

## Minutes of the 2017-2018 HIS Executive Board Meeting #5 2018 January 20 (Saturday) 11:00 @ HIS Niseko

**Members present:** Alan Bossaer, Karen Katayama, Teiji Midorikawa, Paul Nickel, Yukari Rafter (present by proxy), Barry Ratzliff, Philip Seaton, Justin Tull, and David Wakabayashi.

**Members absent:**

**Guests present:** Neil Cooke (principal), Phred Kaufman (auditor), Shoji Mitarai (auditor).

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

### 1. Call meeting to order

Katayama called the meeting to order at 9:56.

### 2. Approve agenda

The agenda (sent by email) was approved.

### 3. Approve and sign minutes of 2017 November 29 Meeting

Minutes approved and signed.

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

### 4. Board Chair's Report

File: (Chair Report Jan\_20\_2018.pdf)

No additions.

### 5. Head of School's Report

Files: (2018-01-20\_5\_Head.pdf)

#### Head of School Report to the Executive Board 01 / 20 / 2017

Enrolment: HIS current enrolment: 197 // Niseko Enrolment 30

### Organization for Student Learning:

#### A1. School Purpose

• **WASC Indicator: Purpose, Schoolwide Learner Outcomes, and Profile Data** - The student/ community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learning outcomes.

• **Notes** - As we progress with the WASC process, I think it important that remind the EB and school community that the Mission of the school must not be confused with and must supersede the *Positioning Statement* that was developed from the branding study.

• **WASC Indicator: Involvement of All** - The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision and schoolwide learning outcomes.

- **Notes** - My thanks to Neil and the CC/WASC Leadership Team and staff who have spent considerable time at PD days committed to the WASC process. To date, all stakeholders have been involved in the process of developing the Full Study Report.
- **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.
  - **Notes** - The ongoing process of linking the school outcomes (HUSKIES) to assessment and to the goals of other components of the school's programs, continues to make them relevant and consistent.
- **WASC Indicator: Communication about Vision, Mission, and Schoolwide Learner Outcomes** - The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.
  - **Notes** - Similar to the dual purpose survey that was distributed by the Executive Board to both understand community perceptions and provide understandings of the purpose and roles of school governance, I think that it would benefit the school to develop a similar instructional survey for distribution to the Stakeholders of the community that would be focused on the HUSKIES.
- **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.
  - **Notes** - CC discussions and the WASC process are the review processes for the HUSKIES, which have largely remained unchanged since their fully development at the start of the current accreditation cycle.

## A2 Governance

- **WASC Indicator: Board Appointments** - There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.
  - **Notes** - The Nomination Committee of the EB will be meeting early in the New Year (late January) to review lists of potential candidates for EB and BoC positions.
  - **Decision** - At the request of Board Chair, Karen Klein-Katayama, we would like to recommend that the EB formalize the position of Paul Nickel as EB Vice-Chair. Given the challenges and many decisions that the EB has and will have to work through, Karen feels the need for this position to be re-established.
- **WASC Indicator: Pretraining of Potential Board Members** - Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the international school board.
  - **Recommendation** - The above-mentioned survey on school governance should be used as the starting point for the pre-training of potential/interested EB and BoC members.
- **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.
  - **Decision** - The EB will need to discuss and finalize proposals governing the relationship between the EB and the professional staff. In particular, the process for conflict resolution should be discussed and decided upon by the EB at our January meeting.
- **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.
- **WASC Indicator: Professional Development of Governing Authority/Ownership** - Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.
  - **Note** - The EB should consider directions on PD for both the short and long-term.
- **WASC Indicator: School Community Understanding** - The school community understands the governing authority's role.
  - **Note** - The survey prepared by Seaton and school administration was helpfully in understanding the school's need to use the instructional survey format to ensure proper

understandings on the role of the EB. I would suggest the survey should be sent out once every two years and be used at the annual Parent Orientation sessions.

• **WASC Indicator: Complaint and Conflict Resolution Procedures** - The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

• **Note** - Indicated above, the EB will need to review, discuss and formalize its process for complaint and conflict resolution through discussion of the communications protocols.

### 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.

• **Note** - In the negotiations with h.i.s. Labor, much attention has been given to job descriptions for all teaching positions. I have placed a great deal of emphasis on completing job descriptions by including them into contracts. Further work is needed but most positions now include job descriptions. There remains a long-unaddressed need at HIS for an ongoing review process for *all* staff. // The lawyers are negotiating through SGU to finalize Power and Sexual Harassment agreements, which should be ready for the next EB meeting.

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

• **Note** - See above. Internal structures continue to be under review.

• **Discussion/Decision** - Discussion of union proposals on meetings and communications is needed.

• **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.

• **Note** - Administration plans to spend significant time with incoming staff during the initial 6 month trial period to ensure that instruction matches the expectations for instruction that have been adopted by the school.

### A4 Staff

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

• **Note** - The hiring guidelines passed at the last EB meeting were a needed component of the employment process and will remain of help in guiding hiring into the future.

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

• **Note on Hiring** - I have hired the following highly qualified and experienced individuals for the following positions:

- ELL Teacher / LA Teacher / Dorm Parent - Mr. Seth Beatty
- MP2 Teacher / Dorm Parent - Ms. Miyuki Beatty
- MS Gr. 6 / Librarian / Dorm Parent - Mr. Nick Holywell
- Subbing Needs - Ms. Kate Holywell (Retired)

#### Departing Staff

- PE & Dorm Parent - Mr. Mariano Alonso
- Dorm Parent - Ms. Anna Charlebois
- Dorm Parent - Mr. Miles Zeorlin

We continue to seek a PE teacher at HIS Sapporo and an EY teacher for Niseko.

• **WASC Indicator: Child Protection I** - The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

• **WASC Indicator: Child Protection III:** The school provides training for all faculty and staff in the implementation of child protection policies.

• **Note** - All incoming staff will be asked to provide background checks, undergo online child protection training or provide documentation on recently received protection training.

• **WASC Indicator: Maximum Use of Staff Expertise** - The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and

specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

- **Note** - School administration will change design of annual New Teacher Orientation by using the WASC criteria as the framework around which orientation is conducted. It is hoped this will provide greater clarity for all new staff. Furthermore, administration plans to spend significant time with incoming staff during the initial 6 month trial period to ensure that instruction matches the expectations for instruction that have been adopted by the school.
- **WASC Indicator: Defining and Understanding Practices/Relationships** - The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.
  - **Note** - See the above note in section A3
- **WASC Indicator: Support of Professional Development I** - The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all student achievement of the [*HUSKIES*]. Teachers are involved in experiences such as, visits, exchanges, and professional development to strengthen their understanding of global competencies.
- **WASC Indicator: Support of Professional Development II** - The school supports professional learning of the staff members that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem solving.
  - **Note** - I am working with ELL staff to plan for WIDA training for all teachers at the start of the school year that would allow us to implement the WIDA framework and mainstream ELL instruction. I again thank the Board for its decision to end ELL fees which allow us to smoothly implement this valuable aspect of supporting learning.
- **WASC Indicator: Supervision and Evaluation** - The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.
  - **Note** - I worked with Justin Gambino to define the instructional coach role, which has now been presented to staff. Ratzliff, Cooke and Gambino will work to complete observations for teachers in the second semester.

#### 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.
  - **Note** - Constructive proposals were made through the WASC accreditation work at our all staff day on January 8. We look forward to the feedback that the WASC process will bring.

#### A6 Resource Criterion

- **WASC Indicator: Allocation Decisions** - There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the *HUSKIES*. The school leadership and staff are involved in the resource allocation decisions.
- **WASC Indicator: Indicator: Practices** - The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.
  - **Note** - Using existing documents and established practice, I developed a new document: *The Budgeting Process @ HIS* to help inform and guide staff through the budget planning process and to help each teacher understand their role within the process.
- **WASC Indicator: Facilities** - The school facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.
  - **Note / Discussion / Decision** - The B&G Committee recommends the Itaya construction company for the dorm expansion project, a company that members will recognize as the favoured candidate company, having both the track record for building school facilities and the financial backing to ensure project completion. Financing will also need finalizing.
- **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 an online instruction and college/career.
  - **Note** - I am very pleased with the quality of the teaching staff that we have been able to secure for HIS for next school year. I would like to thank Neil Cooke and Barry M. for their feedback and supportive work in the hiring process.

## A7 School Improvement

- **WASC Indicator: Long-range Resource Plan** - The school has developed and implemented a long-range resource plan. The governing authority and the school have a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of the *HUSKIES*.
  - **Note** - This remains a major area of need at HIS and was an important area of recommendation and focus for WASC accreditation work.
  - **Discussion** - It will be essential for the Board to give its input into the draft Action Plan section for Niseko's development, which was created by staff through the WASC process.
- **WASC Indicator: Use of Research and Information** - The governing authority and the school use research and information to form the master resource plan.
  - **Note** - Gathering data on research information on the Niseko region is a continuing need as we move forward with Niseko.
- **WASC Indicator: Involvement of Stakeholders** - The stakeholders are involved in the future planning.
  - **Note** - Creation of a protocol for appropriate, *generative* dialogue between the EB and school staff would be of great value to a constructive process for school planning.
- **WASC Indicator: Informing** - The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.
- **WASC Indicator: Marketing Strategies** - The school has marketing strategies to support the implementation of the developmental program.
  - **Note** - HIS has now operated the dormitories for two full years with numbers that bring us closer to our goal of joining TABS (The Association of Boarding Schools). This would provide access to marketing and resources of help to the continued development of the dorm program.

## Curriculum, Instruction and Assessment

### B1 What Students Learn

- **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 students through all courses/ programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students towards achieving the standards.
  - **Note** - Additional instruction time has been hired for the ELL department in order to address growth in the secondary and accommodate the WIDA approach.
- **WASC Indicator: Curricular Review, Revision, and Evaluation** - The school assess its curricular review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to determine the impact of these on providing a challenging, coherent, and relevant curriculum for all students.
  - **Note** - With a written curriculum in place, the WASC work has highlighted a need for the school to put in place a curricular review process and is an aspect of the proposed Action Plan for the spring WASC visit.
- **WASC Indicator: Articulation and Follow-up Studies** - The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.
  - **Note** - The 60th anniversary year that lies ahead of us is an opportunity to develop relationships with our alumni and pursue follow-up studies and provide supportive contacts for current and future graduates.

### B2 How Students Learn

- **WASC Indicator: Professional Development** - The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships and other teachers and schools.
  - **Note** - I am working with the ELL department to arrange for WIDA training to be provided to all staff at the start of the school year.

### B3. How Assessment is Used Criterion

- **WASC Indicator: Monitoring of Student Growth** - The school has an effective system to monitor all students' progress toward meeting the academic standards and *HUSKIES*.
- **WASC Indicator: Reporting Student Progress** - There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the *HUSKIES*, i.e., global competencies.
  - **Note** - With the recent shift to a standards-based assessment approach, we will, in three years time, have the data to quite specifically target our areas of need and growth in student achievement of the school's learning outcomes, the *HUSKIES*.

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

- **Area not in focus for this report**

#### **Support for Student Personal and Academic Growth**

##### **C1 Student Connectedness — Personal and Academic**

- **WASC Indicator: Strategies Used for Student Growth/Development** - Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. (Level of teacher involvement with students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection).
- **WASC Indicator: Support Services and Learning** - The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.
  - **Note** - There has been significant improvement in this area this year with the system created in the secondary to provide both intervention steps and an after-school academic support program under Mr. Aseltine's guidance. Our thanks to the SS Team and Mr. Aseltine for the improved support system.
- **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.
  - **Note** - We look forward to the Junior Service Learning Trip to Thailand with Habitat for Humanity. This program and Service Learning and contributions in general were an area of focus in the WASC Accreditation Action Plan being developed for the spring WASC visit.
- **WASC Indicator: Student Perceptions** - The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.
  - **Note** - The 'Student View' of curricular programs, instruction and Co-Curricular programs remains an area of need at HIS and one that has been given valued attention through the WASC process.

#### **Resource Management and Development**

##### **D1 Resources Criterion**

- **WASC Indicator: Safe, Clean and Orderly Environment** - The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.
  - **Note** - School leadership worked with office staff to negotiate with and bring in *Sajihonpo*, a cleaning company, to do deep cleaning in several important areas of the school. We are exploring options with them and other companies with a view for contracting out cleaning work in the dorm and school building.

##### **D2 Parent/Community Involvement Criterion**

- **WASC Indicator: Regular Parent Involvement** - The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or only parents.

- **WASC Indicator: Use of Community Resources** - The school uses community resources of the host country to support students such as professional services, partnerships, speakers etc.
  - **Note** - The development of locally available resource contact lists and the emergence of more accessible local services (including those where English support can be found), has been of great and ongoing benefit to the school as a whole.

## 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 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.
- **Indicator:** There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.
  - **Note** - Incoming dorm parents (Beatty) are experienced dorm parents. We are also discussing PD options ahead of their arrival this coming summer. The addition of the second dorm couple (Holywell) brings, while retired, the experience of a longterm school administrator in dorm 'mother', Ms. Holywell.
- **Indicator:** There is a process for ongoing evaluation of all aspects of the boarding program in relation to the school's purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.
  - **Note** - As we reach our goal of entering the The Association of Board Schools, we will have greater access to the resources needed to better evaluate our dorm program and create a longterm plan for development.
- **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.
  - **Note** - The upcoming construction project has allowed us to evaluate the facilities and consider the adequacy and improvement. It is clear that the first floor of the main dormitory will need significant investment and upgrading to accommodate an enlarged and upgraded kitchen, dining and common spaces. This should remain an area of discussion and planning for the B&G Committee.

## Head of School Goals for 2017-18

- (1) **Operations and Resource Management** - In collaboration with the Building and Grounds Committee of the Executive Board, arrange for the resources (time, funding and detail decisions) to complete the extension project to the on-campus dormitory building, culminating in a transfer of students from Dorm 2 to a united, on-campus dormitory building.
  - November 8 - Funding Approval from EB & BoC - (Contracting delayed at request of construction firm until January, 2018. Ready to contract by end January).
  - Construction Start - Mid-Nov (Delayed at request of construction firm until February 1, 2018).
  - Construction Safety Details Published to Community - Mid-November (First Presentation to be made at Full Faculty Meeting on Jan. 11, 2018 / Parent Coffee Morning Presentation to be scheduled for end Jan. or early Feb.)
  - Transition / moving plan to new facilities - end March 2018
  - Rental Dorm, Contract cancelation - July, 2018 (Will be extended into the summer)
- (2) **Operations and Resource Management** - In collaboration with the Building and Grounds Committee of the Executive Board, and the school lawyer, explore solutions to property access and explore expansion plans to the current school building facilities.
  - Meet to discuss / strategize - December 2017 (Complete)
  - Meet with school lawyer - 3rd week of January, 2018 (Delayed pending h.i.s. Labor negotiations and EB decisions)
  - Preliminary in-house plans - End February, 2018 (Delayed)
  - Report from lawyer - End February 2018
  - Revise plans based upon lawyer's report
- (3) **Professional Accountability** - In collaboration with representatives of the school staff, the Board, fellow administrators and the school lawyer, set priorities for, and systematically address, the remaining areas for negotiation as outlined in the *Note of Confirmation* signed alongside the Labor-Management Agreement.
  - Receipt of items of negotiation - November 2017 (Complete and presented)
  - Guidelines for Working Teams - 2nd week of November - Preliminary meeting with EB Chair (Complete)
  - November 14 meeting with h.i.s. Labor to finalize guidelines (Complete)
  - Refer one topic to EB for decision (Agenda addition, November 8)
  - Select Working Team members for first agenda item - (November 16, 2018) (Complete)
  - Agenda 2 Revisions to Health Insurance Plan Comparison Document - December (In Progress)
  - Agenda 3 Wording for Standardized Cover Letter to Letter of Reference - end February (Complete)
  - Agenda 4 Proposal for Revisions to Communication Protocol - end February / early March (Complete Presented for consideration/revision to EB at January 20 meeting)
- (4) **Human and Organizational Development (Completed)** - In dialogue with the EB and relevant staff, develop the policies and protocols around the hiring process that would better ensure HIS hiring and retaining educators who meet the need of our curriculum.
  - EB preliminary discussion topic - Nov 8, 2017 (Complete)
  - Document conclusions of discussion by Nov 15, 2017 (Complete & new hiring guidelines adopted)
  - EB Discussion topic - January meeting, 2018 (N/A)
  - Post to website - End February, 2018 (Completed January 2018)
- (5) **Human and Organizational Development** - Support the WASC Site Coordinator and school staff through the allocation of school resources ( time, funding, data-collecting, materials and administrative decision-making) to ensure a smooth conclusion to the WASC Focus on Learning, Self Evaluation process leading up to the visit of the WASC Visiting Committee in the Spring of 2018.
  - November 6 - All teacher WASC Day (Complete)
  - November 23 - All teacher WASC Day (Complete)
  - by end November - Settle on VC Team Accommodation & transportation plan (Additional time committed through approved use of Curriculum Committee times)
  - March 6 - Submission of WASC Report to VC & WASC Offices
  - January 8 - All staff WASC Day
  - May 6 ~ 10 WASC Visiting Committee
  - \*\*Supporting additional writing / sub coverage as needed
- (6) **Governance** - In advance of submitting the WASC Accreditation FOL Self Study Report, support the Executive Board the Board of Councilors and the school lawyer with the necessary resources (scheduled time, funding, PD expertise) as the school seeks to redefine the relationship between the two boards of the school.
  - HoS Discussion w/ Larry Hobdell (Regional Educational Officer) - ELC 2017 (Complete)
  - Admin Discussion with Dr. Marilyn George, Regional Director of ACS-WASC - ELC 2017 (Complete)
  - Multiple Visits w/ school lawyer (Fall 2017; Winter 2017~18)
  - Receipt of Articles of Incorporation Revisions - October 2017 (Complete )
  - Translation of Revisions - November 2017 (Complete)
  - Distribution of Revisions - November Board packets (EB & BoC) (Complete)
  - Agenda Item Preparation - BoC & EB Agendas for Nov 2017 Meetings (Complete)
  - (Alignment and content errors have delayed final decisions. As of the Nov. 28 EB meeting, the Articles are to be redrafted to reflect changes and the redrafted Articles are to be presented to a second joint EB/BoC session for passage, with the lawyer present to present them to both parties. At our Jan 12 meeting, the school lawyer again committed to submitting redrafted Articles of Incorporation to the EB by the end of January 2018)

There was a follow up question regarding section C1 about the support provided by Mr Aeltine. Further clarification was given verbally.

## 6. Principal's Report

File: (Verbal)

Much time has been taken by preparation for the WASC report. A full report will be given in an upcoming meeting. The other major issue recently has been MAP testing. Scheduling is better for the students.

Question: Do the students get to know each others' scores? Answer: Only if the students discuss among themselves.

Question: Do the students understand the implications of the scores? Answer: The ideal is that the scores are used to fine tune help for children. Plus, the test scores track improvement over the year (students compare with their previous performance, not others's performance).

## 7. Niseko Report

File: (2018-01-20\_7\_Niseko.pdf, Letter to HIS Board of Directors Jan 2018 PDF.pdf, Niseko\_Plan.pdf, WASC\_ACTION\_PLAN\_NisekoDev.pdf)

Given the Board's day trip to HIS Niseko, much of the day's discussions revolved around the financial situation of the campus. Fees were increased last year, but the increase in fees at HIS Niseko to bring the fees up to the level of the Sapporo campus is 26%. The parents were informed of the rise 3 months in advance of the raise. Students have gone up from 15-27 since Barry Mernin arrived. There are some seasonal students.

Following extensive discussion about the future of HIS Niseko, the following statement was drafted (as a summary of the discussions) and read to the HIS Niseko parents during a meeting 13:00-14:00.

"The Executive Board notes that the school is currently in its best financial position since the school's opening in 2012. The Board's goal is to ensure that HIS Niseko reaches a sustainable position so that it can be here for the long term good of the school community and the region's development. The Board wishes to see HIS Niseko succeed as a school and are we are committed to doing what we can to ensure the school's success and sustainability.

To date, HIS Niseko's accumulated operational losses since 2012 have been \$1,200,000. Despite a five year recruitment strategy of lower fees in order to build the population of the school, numbers were not realized, aggravating the shortfall between revenues and expenses. These losses have been covered from the school's investment portfolio. To accomplish the above goal for sustainability, the Executive Board in the spring of 2017 developed a two year plan. The first step was a tuition increase of ¥206,000 for the 2017 ~ 2018 school year. Along with that tuition increase, the school made significant efforts to provide financial support in the form of a Financial Assistance fund, modeled after the program at the main campus. The second phase of the plan is to move towards balancing revenue against expenditure through the second increase for the 2018 ~ 2019 school year. Even with these fee increases, an increase in the student population will still be required to cover current operating expenses.

The Board therefore requests that HIS Niseko community understand the financial constraints under which the school is operating and partner with the Board to make the school a success."

During the one-hour meeting with HIS Niseko parents there were frank yet constructive discussions about the financial state of HIS Niseko and its future. Parents voiced concern that there might be additional fee increases on top of the ones outlined at a meeting last year (and reiterated at this meeting). It was clarified that further increases would be in line with rises on the Sapporo campus. It was agreed that there could be clearer communication channels between Niseko and the ExB. Having this meeting, however, had been of great help in "putting names to faces" and improving direct communication. There was also extensive discussion about the

potentially destabilizing effects of the fee increases on HIS Niseko passed by the board last year. At the same time, parents understood the business/financial situation. The meeting ended with various constructive discussions regarding the widening of communication channels, and how recruitment may be done more effectively in the Niseko area.

## **8. Building and Grounds Report**

File: (2017-12-05\_B&GMin.pdf, 2018-01-20\_8\_B&GMin.pdf)

The B&G committee recommendation is to award the contract for dorm construction to Itaya. The ground breaking ceremony is on 31 January. The Maintenance Fund will be used to make the first 20% payment until funds can be transferred from the CIDF in the US. The Maintenance Fund will then be refunded.

The issue of shadows cast by the building have caused a slight change in design (it is a legal requirement). Another slight change for improved security actually reduces the cost of the building. Question: Will the 2 million dollar building costs be recouped? Will they come back from dorm fees?

Answer: Many schools run dorms at a loss, but now the HIS dorm is running at a profit. Covering running costs is the key. The assumption is that the dorm is an investment to keep the school viable. It helps recruit more students from outside Hokkaido, more allows for diversity, a better boys:girls ratio etc.

This kind of project is what the CIDF is really for. But, does the withdrawal from the fund to pay for the dorm affect the viability of future projects? Answer: The fund has grown, and the dorm is being built with profits from investments. The key question is do we have enough in the fund to cover an emergency: i.e. the whole school building is destroyed in an earthquake?

## **9. Finances Report**

File: (Document (1).docx, 2018-01-20\_9.1\_Financials.pdf, 2018-01-20\_9.1\_HistoryofFunds.pdf)

Cash reserves are 54 million yen, which includes last year's surplus. HIS has spent over 124 million yen on HIS Niseko since it was opened. Backyard loan will be finished in 2020. In December the CIDF was 19+ million USD. The next report in February will contain extra details about the school accounts.

## **10. Confirmation of Vice-Chair**

File: (no file)

It was agreed on the need to decide a person to be vice-chair of the Executive Board.

### **Decision**

- ❖ Tull motioned for the post of Vice Chair to be filled by Nickel. Wakabayashi seconded.
- ❖ The motion passed. All in favor.

## **11. Construction Firm Selection**

File: (no file).

Following the discussions above (Building and Grounds Report):

### **Decision**

- ❖ Seaton motioned that the contract for dorm construction be given to the Itaya Corporation. Katayama seconded. All in favor.
- ❖ The motion passed. All in favor.

## **12. Finances for Construction Project**

File: (no file)

### **Decision**

- ❖ Katayama motioned for 2 million USD to be moved from the CIDF to cover dorm construction. Wakabayashi seconded. All in favor.
- ❖ The motion passed. All in favor.

Following final discussions on the costs for the dorm, a supplementary vote was held by email to approve cost revisions (deeper pylons, removal of road heating plans, but no change in overall cost).

### **Decision (via email, January 24, 2018)**

- ❖ Ratzliff motioned to approve the revisions to the construction plans. Katayama seconded.
- ❖ The motion passed. All in favor (via email).

## **13. EB - Staff Meeting Protocol**

File: (2018-01-20\_13\_EB-Staff\_Proposal.pdf)

The union proposals were discussed.

## **14. Communication Protocols**

File: (2018-01-20\_14.1\_Communication.pdf)

The protocols were discussed and a revised version approved later by email.

### **Decision (by email, January 27, 2018)**

- ❖ Katayama motioned that the Executive Board approves the Communication Protocol as drafted. Seconded by Ratzliff.
- ❖ The motion passed. All in favor (by email).

## **15. Action Plan Input**

File: (WASC\_ACTION\_PLAN\_NisekoDev.pdf)

Several revisions were suggest to the action plan as proposed. The document will be confirmed later.

## **16. Compensation Discussions**

File: (no file)

Survey of other schools regarding payment of part time teachers was conducted. There were 16 replies. The majority of schools pay part time staff by the hour, rather than the salaried system at HIS. Housing is not paid. A survey will be sent out next week regarding levels of teacher pay. Discussion will continue and a vote will take place on a new document at a future meeting.

## **17. 60th Anniversary Plans**

File: (HIS 60th Anniversary Planning.pdf)

A committee will be set up to decide on events and make plans.

## **18. 2018-2019 Calendar Updates**

File: (2018\_2019\_DraftCalendar.pdf)

A slight change is needed to avoid school during o-bon, and there will be a change because of the emperor's ascension. The calendar could not be approved on January 20 and was subsequently approved by email.

### **Decision (via email, January 30, 2018)**

- ❖ Katayama motioned to approve the calendar as presented to the board in Niseko. Ratzliff seconded.
- ❖ The motion passed. 8 in favor, one vote not received (via email).

## **19. State Dept. Offer on EB Training**

File: ()

No discussion.

## **20. Long-Range Resource Plan**

File: ()

No discussion.

## **21. Future Meeting Schedule**

February 19, 2018 @ 18:30

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

#6 February 19, 2018 @ 18:30. Sapporo Campus.

## **23. Adjourn Meeting**

- ❖ Katayama moved to adjourn the meeting at 16:00. The motion was approved.

Minutes by Philip Seaton (January 20, 2018)