

Minutes of the 2018-2019 HIS Executive Board Meeting #3

2019 January 18 (Friday) 18:30 @ HIS

Members present: Alan Bossaer, Karen Katayama, Teiji Midorikawa, Paul Nikel, Robert Pickett, Barry Ratzliff, David Wakabayashi, Shoji Mitarai (auditor) and Kathleen Riggins (auditor)

Members absent: Craig Meikle, Phred Kaufman

Guests present: Neil Cooke (Principal)

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

Nikel called the meeting to order at 18:35. We have a quorum.

2. Approve agenda (2019-01-18_HIS_Executive_Board_Agenda.pdf)

The agenda was approved.

3. Approve and sign minutes of 2018 October 17th Meeting

Minutes approved and signed.

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

4. Chairperson's Report

File: (no file, verbal)

- The EB have hired International School Services to help us find a new Head of School.

5. Head of School's Report

- File: (2019-01-18_5_Head.pdf)

Head of School Report to the Executive Board 01 / 18 / 2018

Enrollment: HIS current enrollment: 172 // Niseko Enrollment 29 Note on the HoS Report: [notes]

- IT Regulations
- h.i.s. Labor - next CB session • maintenance issues
- recruiting ideas

Organization for Student Learning:

A1. School Purpose

• WASC Indicator: Beliefs and Philosophy - The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.

• [Note / Discussion] - At the EARCOS Conference, while working with Dr. Martin Skelton (developer of the IPC & IMYC) I realized our school statements were not aligned. I took this work back to the Curriculum Committee and we have been revisiting and revising draft Mission / Vision statements that would better align them to the Huskies and our curriculum. The statements is as follows:

•HIS Vision [Proposed]:

Mindful leadership and learning through academic, character and global engagement.

•Mission & Learning [Still drafting - ideas below] Mission & Learning

We prepare our students for global engagement, believing everyone can grow to lead through repeated positive struggle, creating lasting connections between knowledge, skills and understandings in a supportive environment of learner-centered, character-rich, experiential learning.

Much time — including part of a PD day with all teachers — was spent on the statement and the proposed statement was reviewed again by all staff. I would like to submit it to the Board for review before it goes back to staff and then to the BoC in the spring for their consideration with an aim to adopt it for the 2019 ~ 2020 school year.

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

• [Note] The above process involved all stakeholders in the school, including school curricular leaders (Curriculum Committee); school leaders (Leadership Team); parent representatives (PTA Presentation); students (Secondary Assembly) and staff (FF Meeting).

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

• [Note] A need for consistency and alignment sparked this revisit of our school statements. • WASC Indicator: Communication about Vision, Mission, and School wide Learner Outcomes - The school has means to publicize the vision, mission, and school wide learner outcomes to the students, parents, and other members of the school community.

• [Note] See above + School website and curricular documents

• 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 the other local and global trends and conditions.

• [Note] School statements have occasionally been revisited to address changing demands and curricular shifts. A need for alignment resulted in this conversation.

A2 Governance

• 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.

• [Note / Discussion] HIS continues to grapple with this. It is essential that the EB define for itself and this community it's interpretation (and any resultant actions) of this criteria. The Board's own understanding of the criteria should be developed within professional input in the context of Board training.

• WASC Indicator: Relationship of Policies - The governing authority's policies and financial/educational plans are directly connected to the school's vision, mission, and school wide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.

- [Note] See relevant and related notes in section A1 above.
- WASC Indicator: Involvement of Governing Authority - The governing authority is involved in the regular review and refinement of the school's vision, mission, and school wide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

- [Note] See relevant and related notes in section A1 above.
- WASC Indicator: School Community Understanding - The school community understands the governing authority's role.

• [Note / Discussion] HIS continues to grapple with understandings here. It is essential that the EB define for itself and this community it's interpretation (and any resultant actions) of this criteria.

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

• [Note / Discussion / Decision] At our last FF and at a separate lunch calendar meeting, staff met with administration to finalize the 2019 ~ 2020 school calendar. It is included in the packet for EB members to review and consider for passage.

• WASC Indicator: Involvement of Staff - The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.

- [Note] See notes above on staff involvement in school statements review.
- WASC Indicator: Child Protection - The school has clearly defined leadership responsibilities for child safety and duty of care.

• [Note] Until resources are realized to meet the goal (resulting from our WASC visit) of employing a school counselor, the Head of School will serve as the Lead Safeguard at the school. A counselor would take over this role and lead the Child Protection Team once in place.

A4 Staff

- WASC Indicator: Employment Policies/Practices - The school has clear employment policies/practices related to qualification requirements of staff.
- WASC Indicator: Qualifications of Staff - The school reviews all information regarding staff background, training, and preparation, including international expertise.

• [Note] HIS has successfully contracted with two incoming teachers for the open positions in MP2 at the main campus in Sapporo and for MP3 in Niseko. Both teachers have the certification, years of experience and the training and background that fit our curricular needs at both levels.

• 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.

• [Note] All new employees will be required to provide background checks and/or provide letters of suitability from their current place of employment. As of this year, they will also be required to complete the EduCare Child Protection for International Schools course of study and submit the completed certificate.

• WASC Indicator: Child Protection II: The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

• [Note] In the fall, school leadership provided in-house child protection training to support and volunteer staff of the school. All trainees reviewed and signed the school's Code of Conduct.

- [Note / Discussion] The Child Protection Team has reviewed a draft of the Campus Network, Personal Device, and PC Use Regulations, which were researched by IT Coordinator Katayama and translated by the school. The document has been shared with staff for comment next FF meeting and is provided in this packet for the review and input of the Executive Board. Feedback will be returned to the CPT before being submitted to the Leadership Team and EB for approval and adoption.

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

- [Note] In the fall, school leadership provided in-house child protection training to support and volunteer staff of the school. All trainees reviewed and signed the school's Code of Conduct.

- [Note] In response to accreditation recommendations, the Child Protection Team explored online child protection training options, ultimately selecting modules of study through EduCare, a UK-based organization with international-school-specific training options. Over the Winter Break, the HoS worked through the six-hour certificate course as a tester on behalf of the committee. All incoming staff will be required to take the initial certificate course and all returning teachers will annually be required to take the refresher course (30 min ~ 1hr), in keeping with current school practices on child protection.

- 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] Since the fall, the school's Leadership Team has met three times and had an opportunity to finalize decisions relevant to the daily operations of the school. These included

- developed a stance of not permitting teachers to seek addition pay for tuition of school students
- discussion and approval of the school's proposed Vision & Mission Statement
- discussions on guidelines for PPLD use before/after longer holidays

- 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.

- [Note] Teachers continue to rely upon their Lesson Study / PLC Groups for in-house PD.

Finances have, however, curtailed extensive PD work this year.

- 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] This year, HIS made a commitment to bring PD training to the teachers in our EY, Reggio-Emilia Program. At the end of the month, HIS will bring Dr. Junko Cancemi, Japan's preeminent Reggio expert (and former EY Coordinator at YIS). Dr. Junko will be spending two days (1 in Niseko and 1 in Sapporo) working directly with our EY teachers.

- Mr. Seth Beatty will be attending - above mentioned - child protection training on behalf of HIS at ASIJ.
- Three of our teachers will be drawing upon annually allotted PD funds to attend the annual EARCOS teacher's conference in Bangkok.

A5 School Improvement Process Criterion •[Note] Area of focus for Second Semester

A6 Resource Criterion

- WASC Indicator: Allocation Decisions - There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the HUSKIES. The school leadership and staff are involved in the resource allocation decisions.

- [Note] As they are annually, teachers will soon be involved in the budgeting process for their

areas of instruction and/or oversight.

- 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 / Discussions / Decisions] Ogawa-san has raised concerns for our pipes and heating system throughout the school year. Issued raised:

- December 2018 - Over the Winter Break, Ogawa-san identified a leak under the main building. Investigation of the (fresh water) pipes indicated that rust and aging are growing concerns.
- Fall 2018 - The September earthquake further damaged the aging electronic system that controls the heating system in the main school building. Inspection of the boiler indicates that it should be replaced, a job that would best be completed in conjunction with replacement of all heating pipes. Due to financial uncertainties and a lack of time to focus on maintenance issues, HIS put off stage one of replacing the heating pipes that had been scheduled for the summer of 2018. Please refer to the attached Long Range Maintenance Plan.

- WASC Indicator: Child Protection - Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.

- [Note] Child safety has been considered throughout the building. Just one instructional space, the ELL room, remains without a window in the door. Once finances have returned to a healthier situation, the door should be replaced with one that has a window in it.

- WASC Indicator: Instructional Materials and Equipment - The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulative, and laboratory materials are effective.

- [Note] Staff have been kept abreast of finances and were asked to be thoughtful in their spending, while at the same time spending on the essentials to support curricular delivery.

- 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] Despite challenging finances, a very low turnover of teachers for the 2019~20 school year (only two positions needed to hire - 1 in Niseko and 1 in Sapporo), has helped to limit costs on recruitment.

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] Please refer to A6 above and the attached Long Range Maintenance Plan.

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

- [Note] I have been in contact with our Sakhalin families to understand better the feasibility of a recruitment visit there. While Sakhalin Energy has been reducing it's overseas staff, Exxon Mobil remains in place and in need of a secondary program for their children.

- [Note] The screening of our promotional film, completed as part of our 60th anniversary, was well attended on December 13. Additional screenings will be advertised here at HIS for the community at large and in Niseko. Arrangements will be made this week with Niseko when I am there for a routine visit.

- [Note] Please refer to my separate proposal to improve our scholarship use.

Curriculum, Instruction and Assessment

B1 What Students Learn

- WASC Indicator: Current Educational Research and Thinking - The comprehensive and sequential documented international curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.
- WASC Indicator: Congruence - There is congruence between the actual concepts and skills taught, the academic standards, and the HUSKIES.
- WASC Indicator: Curricular Review, Revision, and Evaluation - The school assess its curricular review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to determine the impact of these on providing a challenging, coherent, and relevant curriculum for all students.

•[Note] See notes in A1 above on school statements and curricular alignment.

- WASC Indicator: Collaborative Work - The administrators and teachers use various collaboratives strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

•[Note] HIS is a highly collaborative school at all levels in Mileposts, the team level and most recently at full faculty meetings. At the last FF, teachers and administration reexamined the current structure of multiage to find solutions on space and staffing that would allow us to have kindergarten as a standalone class and reincorporate grade 6 into the elementary. Work on the remains ongoing and collaborative through the CC, LC and FF.

B2 How Students Learn

- WASC Indicator: Professional Collaboration - Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

•[Note] See above.

- 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] See above notes on PD for this year.

- 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.

•[Note] Area for growth. HIS will need to update its instructional practices as part of our WASC recommendations.

B3. How Assessment is Used Criterion

- WASC Indicator: Modifications based on Assessment Results - The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.

•[Note] Non-report area for this report.

B4. How Assessment is Used Criterion - Classroom Assessment Strategies

- WASC Indicator: Teacher Feedback to Students - Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and the HUSKIES.

•[Note] This remains an area of essential follow up for HIS in the near future. While student feedback systems have been developed and used, been

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 counseling, and academic assistance. There is appropriate application of assessment tools and processes for determining interventions.

- [Note] As the school responds to its latest accreditation report, and prepares the groundwork for a school counselor, HIS will be better able to support student needs.

- [Note] The work of our two college advisors has been highly valued and I thank both for their dedication to supporting students as they prepare for college and careers. This year's graduating class will have a higher %age of students taking a gap year. Next year's students look to be more pervasively headed to university.

- [Note] Administration has again made a connection with English-speaking medical professionals who can support HIS into the future.

- 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] Annual student surveys should be one of the indicators the board develops to monitor the progress of the school into the future.

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 / Discussion / Decision?] - Also to be addressed at the finance committee, today we will need to discuss some of the more pressing maintenance needs of the school. I will relay the opinion of the Building and Grounds Maintenance Coordinator, Mr. Ogawa, on (1) the state of the school building's water pipes - repairs delayed last year for financial concerns - (2) the boiler and hot water pipes, and (3) renovations to the dormitory kitchen and first floor.

- 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 behavior of children towards other children.

- [Note] - Fully addressed

- WASC Indicator: Child Protection II - The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

- [Note] - The Child Protection Team and staff and administration of the school are closing the last remaining "gaps" in our systems, protocols and procedures to bring the campus up to the highest expectations on child protection.

- 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.

- [Note] - The next step of of implemented in place for this school year with the remaining

steps to be in place for next school year.

- WASC Indicator: Child Protection IV - The school has in place formal learning programs through the school experience related to child protection.

- [Note] - See notes on EduCare in the above sections of the report.

- 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.

•[Note] - Fully addressed

• 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.

•[Note] - Fully addressed

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.

•[Note] Parent attendance at PTA meetings has been limited in recent months and should be an area of focus for the Board.

• 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.

Boarding Program

F1. School Boarding Program

The school's boarding program embraces the school's purpose, complements the school's program, and enhances the personal and academic growth of the students.

• Indicator: There is 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 appeals process related to decisions made related to students in the boarding program.

• Note - Administration is looking at tailoring the current school disciplinary process to establish an appeals process for the dormitory.

• 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.

• Note - I am grateful to the dormitory parents of this school year who have updated and republished the Dormitory Handbook, the first aspect of building awareness for our dorm program in the community.

• Indicator: The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.

• Note - Administration and boarding staff are currently working to bolster current procedures, systems and expectations. Peer-on-Peer Abuse Protection awareness and guidelines will be developed through PD sessions that Mr. Beatty will attend. He will inform and work with the Child Protection Team to establish training, protocols and procedures for this for both the dormitory and school context.

• Indicator: There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.

• Note - Currently there is no evaluation process for the boarding staff and this remains an area of growth for the program. Administration is currently testing out online training/induction courses through EduCare. If adopted, these will provide for ongoing professional learning / training for boarding staff and allow us to create criteria for an evaluation process.

• 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.

- Note - Please see above. Also, as a former board program parent, the dormitory staff regularly meet with the head of school to address concerns and needs.
- 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 school wide learner outcomes. This includes the boarding staff's responsibility to communicate with teachers and to provide emotional support through counseling and/or advocate support.
- Note - Use of EduCare and other online and PD opportunities will help us to better meet the needs of staff who can in turn meet the needs of students. While resources remain limited in our context, we are more better able to provide for emotional support needs through options in Sapporo from individuals who have professional training and education overseas.
- 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 - Construction of our new building wing allowed us to consider ratios and to add two staff members to support the dormitory program. It is clear there is a need to redevelop the dormitory kitchen, dining and main lounge in the main dormitory.

Head of School Goals for 2018-19

(1) Governance-The Head of an International School, in partnership with the governing body, develops a culture of responsibility and accountability for the accomplishment of the mission for learning.

- In collaboration with the Executive Board, receive input on and approval for a School-wide Leadership Team to which school wide proposals and decision-making can be reviewed and processed for final decision. - June 2018 (Completed)
- Research and develop a school-wide organizational chart. - by Orientation Week 2018 (delayed by CB but completed)
- Publish the school-wide organizational chart to the school community - by Opening Ceremony 2018 (delayed by CB but completed)
- Schedule ongoing meetings with mid-level and administrative leaders in the school to ensure consistent flow of information - By end of Orientation Week, 2018. (Completed)
- Publish the role description for LT membership, advertise for and with fellow administrators, meet candidates and make final selections on the teacher positions on the LT. - by end August, 2018. (Completed)

(2) Human and Organizational Development-The Head of School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision.

- In follow up to the WASC Action Plan, establish the guidelines, job description and compensation for an interim Child Protection Team leader. - July & August 2018 (Suspended due to finances. Child Protection continues to operate under the head of school and with the ongoing support of a Child Protection Team)
- Advertise and select candidates for CPT Leader - End August 2018 (Completed)

- Collaborate with Child Protection Team Leader and membership to conduct a safety audit of the dormitory and school building and grounds. - by end September, 2018. (Completed)

- Collaborate with Child Protection Team Leader and membership to complete and share a written report to staff and faculty for input. - by end October, 2018. (Verbal updates have been given. A written report has not be drafted. Extensive progress has been made towards bolstering child protection and a report could now be easily completed).

- Reconvene Child Protection Committee to review input and finalize recommendations for the school - End Semester 1, 2018. (Recommendations to be prepared as 'ground work' for a 'Child Protection Manual' to be created by the school's mid-cycle WASC visit of 2021.) (Much of the foundational work of a manual has been completed and drafting can begin).

(3) Operations and Resource Management-The Head of an International School ensures a safe,secure and supportive environment that is strategically resourced to achieve the mission and vision.

Through the Strategic Planning Committee of the EB, lead the school in developing a strategic plan

- Research and professional reading - Summer 2018 (Completed)
- School Improvement: Revitalize Your School with Strategic Planning - Tracy
- The Strategic School - Miles & Frank
- Strategic Planning for Schools - Collins
- Work with the EB to commission a Strategic Planning Committee - August 2018 (Completed)
- Review strategic plan examples - September 2018
- Through surveys, interviews and data points (staffing, student numbers etc.) audit the school's resource needs across the school. - November ~ December 2018
- Draft a Strategic Plan for presentation to the EB and staff - January ~ February 2019
- Presentation of Strategic Plan for presentation and feedback from the BoC, May 2019
- Passage of Strategic Plan - June 2019

Head of School Goals for 2018-19

(4) School-Home-CommunityPartnerships-The Head of an International School cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.

Work with the 60th Anniversary Committee and with key community members to establish a functioning Alumni Structure that would create connections across the school

- In connection with the committee seek a potential Alumni Association Leader to join the committee from local alumni — August 2018 (Individual approached but no positive response to date. Second potential candidate to be approached now in the New Year).
- Through monthly meetings, complete the process of building contact lists of past alumni - Ongoing - August ~ June
- In conjunction with the committee, create a structure and constitution for the Alumni Association - Adopt by June 2019
(5) Operations and Resource Management-The Head of an International School ensures a safe, secure and supportive environment that is strategically resourced to achieve the mission and vision. With local and overseas agencies, promote the dormitory program through visits to key cities:
- Contact WEBA World to learn more about their student recruitment and agent fairs to learn about costs and participation options. — June/July 2018 (Contacted Mr. Affoler of WEBA to seek information on fairs to attend)
Make inquiries to advertise the school in The Expats Guide to Japan and the Metropolis Guide - June 2018
- Connect with and seek an invitation to Sakhalin International School to promote the dormitory program to oil industry families in need of a grade 8 ~ 12 program. Aim to arrange for a mid-November visit. Initial contact by start Sept., 2018. (Contacted but SIS has not been open to the idea this time. Current parents from Sakhalin have recommended — January 2019 — that I work through Exxon Mobile to arrange a visit).
- Plan three major recruiting trips for Beijing, Hong Kong and Sakhalin. - by end of February, 2019 (Plan altered due to finances. The trip to Beijing student recruitment fair was completed and Sakhalin is being worked for February. A shift of focus to Tokyo may be in our best interests and will be proposed to the EB.)

6. Principal Report

File: (2019-01-18_6_Principal.pdf)

7. Niseko Report

File: (2019-01-18_7_Niseko.pdf)

8. Building Grounds Report

File: (2019-01-18_12_LongRangeMaintenance.pdf)

9. Financial Assistance Report & Finance Report by Alan (Treasurer)

Hard copy of report

- ❖ Due to Paul's prior commitment, David as Vice Chair took over for the rest of the meeting.

10. Scholarship Proposal

File: (2019-01-18_10_ScholarshipProposal.pdf)

11. 2019-2020 School Calendar: 180 days of school

File: (2019-01-18_11_2019-20Calendar.pdf)

- Katayama motions, Pickett seconds that the EB approves the calendar for 2019-2020 school year.
- Motion passes, unanimously.

12. Maintenance Priority Decisions

File: (2019-01-18_12_LongRangeMaintenance.pdf)

- Priority old dorm kitchen renewal and piping to be replaced. Pursue potential costs.

13. Input on draft “Vision and Mission” Statements

14. Role of Board (on going)

15. Campus Network, Personal Device , and PC Use Regulations (draft)

- Taken to Faculty and Union before final EB approval

16. EB Goals: First discussion item for February 6, 2019 @ HIS 6:30pm Generative mtg.

17. Dashboard Data Indicators

18. Time and Place of Next Meeting

EB Meeting Schedule:

Regular Meetings:

March 4, 2019 @ HIS 6:30pm

May 17, 2019 @HIS 6:30pm

Board of Councilors Meetings:

May 22, 2019 BoC mtg.

Generative Meetings

February 6, 2019 @ HIS 6:30pm **EB Goals for 2-3 years**

April 12, 2019 @ HIS 6:30

EB and Faculty Meeting

February 19-pre meeting to EB and Faculty meeting on February 21

23. Adjourn Meeting

- ❖ David Wakabayashi (Vice Chair) moved to adjourn the meeting at 20:28. The motion was approved.

HIS Executive Board Minutes by Karen Katayama (January 18, 2019)