles\_&\_Pract(Proposed).pdf)

#### **Decision**

- ❖ Seaton motions to approve the HIS Executive Board Ground Rules: Principles and Practices of Effective Governance. Bossaer seconded the motion.
- ❖ The motion passed. All in agreement.

Following approval, the EB Principle & Practices Documents were signed by all members.

### **5. Board Chair's Report**

File: (no file)

Short greetings from incoming Board Chair Karen Katayama.

### **6. Head of School's Report**

Files: (2017-08-25\_5\_Head.pages.pdf)

## Head of School Report to the Executive Board 00 / 00 / 2017

Enrolment: HIS current enrolment: 204 // Niseko Enrolment 20

**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 (this time the 2017 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. While long, its 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.

WASC Indicators will be recorded under each area followed by my comments on developments and progress that address the indicators (in blue). The four major areas of 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: 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.
- **WASC Indicator: Regular Review/Revision** - The school has a process for regular review/revision of the school's vision, mission, and schoolwide learner outcomes based on current and future learner needs and the other local and global trends and conditions.
  - The WASC Focus on Learning process, which is now well underway, will again allow us to review these aspects at an institutional level.

#### 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.
  - Discussion / Decision - At our August 28 meeting, we will have an opportunity to review and discuss our 'Principles and Practices' document and reaffirm our commitment to them.
  - Discussion / Decision - The school's lawyer has asked us to revisit the EB - BoC relationship and has provided his justification (see separate document) for that. It is in Japanese, I will, however, put a rough translation of it at a later time.
- **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.
- **WASC Indicator: Involvement of Governing Authority** - The governing authority is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.
  - The WASC Focus on Learning process, which is now well underway, will again allow us to review these aspects at an institutional level.
- **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.

- HIS and its governance has been tested of late. I believe it is increasingly important that we again seek professional input as a Board. Lawrence Hobdell of the Office of Overseas Schools recommended a professional consultant along with a degree of financial support to bring the individual here. I recommend that we consider his offer.

• **WASC Indicator: School Community Understanding** - The school community understands the governing authority's role.

- I believe it would be helpful for the Board to discuss and consider the means by which it will communicate it's role effectively to the broader community, particularly in this accreditation year and particularly in light of the past two years.

• **WASC Indicator: Evaluation Procedures** - The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

- Discussion / **Decision** - I will be asking the EB to hold a discussion on this topic as we were unable to reach common ground on HoS goals at our last meeting in June. I would again like to suggest that we seek professional input (PD) so that HIS reflects what is best practice among independent and international schools.

### A3 School Leadership

• **WASC Indicator: Defined Responsibilities, Practices, etc.** - The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

- **Decision** - The handbooks have all been updated and I would like to ask the EB to pass them all for this academic school year.

• **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.

- Some changes are being consider through the negotiation process with h.i.s. Labor. I will be presenting these in future meetings once common agreements have been reached.

• **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.

- Through our membership in local child protection groups, I was able to bring in child protection trainers (in Japanese) to train school volunteers and staff. This is an important new support that allows us to better meeting changing accreditation standards in this area.

### A4 Staff

• **WASC Indicator: Employment Policies/Practices** - The school has clear employment policies/practices related to qualification requirements of staff.

- Discussion / **Decision** - The ongoing negotiations and work with the lawyer and Sapporo General Union and h.i.s. Labor, allow us to bring greater clarity on several issues. Today you will be asked to review, discuss and decide on some important points of the 'Rules of Employment'. (See additional document)

• **WASC Indicator: Qualifications of Staff** - The school reviews all information regarding staff background, training, and preparation, including international expertise.

- I am very pleased with the professionalism and experience of Tanya Dechodomphan (EY) and Mariano Alonso (PE). I look forward to working with them here at HIS.

• **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.

- All incoming teachers have completed online child protection training and have either completed background checks or are in the process of finalizing them.

• **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.

- During Orientation Week, all teachers re-read and signed the school's staff-developed Code of Conduct.

- **WASC Indicator: Child Protection III:** The school provides training for all faculty and staff in the implementation of child protection policies.
  - [See above]
- **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.
  - I am pleased to be able to welcome Justin Gambino to a new role, that of Instructional Coach. He will be working with Principal Cooke and I in supporting teachers and professional development / professional conversations in the context of instruction.
- **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.
  - While the focus of our time and energy will be on WASC this year, individuals will have and will continue to be pursuing areas of professional development in support of the schools programs.
    - PD Over the Summer:
      - Jared Pangier - Attended AP Capstone training in the US over the summer.
      - Laura Harmon - Attended College Counselling training in the United States over the summer. She will be supporting Mr. Fazio in the secondary.
    - WIDA Training - Ms. Yumi Miyatake will be attending the WIDA Academy to improve her support of implementing the WIDA framework into the ELL program.
- **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.
  - [See above]

#### 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.
  - The WASC *Focus on Learning Self Study* process of this school year, will again bring all stakeholders into the process of planning for the future. Much of that work will be handed off to teams within the school, including the Board, the Curriculum Committee and the elementary and secondary teams.
- **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.
  - WASC documents being created to support the writing of the Self Study will highlight both the areas of strength and growth in this area.

#### A6 Resource Criterion

- **WASC Indicator: Indicator: Practices** - The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.
  - At our last external audit, HIS was asked to reduce the amount of cash kept onsite. Ms. Abe and Ms. Kashiwabara (business office) have developed new guidelines for teachers to follow, which will allow us to reduce large amounts of cash. The new guidelines are as follows:
    - New Procedures for Receiving Money from Office - We need to change our procedures for payment of money from the office for educational and school related purchases. At our last audit in the spring, HIS was cautioned on having too much cash on the premises. The following rules will help the school to reduce the amount of cash in the building, Please review and follow the following practices:
      - No cash advances will be given out without a completed 2017 ~ 18 Requisition Form.
      - No cash advances will be made on the day that a requisition form is handed in.
      - All requests for cash must be made three (3) days in advance
    - Further to the above, all substitute teachers will be paid once a month through bank transfers, rather than on a daily basis, in cash.
- **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.

- Dormitory plans are in the final stage of development. While we have signed a contract with Endo Sekkei, three following stages require Board Approval:
  - (1) Approval of the final dormitory floor plan.
  - (2) Approval of the budget and financing
  - (3) Selection and approval of the construction firm.

### 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*.
  - An area of future consideration and decision by the EB is a redeveloped resource plan and how it should look vis-a-vis a new dormitory building and the need for expansion of the school building.
- **WASC Indicator: Use of Research and Information** - The governing authority and the school use research and information to form the master resource plan. [\[see above\]](#)
- **WASC Indicator: Marketing Strategies** - The school has marketing strategies to support the implementation of the developmental program.
  - Work will begin this fall on a promotional video for the dormitory program.

## 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.
  - Research and PD for two main ELL teachers has allowed for the introduction of the WIDA framework into the ELL program. As the most current and now most widely-accepted approach, I am pleased to see it become part of the school's program.
- **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.
  - Thanks to the ongoing support of the Executive Board, the secondary team continues to follow through on the school's commitment (2015) to introduce a standards-based assessment process that aligns assessment with the standards-based curricular program. An immense amount of work has gone into this work and has particularly included the input of Neil, David P., Jared P. & Mark E.

### 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.
  - During the accreditation Self Study process this year, the school will have ample opportunity to examine all aspects of our curriculum through collaborative strategies. The report will result in suggestions for improvement and followup in our next accreditation cycle.
- **WASC Indicator: Challenging and Varied Instructional Strategies** - The teachers strengthen student understanding and achievement of the *HUSKIES*, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.
  - Sherrie Oda, in her capacity as L.A. Coordinator, has compiled a document that summarizes decisions made by the Curriculum Committee on instructional practice expectations so that it can be shared with teachers of L.A.
  - The addition of the electronic whiteboard / projectors in 17 instructional spaces has allowed for greater multimedia integration.
- **WASC Indicator: Technological Integration** - Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills. [\[See above\]](#)



- **WASC Indicator: Student Understanding of Learnings** - The students know the standards/ expected performance levels for each area of study.
  - With the implementation of standards-based assessment, and the ALMA online administrative software, HIS can *finally* link assessments to standards and give students the full picture of what they are attempting to achieve and give them the clear window in on how assessments are justified.

### **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.
  - Similar to the comment above, the implementation of standards-based assessing, allows the school to transparently provide the insight into the 'why' and 'how' of student achievement of the standards.
- **WASC Indicator: Basis for Determination of Performance Levels** - The school leadership and instructional staff determine the basis upon for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels. [see above notes]
- **WASC Indicator: Monitoring of Student Growth** - The school has an effective system to monitor all students' progress toward meeting the academic standards and *HUSKIES*.
  - The introduction of ALMA will significantly help the school to track student progress towards the standards and school learning outcomes (*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. [See above note]

### **B4. How Assessment is Used Criterion - Classroom Assessment Strategies**

- **WASC Indicator: Appropriate Assessment Strategies** - The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills.
  - Standards-based assessing, as developed by our Assessment Team, has provided much clarity on assessment to our faculty and lays the foundation for that staff to discuss further ways of assessing will inform decisions on judging student learning progress. (High School)
- **WASC Indicator: Demonstration of Student Achievement** - A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the *HUSKIES*, including those with special needs.
  - The developing HIS' electronic portfolio (a graduation requirement) is capturing this aspect of school, an area that HIS is leading the way in.

## **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.
  - Ms. Laura Harmon attended college counselling this summer and is able to provide a greater degree of support to Mr. Fazio.
- **WASC Indicator: Co-Curricular Activities** - School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.
  - The growing co-curricular program for the elementary is an encouraging aspect of the school. Ensuring that it connects to our *HUSKIES* is an area of work.

## **Resource Management and Development**

### **D1 Resources Criterion**

- **WASC Indicator: Teacher Support and Encouragement** - There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.
  - Lesson Study PLCs
- **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.
  - Hajime was able to build in new safety systems this year to electronically protect our students, staff and systems.
- **WASC Indicator: Child Protection I** - The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behaviour of children towards other children.
- **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.
- **WASC Indicator: Child Protection III** - The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.
  - [See notes in Category A]
- **WASC Indicator: Child Protection IV** - The school has in place formal learning programs through the school experience related to child protection.
  - HIS Continues to make use of the 'Darkness to Light' online training course to prepare incoming staff in the areas of child protection.
- **WASC Indicator: Child Protection V** - The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.
  - All aspects of this criteria were met last school year through the Child Protection Committee.
- **WASC Indicator: Child Protection VI** - The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.
  - All aspects of this criteria were met last school year through the Child Protection Committee.

## 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.
  - The PTA Meeting at Opening Ceremony was the largest in recent years. The meetings productive and the new follow up system of the PTA will hopefully assist in bringing greater parent input and involvement in the school.
- **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.
- **WASC Indicator: Parent/Community and Student Achievement** - The school ensures that the parents and school community understand student achievement of the academic standards and *HUSKIES* through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as parents in the learning.
  - Secondary Parent Orientation will be used this year to again support parents in understanding a Standards-based assessment and grading system, which has been embedded into the new ALMA online management system.

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

- The dormitory handbooks outline the mission of the program and align it to the mission of the school.
- **Indicator:** There is a body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school's mission, vision, and the HUSKIES. There is a well-established process related to decisions made related to students in the boarding program.
  - Largely documented through the HoS report and in decisions made in handbooks and through the EB.
- **Indicator:** There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.
  - Largely communicated through the handbooks.
- **Indicator:** The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.
  - These could be further developed through addressing the job description of the dormitory coordinators.
- **Indicator:** The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment.
  - The Alonso's and Mr. Zeorlin are already demonstrating their commitment and understanding of the dorm program. I continue to work closely with them to ensure a smooth transition and an improved program with a higher degree of expectation for holding to the expectations embedded into the handbooks.
- **Indicator:** There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.
  - This is an area of growth for HIS and one that we could / should seek professional input on. The aim of maintaining an enrolment of 20% of our secondary students in the high school program would allow us to join the Association of Boarding Schools and give us access to greater PD support and understandings for further developing our school's program.
- **Indicator:** There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.
  - This will shift and change as our program expands and as we develop and open a second dormitory at HIS.
- **Indicator:** The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.
  - An area that had lapsed last year, incoming dormitory staff know and understand the need to communicate through the Dorm Doings and individual email exchanges. They have also continued the practice of using *LINE* to communicate important information with residents.
- **Indicator:** There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school's mission, vision, and schoolwide learner outcomes. This includes the boarding staff's responsibility to communicate with teachers and to provide emotional support through counselling and/or advocate support.
  - As participating members of both the HIS staff and dormitory, dorm coordinators will continue to have close contact with teaching colleagues at the school. Likewise, they will continue to represent students as needed during PTSCs.



- **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.
  - A formal and ongoing process of evaluation of the dormitory program is an area of need for the Board to focus on, particularly as we move into new facilities.
- **Indicator:** The functioning boarding facilities are regularly assessed based on the school's purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology etc.
  - [See note above]

### Head of School Goals for 2017-18

Goals remain unapproved for the head of school for this school year

- (1)
- (2)
- (3)

### Head of School Goals for 2016-17

- (4)
- (5)
- (6)

In addition to presenting his written report, Ratzliff provided short verbal updates/highlights on the sections relating to h.i.s. Labor, the schedule for construction of the dorm, and progress on child protection issues.

## **7. Principal's Report**

File: (no file)

Cooke is compiling the annual report now to be introduced at next meeting. Beginning of year has been smooth on all fronts. His time is focused on the implementation of the new grading system and its use in Alma. Much of the system has been custom-made for HIS. Work continues towards the WASC inspection (date TBC).

## **8. Niseko Report**

File: (2017-08-25\_7\_Niseko.pdf)

An interview with on Radio Niseko was a chance to discuss the school to a local audience. Opening ceremony went well and 21 children are enrolled. Further enrollments are anticipated. The ELL program has begun. Japanese is being taught 5 days a week: this was a response to a request from the PTA for more JLT. The financial assistance program is developing well. An expression of thanks to all the corporate sponsors for their help.

## **9. Building and Grounds Report**

File: (2017-08-25\_8\_B&G\_Report.pdf)

Discussions regarding the fine details of the new dormitory plans are ongoing. There are still some decisions to be made (e.g. which companies will do the construction work). Future discussions are also needed regarding financing (whether to use the CIDF or a bank loan).

## **10. Financial Assistance Report**

File: (no file)

Financial assistance. Working on clarifying the levels of need for financial assistance. Fewer applicants initially, but now all distributed. The criteria will probably be refined for people with long term need.

## **11. Revised Principals & Practices**

See No. 4.

## **12. Commission Committees**

File: (no file)

Discussion regarding the roles of ExB members on committees resulted in the following:

Treasurer: Nikel

Finance Committee: Bossaer, Kashiwabara, Nakagawa, Nikel, Ratzliff.

Board Nominating Committee: Nikel, Katayama, Ratzliff, + one TBC.

Building and Grounds: Midorikawa, Ogawa, Piazza, Ratzliff, Seaton, Sugino.

Executive Committee (protocols to be created): Bossaer, Katayama, Nikel, Alan.

Financial Assistance: Nikel, Ratzliff, Tull.

Strategic Planning Committee (a new committee to formulate a 5-year plan linking between recruitment, grounds, Niseko etc.): Cooke, Davenport, Lund, Mernin, Midorikawa, Rafter, Tomasine, Tull.

Niseko Committee: disbanded (functions are covered by the SPC).

### **Decision**

- ❖ Tull moves to create the committees as listed above. Seaton seconded the motion.
- ❖ The motion passed. All in agreement.

## **13. Decisions on Rules of Employment**

File: (2017-08-25\_13\_Rules\_Employ.pdf)

The Rules of Employment were discussed point by and the following votes were taken:

### **Decision**

- ❖ **Commuting Cost Support.** Ratzliff motions to approve the wording in the document. Nikel seconded the motion.
- ❖ The motion passed. All in agreement.

### **Decision**

- ❖ **Retirement Payment of 5%.** Ratzliff motions that we maintain the retirement benefit of 5% as currently included in salary. Tull seconded the motion.
- ❖ The motion passed. All in agreement.

Regarding the housing allowance, a modified wording was passed following clarification and discussion.

### **Decision**

- ❖ **Housing Allowance.** Tull motions that we pass the housing allowance section of the Working Regulations to read that housing allowance decisions be left up to the Board Chair through the Executive Board in accordance with board approved housing policy. Midorikawa seconded the motion.
- ❖ The motion passed. All in agreement.

Regarding the coordinators, a modified wording was passed following clarification and discussion.

### **Decision**

❖ **Coordinators.** Tull motions that we pass the stipend agreements section of the Working Regulations to read that stipend agreements decisions be left up to the Board Chair through the Executive Board in accordance with board approved stipend agreements. Midorikawa seconded the motion.

❖ The motion passed. All in agreement.

An additional item was proposed:

### **Decision**

❖ Tull motions that HIS maintains Rules of Employment for full-time teaching staff and Rules of Employment for full-time non-teaching staff. Nikel seconded the motion.

❖ The motion passed. All in agreement.

### **Decision**

❖ **Home Allowance.** Barry motions that all full-time teachers receive a summer travel allowance of 140,000 plus 80,000 for one child of school age (defined as 0-18 years on the day of the school year opening ceremony). Bossaer seconded the motion.

❖ The motion passed. All in agreement.

### **Decision**

❖ **Part Time Teacher & Prep Time, and Prep Time Usage.** Nikel motions that full-time teachers must remain on campus for their preparation time. Furthermore, part-time teachers must remain on campus for the paid portion of their preparation time. Tull seconded the motion.

❖ The motion passed. All in agreement.

## **14. Discussion / Decision on "Aspiring Athletes & Careers Agreement"**

File: (2017-08-25\_14\_Athletes&Careers.pdf)

### **Decision (vote conducted by email)**

❖ Ratzliff motions that the ExB passes the "Aspiring Athletes & Careers Agreement". Katayama seconded the motion.

❖ The motion passed. A majority vote was achieved by email on September 1.

## **15. Handbooks Passed**

File: (2017-08-25\_15\_Community\_HB.pdf, 2017-08-25\_15\_Dorm1HB.pdf, 2017-08-25\_15\_Dorm2HB.pdf)

**Decision (vote conducted by email)**

- ❖ Katayama motions that the ExB pass the updated handbooks for the 2017-2018 academic year. Ratzliff seconded the motion.
- ❖ The motion passed. A majority vote was achieved by email on August 30.

**16. EB ~ BoC Relationship**

File: (2017-08-25\_16\_寄付行為改正の必要性和理由.pdf )

**Decision**

- ❖ Tull motions that the ExB consults with the Board of Councilors and legal council regarding the revision of article 19 from the articles of incorporation. Katayama seconded the motion.
- ❖ The motion passed. All in agreement.

**17. Staff Needs**

File: (no file)  
Discussion postponed.

**18. Head Goals**

File: (no file)  
Discussion postponed.

**19. Open Discussion**

File: (no file)  
Discussion postponed.

**20. EB Goals**

File: (no file)  
Discussion postponed.

**21. Dormitory Floor Plan, Budget & Construction Co.**

File: ( )

**22. State Dept. Offer on EB Training**

File: (no file)  
Discussion postponed.

**23. Long-Range Resource Plan**

File: (no file)



Discussion postponed.

#### **24. Future Meeting Schedule**

September 26, 2017 @ 19:00: Joint Board of Councilors and Executive Board Meeting

#### **25. Time and Place of Next Meeting**

This year's ExB schedule is to be decided later by email.

#### **26. Adjourn Meeting**

❖ Katayama moved to adjourn the meeting at 21:40. The motion was approved.

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Minutes by Philip Seaton (August 25, 2017)