



Self-Study Report 2018

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Hiragishi, Toyohira-ku,
Sapporo, Japan
062-0935



Visit: May 6th - 11th 2018

ACS WASC Focus on Learning Accreditation Manual
2014 International Edition

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Preface

In preparation of this self study report, HIS used the 2014 Edition of the WASC Focus on Learning.

In the fall of 2016, the onsite WASC coordinator presented a proposed timeline for self study completion to the leadership team and to the executive board. As well, the leadership team began review of the school and community profile and the action plan progress report (updated yearly as part of the principal's annual reports to the executive board).

The Curriculum Committee functions as the WASC leadership team during a WASC visit year (with addition of the executive board chair). Within Google Drive this leadership team oversees data and documents needed for the WASC self-study.

Early in the spring of 2017, chairs were selected from the membership of the curriculum/leadership team to lead home groups. The teacher home group composition was chosen to match identically with pre-existing lesson study groups (PLCs).

In the fall of 2017, focus groups began their work - again with members of the curriculum/leadership team as chairs and chief writers. Drawing upon the findings of these teams, action plan groups (formed in January 2018) drafted a school wide action plan based on the recognized growth needs suggested in chapter 4.

Leadership Team:

Barry Ratzliff - Head of School
 Neil Cooke - Principal (WASC Coordinator)
 Karen Katayama - Board Chair
 Curriculum Team Members:
 Sheryl Oda (Elementary)
 Barry Mernin (Niseko)
 Jared Pangier (Secondary/IMYC coordinator)
 Peggy Shibuya (Elementary)
 Mark Erickson (Secondary)
 Eugene Sim (Elementary/IPC coordinator)
 David Piazza (Secondary/Outdoor Ed coordinator)

Home Groups:

Curriculum Team
 Executive Board
 Elementary Team
 • LS - EY/MP1
 • LS - MP2/MP3
 Secondary Team
 • LS - Math/Sci
 • LS - LA/SS
 Dormitory Team
 Parent Teacher Association
 Office Staff

Focus Group Leaders/Writers

A Organization of Student Learning

- Sheryl Oda and Barry Mernin
 & Harmon, Marinova, Kelly, Dechodomphan, Y Sugino

B Curriculum, Instruction and Assessment - Jared Pangier and Peggy Shibuya

& Lai, Yao, Tull, Tomasine, Lopez

C Support for Personal and Academic Growth - Mark Erickson and Eugene Sim

& Manjyoume, Gambino, Fazio, Alonso, Dixit

D Resource Management and Development - David Piazza and Ian Aseltine

& Sinclair, Miyatake, K Sugino, Nara

Action Plan Groups

1. School Systems Processes	2. School-wide Resource Plan	3. Character/Leadership Service	4. Academic Rigor
1. Peggy Shibuya	1. David Piazza	1. Mark Erickson	1. Sheryl Oda
2. Neil Cooke	2. Barry Ratzliff	2. Eugene Sim	2. Jared Pangier
3. Laura Harmon	3. Barry Mernin	3. Mariano Alonso	3. Ian Aseltine
4. Kirin Sugino	4. Gergana Marinova	4. Nick Fazio	4. Mandi Tull
5. Tanya Dechodomphan	5. Merek Sinclair	5. Lola Lai	5. Justin Gambino
6. Claire Yao	6. Yumi Miyatake	6. Alison Manjyoume	6. Rod Kelly
7. Yutaka Sugino	7. Saeko Nara	7. Kristin Dixit	7. Joe Tomasine
8. Shimako Abe	8. Eri Kashiwabara	8. Hirotake Tawaraya	8. Celia Lopez
			9. Yuko Kanashira

Action plan groups each had a cross-section membership of school stakeholders:

Curriculum/Leadership Team
Secondary/Specialist
Elementary
ELL
Part Time Teachers
Office Staff

When	Tasks	Who
October-November 2016	Determine WASC Leadership Team membership Develop timeline Designation of home groups Assignment of WASC criteria responsibility	WASC Coordinator Head of School
November 2016-February 2017	First draft of the Student/Community Profile (Chapter 1) and draft Progress Report (Chapter 2) presented to leadership team and executive board	WASC Coordinator
March-April 2017	Presentation of draft Student/Community Profile (Chapter 1) and Progress Report (Chapter 2) to the stakeholders for input	WASC Coordinator Leadership Team School Community
March-April 2017	Perception Data Collected - Surveys to school Community	WASC Coordinator
April 2017	Analysis of progress data, summarize implications, identify critical learner needs, determine important questions to be answered Complete draft of Summary of Data and Progress (Chapter 3)	Curriculum Team/Leadership Team
March-June 2017 August-November 2017 -Weekend work session April 1st, 2017 -Orientation Week WASC Day -November 6, 2017 WASC PD Day -WASC Devoted Wednesday Mornings -WASC Devoted Thursday Meetings	Led by members of the leadership team, existing "home-groups" respond to/provide supporting evidence for the criterion assigned to them. Determine the degree to which the criterion is being met. For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas. Complete draft of Self Study Findings (Chapter 4)	Curriculum Team Executive Board Elementary Team Secondary Team Dormitory Team
November 23, 2017 WASC PD Day	4 Focus groups are formed to review, add to, edit, and complete the conclusions for each of the 4 categories.	All staff and community member representatives
November 2017-January 2018 -January 8, 2018 WASC PD Day - Weekly Wednesday Morning WASC Workgroups	Complete draft Schoolwide Action Plan (Chapter 5) Define growth targets Establish an ongoing follow-up process to monitor progress	Leadership Committee Action Plan Groups
January-March 2018	Regular Leadership Committee meetings -refining of action plan -editing of report	Leadership Committee
Week of March 26, 2018	Complete Report and send to WASC	WASC Coordinator
May 6-May 10	WASC Accreditation Visit	

Chapter I: Student/Community Profile and Supporting Data and Findings

VISION STATEMENT

To emerge as a leading center for authentic learning where academics, arts, athletics and attitudes are integrated into environmental and experiential education.

MISSION STATEMENT

HIS emphasizes active learning within an internationally-minded community. We embrace a comprehensive approach to education by encouraging excellence and perseverance in all endeavors.

LEARNING STATEMENT

At HIS, learning is the process of making and applying connections between knowledge, skills, and understandings through inquiry based, multi-age, collaborative, and experiential instruction.

SCHOOL-WIDE LEARNING RESULTS - THE "HUSKIES"

Honest Learners and Leaders who

- manage their lives with integrity
- make ethical and moral choices
- are self-motivated and self-directed
- set high standards

Understanding Collaborators who

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

Solution Creators who

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

Knowledgeable Thinkers who

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

Internationally Minded Citizens who

- display courtesy and respect for themselves and others
- are caring stewards of their own and the global environment
- transfer knowledge and skills to real-world situations
- understand cultural and personal differences

Effective Communicators who

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

Socially and Personally Responsible Individuals who

- take ownership for their identity and actions
- demonstrate reliability and commitment
- manage personal resources
- pursue physical and mental health

POSITIONING STATEMENT (2015)

After a yearlong branding project conducted by an outside consultant in 2014-2015, the school adopted the following positioning statement to guide future school improvement and strategic planning.

Hokkaido International School stands as a center for leadership development, complementing academic rigor with character enrichment to prepare young minds for global engagement and lifelong personal achievement.

SCHOOL HISTORY

For almost sixty years, Hokkaido International School has provided the city of Sapporo with a private, co-educational, international education. It is governed by a nine-member, self-appointing executive board supported by a board of councilors that, according to HIS Articles of Incorporation, may range in size from 21-30 members. The Executive Board includes the Head of School, a representative from the US Consulate, and either current HIS parents, parents of alumni, or other community stakeholders. The Board of Councilors is chosen from members of the extended school community who have an interest in the existence of an international school in Hokkaido and Sapporo. The

school is incorporated in Portland, Oregon, USA and exists in Japan under Gakkohoujin (Educational Corporation) status.

In 1962, after several moves, the school built its first permanent home on the former Fukuzumi campus. In the early to mid-1990s the school added grades 10-12 to its established early years to junior high program, sold its property, and, with the cooperation of the city, moved to its current campus and facility close to Sumikawa subway station. The proceeds from the sale of the Fukuzumi property were used to build the current building; the remainder was invested in the United States, which has been instrumental in providing for the financial stability and planned growth of the school. The campus includes a dormitory facility, built and donated by the Government of Hokkaido. The construction of a second dormitory building began in January this year. In 2018, the school will celebrate its sixtieth anniversary. Plans are currently underway to commemorate this event.

HIS received initial WASC accreditation in 1994 and was subsequently granted three more consecutive 6-year terms in 2000, 2006, and 2012.

SCHOOL SETTING AND FACILITIES

Sapporo City, with a population of 1.9 million, is Japan's fifth largest city. Sapporo is the administrative, educational, cultural, and business capital of the prefecture. Sapporo does not have a large industrial base and is not a location for major foreign investment. According to the last census in 2015, there were 9,385 foreign residents of the city, slightly under 0.5% of the population.

The current campus of Hokkaido International School is located approximately five kilometers from the city center on a 6,879 square meter (0.69 hectare, 1.7 acre) parcel of land in the Hiragishi neighborhood of Sapporo. Sumikawa (Nanboku Line) is the nearest subway station to the school and the school is geographically considered to be a part of the Sumikawa area.

The campus land was originally provided to the school rent-free. Economic needs, however, prompted the city to require HIS to purchase the land. At the conclusion of the last five-year contract in 2008, Hokkaido International School and Sapporo City began negotiations to that end. In the fall of 2010, the school purchased the land for the favorable price of ¥206,500,000 (US \$2.5 million). The school's Capital Investment and Development Fund (CIDF), money realized through the sale of the former Fukuzumi campus and invested in the United States, is drawn upon annually to pay for the campus. Full repayment will be realized in 2020.

The school building, wholly owned by HIS, consists of a single four-story structure (above ground) with a small basement. The building was completed in 1995 and has been continuously maintained and improved. Door security systems, a chain gate, crash barriers, shatter-proofing film over windows facing the road and a security gate for the back field were added with the assistance of the US Embassy and the Office of Overseas Schools.

Finally, there is a paved parking lot to the back of the dormitory building and a 3/4-length soccer pitch located immediately behind the school building. The field is encircled by a running track. There is a play equipment area with a rubberized surface and three equipment storage buildings.

NEW BUILDING PLANS

Since the accreditation visit in 2012, the school has seen steady growth from historic numbers in the 180s to numbers that are exceeding 200. The school has experienced most of this growth in the secondary school program, with elementary remaining steady. The school building is testing its limits to support all programs and needed expansion in course offerings are now limited by the size of the building. Similar to the dormitory program, stakeholders were widely interviewed and involved in the development of draft plans for an extension to the school building that would nearly double the school in size. Initial plans to locate the building on the north side of the campus had to be reconsidered when it became apparent that the shadow such a structure would cast would be in violation of local laws. Relocating an expansion to the opposite side of the campus has run into an access problem due to neighboring properties that the school would have to negotiate purchase of in order to receive approval to

build. Plans are currently on hold until negotiations can be initiated by the school's lawyer.

HIS REPAIRS 2012-2017

Summer/Fall grounds and facilities project work

<ul style="list-style-type: none"> -Repainting of remaining unpainted public spaces -Repainting of classrooms on 2nd and 3rd floors -Installation of fans into all classes on 2nd and 3rd floors -Reconditioning of the school's boiler -Installation of built-in safety posts to separate vehicle driveway from students walkway between the dormitory and school building -Completion of maintenance work to the second half of the school roof (caulking) -Complete renovation of the primary music room -Classroom magnetic board installation 	<ul style="list-style-type: none"> -Installation of a security gate between the dorm to the main school building to better secure the back field -Boiler check and maintenance -Parking lot net fence -Recabling of entire network system -Early Years floor repairs -Basketball hoop repair -Early Years corkboard wall -Mural of HIS Sports logo in gymnasium -Window installation in classroom doors -Installation of fume hood in science lab
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Technology Upgrades 2016-2018 (highlights)

<ul style="list-style-type: none"> -Replacement of the school's server -Purchase of a second mobile lab cart -Purchase of 10 additional ipads (regular budget) -Purchase of 50 new ChromeBook devices -Installation of X TV monitors in classrooms (X with Apple TV) -Installation of entryway TV monitor for public announcements -Installation of security cameras on the 1st, 2nd and 3rd floors -Two new ceiling-mounted digital projectors installed 	<ul style="list-style-type: none"> -Three copy machines/printers replaced -New security firewall installed -Replace all school building network cable and switching HUB -New wall projectors for 2 classrooms (MS-HS) -Four new microphones -MPR - new PA system -Purchase of Alma Student Information System to replace PowerSchool -Hallway security cameras on each floor -Installation of ceiling mounted projectors in every classroom <p>(2017-2018 overview and 2018-2019 plans)</p>
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HIS Sapporo

Aside from a small basement level containing the boiler and heating equipment, the school consists of the following rooms and spaces:

Fourth Floor
<ul style="list-style-type: none"> • Gymnasium with stage • Ball storage room • Changing Rooms • Weight room/PE teacher's office • Balconied 5th 'level' above the gym • Sound booth above stage left • Balcony storage spaces • Toilets
Third Floor
<ul style="list-style-type: none"> • Art room • Library (10,000 volumes) • Principal's office • Staff & student bathrooms • Computer lab (22 Mac computers) • IMYC Room (this and the neighboring room can be combined into a single space using a retractable wall) • Language arts room • Japanese language classroom • Social studies room • Math room • Science lab • Music room (semi-soundproofed) • Toilets
Second Floor
<ul style="list-style-type: none"> • Copy room • ELL classroom • ELL storage room • Teacher's lounge/elementary book resource space/alternate secondary teaching space • Japanese and Spanish language teachers' office • Elementary storage room • Mobile computer lab • Staff & student bathrooms • Milepost 2 & 3 classrooms • Middle school classroom • Toilets
Ground Floor
<ul style="list-style-type: none"> • Student entrance & shoe boxes • Teacher/guest entrance & shoe boxes • Administrative offices & nurse's room • Multipurpose Room with stage • Kitchen • Early Years room(s) with separate bathroom facilities • Milepost 1 classrooms • Communications office • Toilets and wheelchair accessible toilet

Next to the school building stands the HIS Dormitory. The dormitory can provide a home for up to 20 residents; 10 boys and 10 girls.



HIS Dormitory 1 Exterior

The dormitory consists of the following rooms and spaces:

Third Floor
<ul style="list-style-type: none"> • Girls residential floor (5 rooms, 2 residents per room) - 10 student maximum • Luggage storage room • Bathroom (complete with shower room, bath tub room and washer/dryer facilities)
Second Floor
<ul style="list-style-type: none"> • Boys residential floor (5 rooms, 2 residents per room) - 10 student maximum • Luggage storage room • Bathroom (complete with shower room, bath tub room and washer/dryer facilities)
Ground Floor
<ul style="list-style-type: none"> • Main entrance, shoe boxes and entry hall • Common bathroom • Boiler room • Ski, boot and snowboard storage space • Guest room (Japanese style) • Common living room • Common dining room • Common kitchen • Dormitory coordinator's apartment (2 bedrooms, living room, utility, and bathroom)

The HIS Dormitory was built by the Government of Hokkaido. Hokkaido intended it to be a home for students needing an international education but whose homes were outside commuting range of Sapporo. The dormitory is an attractive and comfortable facility that has served the original intent of the building, as well as providing a home for students from overseas and other locations within Japan. HIS procedures permit students from grades 6-12 to live in the dormitory, with a preference for students from upper grades who have the greater maturity to live communally. Priority is also given to students who have been attending HIS at the Niseko campus.

In February 2015, the HIS Executive Board began discussing the benefits of renting (and eventually building) a second dorm to meet growing demand and help provide for the continued growth of the secondary school. In August 2015, the school added a second (off-campus, rented) dormitory to allow for a large number of new male student applicants. As a result, in the first year of use, HIS was able to maintain a dormitory population of 20 - despite the fact that the number of female boarders had dropped to 6 residents.

The benefits of adding the second dorm were fully realized in 2016-2017 when the total dorm population reached 30 - again with only 6 female students. Because the on campus dorm can only accommodate a maximum of 10 boys, the new dorm allowed the school to accept 13 students who would have been turned away in the past.

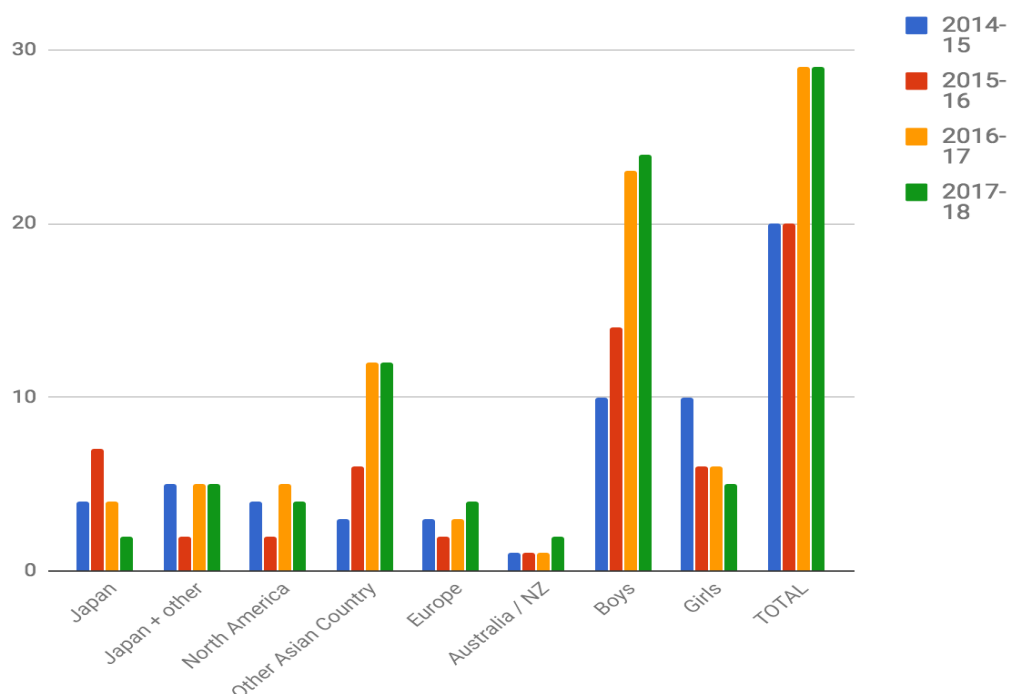
Ishikawa Mansion (Dorm 2)

Third Floor	
<ul style="list-style-type: none"> • 6 Student Rooms • Common Room • Laundry Facility 	
Second Floor	
<ul style="list-style-type: none"> • Dorm Parent Room • 1 student room 	
Ground Floor	
<ul style="list-style-type: none"> • Building owner's apartment • Rented apartments 	

Dormitory Residents 2014-2018 (by passport)

2014-2015		2015-2016		2016-2017		2017-2018	
Passport	Totals	Passport	Totals	Passport	Totals	Passport	Totals
United States	3	United States	1	United States	4	United States	3
Japan	4	Japan	7	Japan	4	Japan	2
Japan/Uganda	2	UK/Spain	1	UK/Spain	1	UK/Spain	1
Japan/India	1	Korea	2	Korea	2	Korea	1
Japan/Australia	1	China	1	China	2	China	2
Japan/Canada	1	Japan/Canada	1	Japan/Canada	1	Japan/Canada	1
Malaysia	1	US/Canada	1	US/Canada	1	Taiwan	3
Thailand/Spain	1	Taiwan	1	Taiwan	4	Australia	1
Australia	1	Australia	1	Australia	1	Indonesian	3
Bangladesh/Canada	1	Bangladesh/Canada	1	Indonesian	1	Japan/Australia	2
Netherlands	1	Netherlands	1	Netherlands	1	Thailand	1
Russia	1	Japan/Australia	1	Japan/Australia	1	Vietnam	1
United Kingdom	1	Thailand	1	Thailand	1	Russia/US	1
Canada	1			Japan/Uganda	1	Russia	2
				India	1	Japan/Korea	1
				Vietnam	1	Philippines	1
				Japan/US	1	Russia/UK	1
				Russia/US	1	Russia/Australia	1
				UK/Russia	1	Japan/US	1
Total	20	Total	20	Total	29	Total	29
(boys)	10	(boys)	14	(boys)	23	(boys)	24
(girls)	10	(girls)	6	(girls)	6	(girls)	5

The dormitory brings valued diversity to the school, providing a home for mainly international students.

Dorm Demographics 2014 - 2018**NEW DORMITORY BUILDING PLANS**

Three years ago, the school opened a second dormitory in rented facilities to accommodate several students who would otherwise have remained on a waiting list. The eight initial students grew to fourteen in 2016-2017, prompting the administration and Executive Board to initiate a dormitory building expansion project to double the on-campus residential program to 40 students. Stakeholders, including teachers and HIS's Architecture and Design class, were broadly involved in development of rough plans for the expansion. These were eventually handed off to an architectural firm that developed final architectural plans and helped the executive board through the process of selecting a construction firm. The building project began construction in January 2018 and will conclude before the reopening of school in August 2018. The school's investments will be drawn upon to cover the costs of the project.



Construction on new Dormitory 2 begins (January 2018)



Architect's 3D rendering of the new Dormitory 2 - Completion date: August 2018

Dorm residents choose HIS for the following reasons:

- They have an interest in experiencing Japanese culture while maintaining their studies in English.
- HIS and its dormitory represent an affordable option for returnees (Japanese children who have been educated abroad and have difficulties returning to the Japanese school system) and bicultural students who are seeking to prepare for colleges and universities in English speaking countries. HIS tuition fees are among the lowest of international schools in Japan, making it an economical choice for many.
- HIS provides students and families in East Asia a relatively close international school alternative to national systems of education in their home countries. These families often come from countries that have legal restrictions precluding their children from attending international schools.
- The HIS dormitory provides international employees of Far East Russia oil fields with the closest international school option at the secondary level.

New Trends in the Dorm:

- **More students from other Asian countries:** Since 2015, there's been a sharp increase in dorm applications from other neighboring Asian countries - in particular Taiwan, China, and Thailand.
- **A drop in female applicants to the dorm:** Hopefully this will be addressed with the addition of the new dorm and a more strategic use of the school's website and media. The school has also had discussions with a recruiter but no decisions have been made yet.

LONG TERM POSITIONING AND STRATEGIC COMMUNICATIONS PROJECT

In the spring of the 2014-2015 academic year the branding study entered its analysis and synthesis phase. Qualitative information, mainly in the form of interview dialogue, was analyzed and key recurring elements were teased out. This became the foundation for the branding framework; the bottom level of this marketing strategy contained proof points, or common perspectives on the school's strengths and weaknesses, distributed across different stakeholder groups in the school community (students, teachers, parents, community, etc.). Other elements in the framework include the core messages, image attributes, and positioning statement. This final piece, which was vetted and ratified by the school's executive board, is a central statement that articulates the core elements of the school brand.

The 2015-2016 academic year saw considerable internal work in preparation for the next year's launch of HIS's revised branding strategy. This "internal launch" was aimed at building buy-in from HIS staff and preparing for a coordinated approach to the community at large. Reconsideration and prioritization of the proof points took place and led to the development of an action plan that would address the most pressing, pertinent, and visible changes HIS could make toward achieving its school improvement goals through the lens of branding. This action plan identified the following as its main goals:

1. Build a website that packages curriculum with professionalism and precision emphasising academic rigor in order to drive interest and increase understanding.
2. Expand the implementation of the HUSKIES across all grades and throughout the school.
3. Develop and formalize service learning and community engagement programming across the grades to complement existing leadership programming (i.e., Outdoor Leadership).
4. Develop a robust, professional after-school program aimed to better meet student interest and needs through both fee-based and volunteer-run offerings.

These goals were communicated to the entire staff and shared with the parent community at the opening ceremony of the 2016-2017 academic school year.

The future direction of branding work at HIS will develop the focus group into a more integrated structure with work time built into all faculty meetings. This will be accompanied by a monthly focus group with flexible membership and will be adjusted according to the topic at hand and action plan stage. The branding action plan goals will be incorporated into the WASC school-wide action plan for 2018-2024.

PROGRAM OUTLINE

Early Years: Reggio Emilia Inspired

Elementary School (K to grade 5): International Primary Curriculum (IPC)

Middle School (grades 6-8): International Middle Years Curriculum (IMYC)

Lower High School (grades 9 & 10): Emphasis on in-house developed pre-AP program

Upper High School (grades 11 & 12): Emphasis on Advanced Placement Program (AP) with addition of the Capstone AP Seminar course in 2017-2018 and AP Research course in 2018-2019

The school offers a K-12 program with curricular commitments to multiage instruction, essential instructional strategies, differentiation, ELL inclusion in the mainstream, and collaborative planning. Arts programs (Visual Arts, Japanese, Spanish, and the Physical Arts and Performing Arts) are brought to all levels of the school through the support of art, music, Japanese, and PE/movement teachers.

The school adopted the Virtues Project as its character development program. More recently, the language and principles of the Virtues Project informed the wording of the HUSKIES - the ESLRs of Hokkaido International School.

The elementary school curriculum is characterized by the International Primary Curriculum (IPC). IPC forms an integrated core bringing together science, social studies, and the arts in multiage classrooms. In addition, the elementary school has adopted Common Core standards and utilizes Singapore Math to address the areas not covered by the IPC. Lucy Calkins' Reading and Writing Workshop was also introduced to align with the IPC program.

At the secondary level, the school offers a multiage instruction at the middle school and high school levels.

In middle school, the IMYC provides comprehensively developed units of study in Language Arts, Social Studies, Science, and Visual Art. Each unit also provides instructional connections for integrating aspects of music, physical education, and mathematics (note that mathematics is not multi-aged). Singapore Math was adopted for both middle school and elementary in the 2013-2014 school year. Individual subject teachers collaborate together with other subject area teachers to deliver each unit of study.

Students are offered the challenge of honors-level work within their multiage classes as well developing-level work to better support those students who are in need of greater English language support. Courses in AP are offered on an

annual or two year-rotational basis (see outline below).

OUTDOOR LEADERSHIP PROGRAM

In 2012, HIS inaugurated two high school courses to buttress the outdoor programs of HIS. Consequently, a fully fledged Outdoor Leadership Program was established at HIS, thus making outdoor and leadership education an integral part of the curriculum. The Outdoor Leadership Program consists of 6 components, with a 7th component debuting in the 2017-2018 school year.

1. OL Courses of **Outdoor Pursuits** for 9th and 10th grade and **Outdoor Leadership** for 11th and 12th grade
2. **Overnights in Nature** consisting of autumn overnights of Jozankei for milepost 3, Dominnomori for grades 6-8, Niseko for grades 9-10, and Soranuma for grade 11; and then winter overnights of Takino for grades 6-8 and Jozankei for grades 9-12
3. **Outdoor Leadership Certificate** with the six requirements of Leadership Experience, OL Courses, Service, Outdoor Exemplar, Solo Project, and Senior Reflection
4. **Adventure Hokkaido Outdoor Club** is an extracurricular club that goes on variety of types of outings in all seasons
5. **MS Entry and Exit Points** are often designed to develop leadership skills and promote outdoor appreciation
6. **Curricular Integration** other subjects and events are often tied into the themes of Outdoor Leadership
7. **Senior Pinnacle Trip** Daisetsuzan trip, introduced in fall 2017-2018

HIS MUSIC PROGRAM

Each year, the HIS music department produces a 2 hour musical concert off campus, providing students with the opportunity to perform in a professional hall. In recent years HIS has been able to host the annual performance in Sapporo Kitara Concert Hall, one of the most prestigious concert halls in Japan. The concert will be returning to Kitara this year and HIS hopes to seat 1300 audience members. This will be the 11th performance HIS has held at Kitara since 2001.

All students, from MP1 to grade 12, participate in either the performance or the production with preparations beginning at the start of the school year. The repertoire ranges anywhere from international folk songs to musical medleys to rock classics, and these are usually performed by more than one grade or class. In addition, all secondary students not enrolled in the music program have the opportunity to help as backstage crew, control, photographers, and videographers. Two students even have the opportunity to work with professional light and sound engineers. The music department works in tandem with the art and design department to create the large stage-set structures which serve as center pieces on the stage. This year they will build large screens that will have images projected during the performance.

Lastly, the music department selects approximately 10 secondary students to form a production leadership team. This team is responsible for the selection of the repertoire and theme of the entire concert, as well as coordinating volunteer parents in public relations and ticketing, costumes and props, lighting and sound. This team also oversees the choreography, writing of the program, and all the major components that go into producing a full-scale concert.

NEW ASSESSMENT POLICY/STANDARDS BASED GRADING

At the teacher orientation in August 2015, the head of school introduced a revision of assessment policy and a transition to standards based grading as a priority goal for HIS.

All secondary, and many elementary, staff subsequently participated in professional development reading groups on assessment and standards based grading in the 2015-2016 school year. Out of this process, an assessment review committee was created and a new assessment policy drafted. Central to this policy is the transition to standards based grading. Throughout 2016-2017, the assessment review committee worked on a new standards based report card template to be introduced in 2017-2018.

The [New Assessment Policy](#) for secondary was created through this process.

Assessing the HUSKIES (HIS Essential School-wide Learning Results)

-Secondary: Character Development Graduation Portfolio (CDGP)

With the goal of centering our school on our character-based standards, The HUSKIES, the Character Development Graduation Portfolio (CDGP) was born. This student-driven project challenges students to grow their character through a reflective process, supported by artifacts from both their personal and educational lives. Each student, through four years of high school, must evidence their character growth through 14 out of the 28 HUSKIES standards. They work closely with a faculty advisor, calling on real-world experience to substantiate their ongoing development as globally minded citizens intent on positive change.

-Secondary: Assessment on Reports

Each secondary course is assessed on 4 academic targets, 2 behavior targets, and 1 commitment target.

- The academic targets represent what students are required to achieve proficiency in to pass a course. The language and content of academic targets are informed by approved curriculum standards for the course (for example Common Core) - see page 14 in the HIS Community Handbook
- The behavior targets are chosen by the teacher from the 28 HUSKIES standards of HIS.
- The commitment target is common to all courses (see below)

-Elementary: Assessment of HUSKIES

In elementary the HUSKIES are assessed twice yearly on semester report cards.

The HUSKIES and Virtues Language (as well as Virtues Project strategies) are used regularly from EY through MP3.

SERVICE LEARNING AT HIS

At certain grade levels, HIS has long provided students with an opportunity to give service to the school and to the wider community. Over the years the following activities have been initiated:

- Junior service trip (most often involving Habitat for Humanity)
- Beach clean-up (high school)
- Snow shoveling in the neighborhood (middle school/high school)
- Visiting Amenity Nishioka Elderly Centre (MP1) - 4 times a year
- In-school service experiences

In 2015 and 2016) all teachers, accompanied by 2 student representatives in 2016, took part in a service learning professional development workshop. As a result, in Spring 2017, the school curriculum team made a decision to work toward the integration of service learning across the school program and to emphasise initial research and student learning as an integral part of the process.

In order to take stock of what HIS is currently providing, the [Direct Service Learning at HIS](#) document was created. Using this as a starting point, HIS will work to develop service learning further as an important action plan goal for 2018-2024.

HIGH SCHOOL AP PROGRAM

AP Course Offerings:

Annually	Year 1	Year 2
AP Studio Art	AP Physics	AP Biology
AP World History	AP Chemistry	AP Environmental Science
AP Japanese	AP European History	AP US History
AP Calculus		
AP English Literature		
AP English Language		
AP Capstone (Seminar) - New in 2017-2018		
AP Capstone (Research) - New in 2018-2019		

AP CAPSTONE PROGRAM

The AP Capstone Seminar course was added to the high school program in 2017-2018. The AP Capstone Research course will be added in 2018-2019.

The AP Capstone Program's QUEST framework promotes critical and creative thinking skills while nurturing learner connections. This framework meshes with HIS's Vision Statement: "To emerge as a leading center for authentic learning where academics, arts, athletics and attitudes are integrated into environmental and experiential education." HIS's inquiry-based approach prepares students to be leaders capable of independent growth. This focus on authentic mastery learning, spanning from early years to graduation, gives students the skill set to be successful in college and the workplace. HIS recognizes that academics alone are not sufficient. The school's character enrichment program promotes real world skills, including showing curiosity and interest in the world; critical reading and writing; the ability to analyze, evaluate, and synthesize information and perspectives; transferring knowledge and skills to real world situations; working well with diverse individuals; and ongoing reflection. These character standards, paired with our school's academic mission, bring out the highest degree of achievement for all students. AP Capstone provides another path to further student achievement by providing our students with the academic skills to pursue learning independently and alongside their collaborative teams.

Along with service learning and outdoor experience, HIS sees the development of research and writing skills as central to the attainment of the school's positioning statement goals. AP Capstone allows teachers the flexibility to choose interdisciplinary themes based on academic problems or questions, concepts or issues from other AP courses, global or international topics, local and/or civic issues, and specific student interests.

Capstone's seminar and research courses will add enrichment to the AP program at HIS. The student centered approach connects well with the school's culture and multiaged, collaborative learning environment. Student involvement in the AP Capstone program is one of the ways HIS hopes to further develop transferable critical thinking skills (one of the critical learner needs indicated by data analysis in this year's WASC self study).

DIFFERENTIATION

Teachers differentiate assignments and present material through specific groupings within class time. The high school is reviewing ways in which AP classes are managed in order to provide maximum possible attention to AP material for students planning to sit college board exams. Units in middle school and high school include learning activities differentiated for inclusion of all students: honors, standard, developing, and ELL. In middle school and in some high school classes content texts are mostly offered at two ability levels. In elementary, differentiation is a natural result of the workshop approach. Differentiation is a key curricular commitment at HIS and one that the school will continue to develop and grow with.

SECONDARY HOMEROOMS

The secondary school provides an advisory homeroom program through 20-minute sessions, held three times a week (Monday, Thursday and Friday) between the first and second block of the school day. On Tuesdays, an all-secondary school assembly is held during the 20-minute homeroom time slot for the purpose of disseminating information and addressing the various issues that may arise within a school community. The Student Council is responsible for leading the assembly, which includes participation from students, faculty and administration.

READING/WRITING WORKSHOP

All elementary teachers are expected to teach literacy using the workshop approach, supported by the Teachers College "Units of Study" as a resource. This allows for differentiation and sensitivity to the wide range of language skills of our students. To support workshop teaching skills, teachers have been provided with many professional development opportunities. For example, the entire elementary teaching staff participated in a literacy conference on writing workshop in Kobe in October 2016.

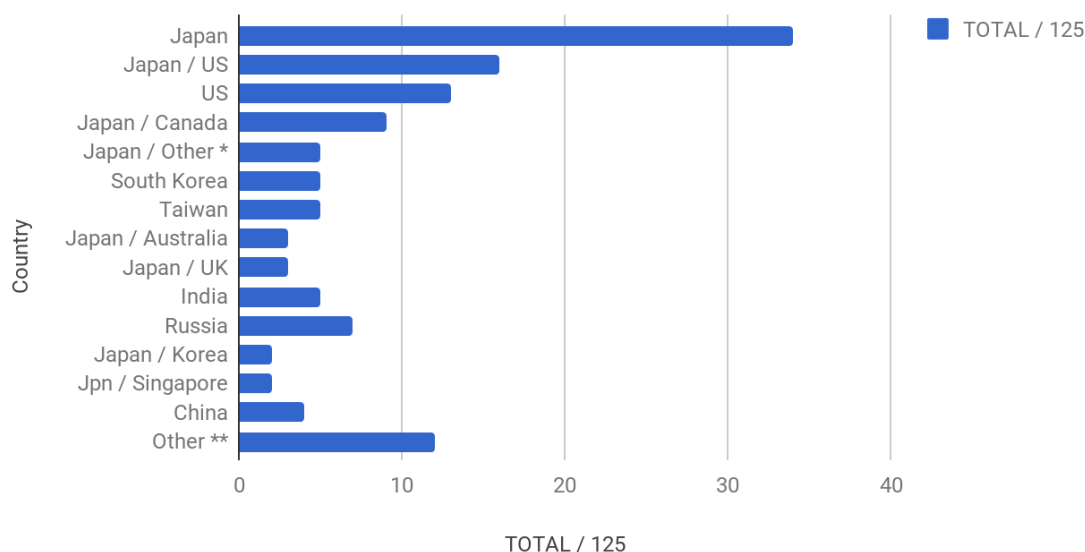
LESSON STUDY (PROFESSIONAL LEARNING COMMUNITIES)

In the fall of 2016, HIS brought trainer Pat Handy from the Center for the Collaborative Classroom to train four key

teacher-leaders and school administrators in Lesson Study, a sustaining protocol for developing professional learning communities. HIS has been following Lesson Study's staged process for embedding it into the fabric of the school, however, the size and structure (multiage nature) of the school brought about a need to modify the original model to fit the protocol and its data collection processes to our context. Since the 2016-2017 school year, HIS has scheduled Lesson Study PD days into the school calendar and schedules additional team contact time (building up to and following up on these PD days).

STUDENTS: SECONDARY SCHOOL (SAPPORO) - January 2018

SECONDARY DEMOGRAPHICS (NATIONALITY)

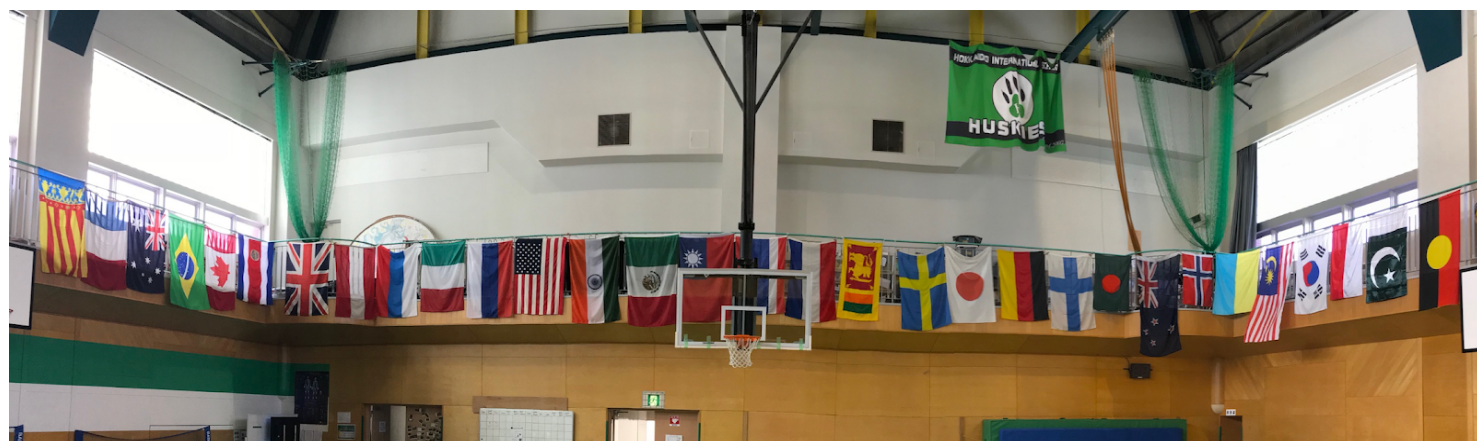


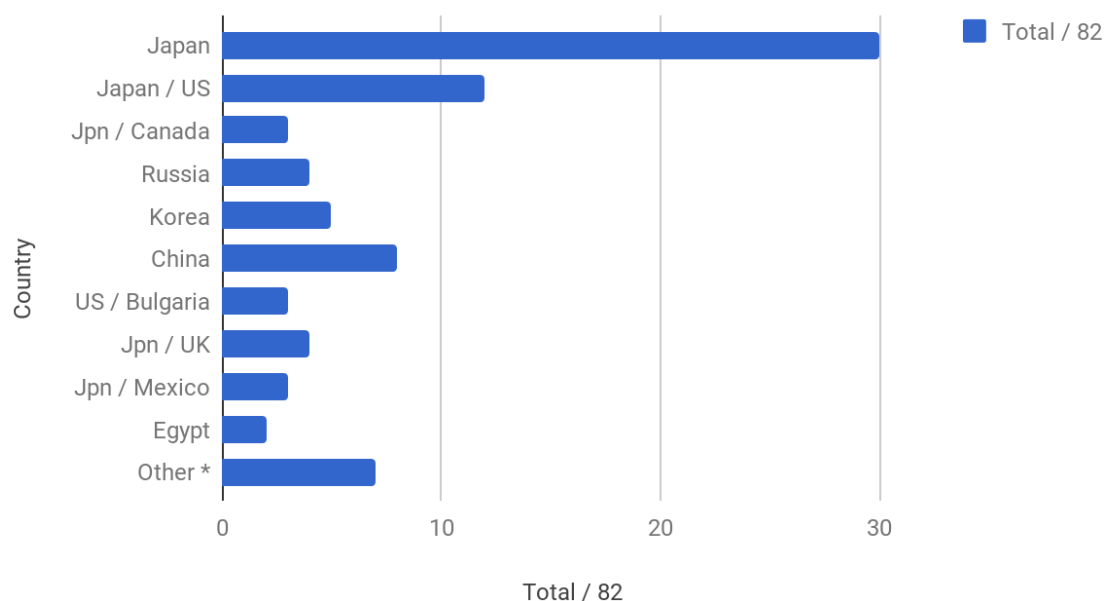
*Japan/Other: Dual citizens of Malaysia, New Zealand, Australia, China, India

** Other (one student each of): Citizens of Afghanistan, Australia, Bangladesh, Germany, UK/Spain, Peru, Pakistan, Poland, Thailand, Vietnam, Pakistan, Philippines

At the secondary level **28 nationalities** are represented by passport, however 45 students (**or 36%, up from 29% in 2015**) come from bicultural families, with citizenship in Japan and one other country (through their non-Japanese parent). Of this bicultural group, more a third have one parent who is American.

Students with two Japanese parents, and therefore one passport, are a large percentage of the secondary school, **28% (compared to 24% in 2015)**. A large percentage of the students with Japanese-only nationality are returnees or have been in an English education setting for many years and would be considered native or near-native speakers of English. **35%** of students are from other foreign nations with parents from a single nationality.



STUDENTS: ELEMENTARY SCHOOL (SAPPORO) - JANUARY 2018**ELEMENTARY DEMOGRAPHICS (NATIONALITY)**

* Other: Japan/NZ, UK/China, Taiwan, India, Japan/Korea, Japan/Singapore, Sri Lanka (one student each)

HIS elementary school students currently represent **13 nationalities** with many of these students coming from bicultural families. Students with parents who are both Japanese are the largest demographic group in elementary at **39%** (roughly unchanged since 2015 when that group accounted to 40% of the elementary population). Bicultural students (with one Japanese parent) represent the second largest grouping within the elementary at **27%**.

HOKKAIDO INTERNATIONAL SCHOOL-WIDE DEMOGRAPHICS COMPARED TO JCIS (Japan Council of International Schools)

JCIS Demographic Category	All JCIS Schools	HIS 01/2012	HIS 01/2015	HIS 01/2018
% of students with parents of two nationalities	34.1%	33%	38%	36%
% of students with two <u>Japanese</u> parents	20.8%	32%	31%	33%
% of students with one <u>Japanese</u> parent	26.5%	33%	32%	30%
% of students with one or two <u>Japanese</u> parents	47.3%	65%	63%	62%
% of students with two <u>US</u> parents	16%	10%	9%	6%
% of students with two <u>Korean</u> parents	10.4%	10%	4%	5%

HIS, like an increasing number of international schools in Japan, is predominantly Japanese or part-Japanese in its ethnic make-up. In recent years HIS has seen a growth in the area of returnees, students with Japanese citizenship who have been partially or mainly raised abroad, but have returned to Japan. HIS recognizes the importance of Japanese and bicultural families to the growth of the school. Statistically, both of these groups are above the JCIS averages (see chart above).

HIS ELL PROGRAM

2015-2016 School Year: ELL Program Highlights

- Program growth
 - The team has grown to two 0.5 FTE Elementary ELL teachers and one 0.8 FTE Secondary ELL teacher and ELL Coordinator.
- Division of labour
 - With new staffing, duties have been assigned according to grade levels. One Elementary ELL teacher is responsible for all MP1 ELL students, another is responsible for MP2 and MP3 ELL students. The Secondary ELL teacher is responsible for ELL students from grades 6-12.
- Testing tool
 - The ELL team is exploring the possibility of adopting a new testing tool, WIDA, to replace the current Woodcock-Munoz Language Survey-Revised.

The ELL department assesses the English proficiency of each incoming student using the Woodcock-Munoz Language Survey-Revised. The WMLS-R scores students and assigns a proficiency level between 1 and 5, with level 5 being native-like proficiency. Students whose levels are between 1 and 4 are placed in the ELL program, with some higher-level students exempted in special circumstances. Students are also assessed on aptitudes (study habits and dispositions in relation to academics and life habits that have a connection to studies). If native speakers of English are defined as those students who spent most of their upbringing in an English-speaking country or in an entirely English-speaking home, then HIS students are mainly non-native English speakers, as indicated by the chart below.

Please note that the ELL program does not extend its services to the Early Years level.

ELL student numbers relative to total class size (Fourth Quarter 2015)

Class	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Currently enrolled in ELL Program	7	5	3	4	2	5	2	7	2	3	4	1	0
B. Exited ELL within past 2 years	0	0	0	0	0	2	1	3	3	2	1	0	0
C. Not current student or recent exit	8	7	8	5	7	5	1	10	7	12	16	16	0
Total number of students	15	12	11	9	9	12	4	17	12	17	21	17	14

NB: Numbers accurate as of 4/13/2015

ELL student numbers relative to total class size (Fourth Quarter 2016)

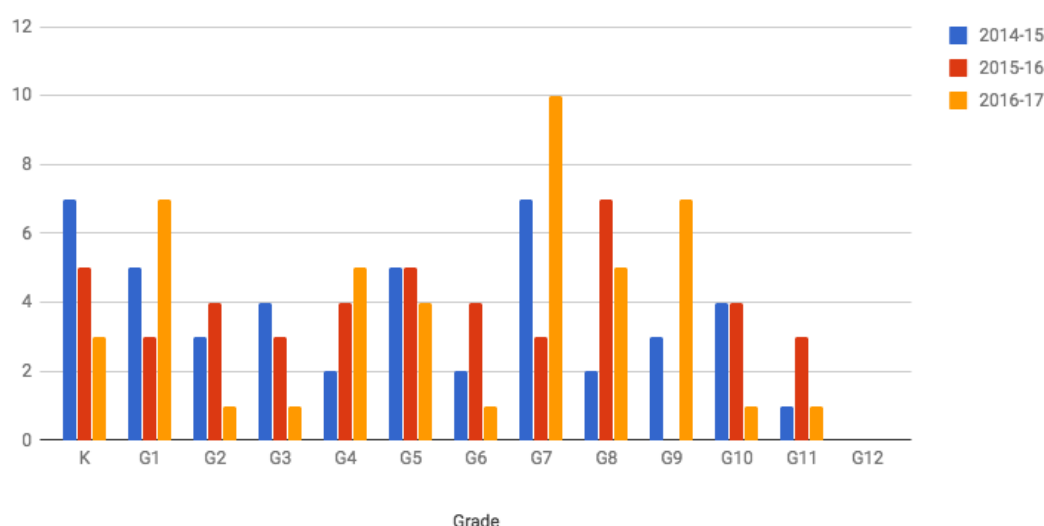
Class	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Currently enrolled in ELL Program	5	3	4	3	4	5	4	3	7	0	4	3	0
B. Exited ELL within past 2 years	0	2	4	0	0	0	0	1	1	2	1	2	1
C. Not current student or recent exit	8	6	2	5	8	7	7	3	14	13	14	17	13
Total number of students	13	11	10	8	12	12	11	7	22	15	19	22	14

NB: Numbers accurate as of 4/28/2016

ELL student numbers relative to total class size (Fourth Quarter 2017)

Class	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Currently enrolled in ELL Program	3	7	1	1	5	4	1	10	5	7	1	1	0
B. Exited ELL within past 2 years	0	2	6	1	2	0	2	0	0	2	0	1	4
C. Not current student or recent exit	2	3	5	6	5	6	6	9	9	17	17	14	18
Total number of students	5	12	11	8	12	10	9	19	14	26	18	16	22

NB: Numbers current as of 4/27/2017

Number of Students Enrolled in ELL Program 2014-15, 2015-16, 2016-17**2016-2017 School Year: ELL Program Highlights**

- Program numbers
 - As of February 2017 English Language Learners represent 21% percent of the total population at HIS, or 42 out of 197 students. Recently exited students (students who have exited within the last two years and are tracked by the program) represent another 11% percent; that is, current and recently exited students comprise 32%, or one third, of the student body.
- Testing tool
 - The ELL team will roll out a new testing tool, WIDA, to replace the current Woodcock-Munoz Language Survey-Revised in 2017-2018.
- Professional development
 - In preparation for the implementation of WIDA testing in 2017-2018, two ELL team members attended the WIDA Academy training in Seoul in October 2016, gathering information and resources to share with the school community and to plan for next steps.
 - Two ELL team members attended a Language Arts teachers training at the Canadian Academy in Kobe with Matt Glover, a Teacher's College curriculum developer and educator, in October 2016.
 - The ELL coordinator attended a training with Dr. Virginia Rojas at the Australian International School-Singapore in February 2017.
- Intensive and Sheltered Instruction Pilot Programming
 - The ELL team piloted increased pull-out grammar instruction as well as sheltered Language Arts and Social Studies instruction for lower-proficiency students in elementary and middle school from quarter

2 to quarter 3.

- In MP1, lower proficiency students are receiving increased small-group and individual ELL instruction focused on supporting the Language Arts instruction they are receiving in the mainstream classroom.
 - In MP2 and MP3, ELL students are receiving sheltered Language Arts instruction with the MP2 and MP3 Elementary ELL teacher.
 - In middle school, grades 6 to 8, one third of ELL students are receiving sheltered Language Arts instruction and another third are receiving sheltered Social Studies instruction with the Secondary ELL teacher. This is in addition to the grammar-focused middle school ELL course that all MS ELL students attend.
 - The provision of high school ELL instruction has not shifted in terms of contact hours with the ELL teacher but has shifted in terms of curriculum. HIS has transitioned to a communicative and grammar-focused program, the Cambridge Touchstone program, in order to support the development of students' basic linguistic structures.
- Collaborative, co-teaching models
 - The ELL program is exploring the possibilities for increased collaboration between classroom and ELL teachers to support the efficacy and integration of differentiation for ELL learners, and all learners, across the school.

School Year 2017-2018: ELL at HIS, Looking Forward

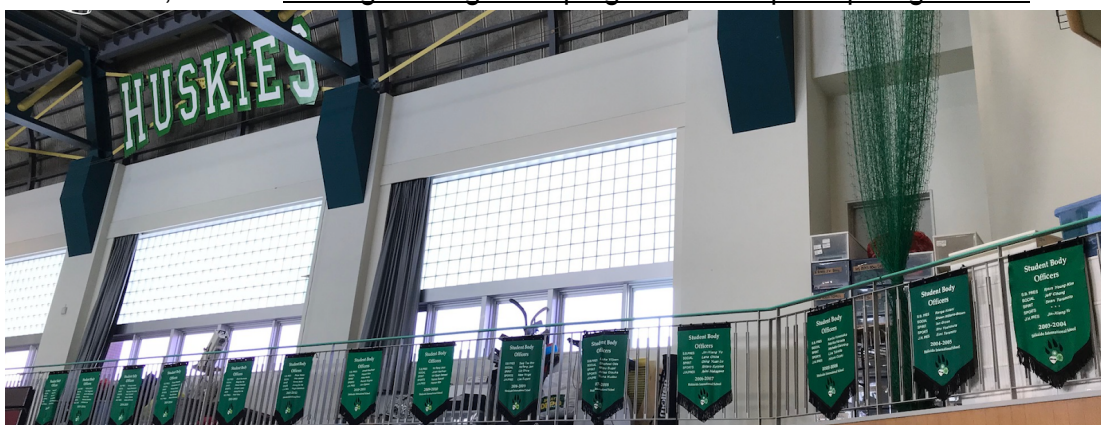
Introduction of WIDA & Collaborative models

In the fall of 2016, HIS Board of Councilors approved transition to using the WIDA English Language Proficiency standards, which inform a set of proficiency assessment tools as well as a differentiation framework outlining five distinct contexts for English language development.

Informed by this framework, the ELL Program is pushing forward in working towards a more integrated orientation, providing support to teachers in the task of differentiation towards the range of proficiency levels that each HIS cohort represents and in this way supporting English language learners in working towards grade-level standards. As such, the ELL teacher's direct instruction of individual ELL students in "survival" or "language first" pull-out work (via the sequential model) becomes less of a priority except in specific cases for limited periods of time.

Co-teaching is one approach to mainstreaming that deserves particular attention. In HIS's 2012 ELL Handbook, it was identified as the ELL program's key instructional approach, although implementation has been inconsistent as it is dependent on ELL and class teacher communications, collaboration time, and comfort levels in ELL instruction. While the benefits of a co-teaching model are clear, addressing the increased need for collaboration time between ELL and classroom teachers will need to be a priority in order to ensure sustainability.

Another feature of an integrated model of ELL is sheltered instruction, which was piloted in 2016-2017 and implemented in 2017-2018 for our beginner-level ELL students in Middle School Language Arts. Commencing in 2018-2019, HIS will no longer charge ELL program fees to participating families.



CO-CURRICULAR INVOLVEMENT**High School Sports:****2016-2017**

Sport	Boys	Girls
MS Soccer	xxx	xxx
HS Soccer	24	xxx
MS Volleyball	xxx	20
HS Volleyball	xxx	24
MS Basketball	16	20
HS Basketball	24	12
Managers	1	7
Husky Athletic Association	3	20
Total	68	93

2015-2016

Sport	Boys	Girls
MS Soccer	xxx	xxx
HS Soccer	18	2
MS Volleyball	xxx	12
HS Volleyball	xxx	18
MS Basketball	20	13
HS Basketball	24	10
Managers	2	7
Husky Athletic Association	11	20
Total	75	82

2014-2015

Sport	Boys	Girls
MS Soccer	xxx	xxx
HS Soccer	17	2
MS Volleyball	xxx	11
HS Volleyball	xxx	16
MS Basketball	12	13
HS Basketball	16	12
Managers	1	7
Husky Athletic Association	11	17
Total	57	78

OUTDOOR EDUCATION - ADVENTURE HOKKAIDO (AdHoc)

As an extension of the school's Outdoor Education program, a large percentage of HIS students, teachers and parents join on AdHoc Club trips and activities.

[AdHoc Members](#)

[AdHoc History](#)



ELEMENTARY EXTRACURRICULAR PARTICIPATION 2012-2018

Elementary extracurricular activities are largely offered dependent on teacher and parent volunteers. Sometimes, outside instructors are hired to provide instruction in a particular sport, game or activity. Here are some of the activities offered over the last few years through the elementary afterschool program:

Soccer, Tae Kwon Do, Spanish, Fun Games, Aikido, Aussie Rules Football, Cheerleading, Indoor Games, Basketball, Festive Crafts, Ping Pong, Dance Fun, Knitting, Computer, Animation, Floor Hockey, Ukrainian Egg Making, Flag Football, Functional Running, Movie Making Madness, Guitar, Capoeira, Cooking, Jewelry Making, Tumbling, Scrumptious Snacks, Jump Rope, Photography, Storybook Club, Choir Club, Board Games, Snow Play, Origami, Gross Science, Ballet, Japanese

In any given year, there is a participation rate of at least 50% (with students attending at least one activity)

The elementary extracurricular program is highly dependant on the following factors

- Available teachers to carry over one event from one year to the next
- Student number fluctuations
- Parent contributions to co-curricular programming

Growth potential:

- Tie elementary co-curricular activities more closely to the highly popular outdoor education and AdHOC programs.
- Assuring link with the HUSKIES school-wide outcomes
- Work on incorporating aspects of service learning in the program
- Utilize the expertise of the community more (parents, outside professional instructors)

A poll was conducted in 2016-2017. According to parents the most important issues they are concerned with are that elementary extracurricular activities at HIS be “fun, safe and here”.

[After School Activities Survey \(ES Parents\) \(Responses\)](#)

[After School Activities Survey \(MS Parents\) \(Responses\)](#)

[Club Activities Survey \(MS Students\) \(Responses\)](#)

A comparison with 2014 survey results indicates a continued satisfaction with the extracurricular program.

Discussions were had about transitioning to a “paid-for” model for extra-curriculars (utilizing outside instructors). While this model is used on a case-by-case basis for some activities as instructors become available and interest becomes apparent, surveys nevertheless indicated a general community preference for the volunteer-based “free of charge” activities.

GRADUATES

HIS graduates historically went on to four year university and college programs in the United States. Other favored international destinations have been Canada, the UK and Australia.

[HIS Catalog of College Acceptance](#)

Three Years of Matriculation Data	2015 Graduates (14)	2016 Graduates (13)	2017 Graduates (21)
University/College in US	3	5	3
UK, Canadian or Australian Universities	5	2	4
Universities in Japan	3	4	5
Other University Destinations	3	2	4
Other Career Paths (2-year programs, work careers or “gap years”)	0	0	5

Graduates show a strong preference for overseas universities, however domestic postgraduate choices remain an attractive academic - and financial - option. Many Japanese universities have established liberal arts programs in English based upon international standards of university education in order to attract a broader range of students.

Based on anecdotal evidence, HIS students and their families are increasingly attracted to these options - often due to the alternative financial burden of attending school overseas and paying international student fees. Compared to many international schools, HIS has a large percentage of modest income families.

SAT DATA FROM THE PAST FOUR YEARS:

SAT - 2017-2018 (Seniors)

October 2017 SAT - 5 students/SAT with ESSAY - 8 students Total Mean Score - 1122/62% met both benchmarks Mean ERW Score - 548/69% met ERW benchmarks Mean Math Score - 574/62% met math benchmarks	December 2017 SAT - 5 students/SAT with ESSAY - 9 students Total Mean Score - 1146 /71% met both benchmarks Mean ERW Score - 554/79% met ERW benchmarks Mean Math Score - 592/71% met math benchmarks
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SAT - 2016-2017 (Seniors)

January 2017 SAT - 0 students/SAT with ESSAY - 1 student Total Mean Score - 1210/100% met both benchmarks Mean ERW Score - 570/100% met ERW benchmarks Mean Math Score - 690/100% met math benchmarks	May 2017 SAT - 0 students/SAT with ESSAY - 6 students Total Mean Score - 1070 /33% met both benchmarks Mean ERW Score - 505/66% met ERW benchmarks Mean Math Score - 525/33% met math benchmarks
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October 2016 SAT - 3 students/SAT with ESSAY - 5 students Total Mean Score - 1162/75% met both benchmarks Mean ERW Score - 571/88% met ERW benchmarks Mean Math Score - 591/88% met math benchmarks	November 2016 SAT - 0 students/SAT with ESSAY - 8 students Total Mean Score - 1101 /50% met both benchmarks Mean ERW Score - 519/62% met ERW benchmarks Mean Math Score - 582/62% met math benchmarks
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SAT - 2015-2016 (Seniors)

January 2016 (OLD SAT) SAT with ESSAY - 5 students Mean Critical Reading Score - 510/60% met CR benchmarks Mean Math Score - 606/100% met ERW benchmarks Mean Writing Score - 466/40% met math benchmarks	June 2016 SAT - 1 student/SAT with ESSAY - 7 students Total Mean Score - 1102/50% met both benchmarks Mean ERW Score - 531/62% met ERW benchmarks Mean Math Score - 571/62% met math benchmarks
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October 2015 (OLD SAT) SAT with ESSAY - 7 students Mean Critical Reading Score - 499/29% met CR benchmarks Mean Math Score - 581/29% met ERW benchmarks Mean Writing Score - 494/14% met math benchmarks	November 2015 (OLD SAT) SAT with ESSAY - 8 students Mean Critical Reading Score - 475/38% met CR benchmarks Mean Math Score - 541/75% met ERW benchmarks Mean Writing Score - 480/25% met math benchmarks
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PSAT Results (Junior Classes 2015-2018)

Beginning in 2016-2017, HIS required all students in grade 11 to take the PSAT/NMSQT each year for the following reasons: To provide more reliable year on year analysis of data and to provide our students more feedback for SAT preparation.

HIS Junior Class 2017-2018 Mean Score - 1103 Met both benchmarks - 56% Met ERW - 83% Met Math - 62% Met None - 11%	Worldwide 11th Grade Mean Score - 1015 Met both benchmarks - 44% Met ERW - 68% Met Math - 46% Met None - 30%
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HIS Junior Class 2016-2017 Mean Score - 1017 Met both benchmarks - 56% Met ERW - 72% Met Math - 56% Met None - 26%	Worldwide 11th Grade Mean Score - 1018 Met both benchmarks - 45% Met ERW - 69% Met Math - 48% Met None - 29%
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HIS Junior Class 2015-2016 (Only 7 test-takers) Mean Score - 1031 Met both benchmarks - 57% Met ERW - 57% Met Math - 100% Met None - 0%	Worldwide 11th Grade Mean Score - 1009 Met both benchmarks - 42% Met ERW - 67% Met Math - 45% Met None - 30%
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MAP SCORES GRADES 4 - 11**** = Number of students in that grade that year****Math 2016-2017**

Gr	**	Fall 2016			Spring 2017			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score (Begin-Year)	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score (Mid-Year)	HIS students at or above US and International norms	
4	12	215	201	100%	222	208	91%	0%
5	10	226	211	88%	227	217	77%	16%
6	10	228	217	81%	226	225	66%	11%
7	19	232	222	62%	238	228	76%	42%
8	14	244	226	100%	244	230	91%	33%
9	27	242	230	77%	246	233	81%	53%
10	20	255	230	100%	256	232	94%	52%
11	17	246	233	78%	243	235	56%	n/a

Math 2015-2016

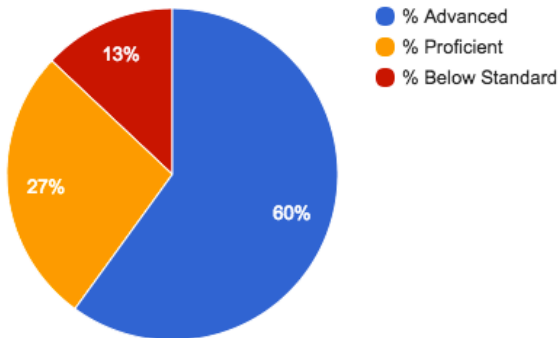
Gr	**	Fall 2015			Spring 2016			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score (Begin-Year)	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score (Mid-Year)	HIS students at or above US and International norms	
4	12	214	201	77%	225	208	90%	25%
5	11	216	211	77%	226	217	70%	100%
6	12	224	217	76%	232	222	66%	40%
7	7	237	222	100%	240	226	100%	0%
8	22	237	226	80%	243	229	86%	55%
9	15	245	230	80%	249	232	92%	35%
10	19	244	230	88%	244	231	57%	68%
11	22	255	233	90%	259	234	95%	n/a

Math 2014-2015

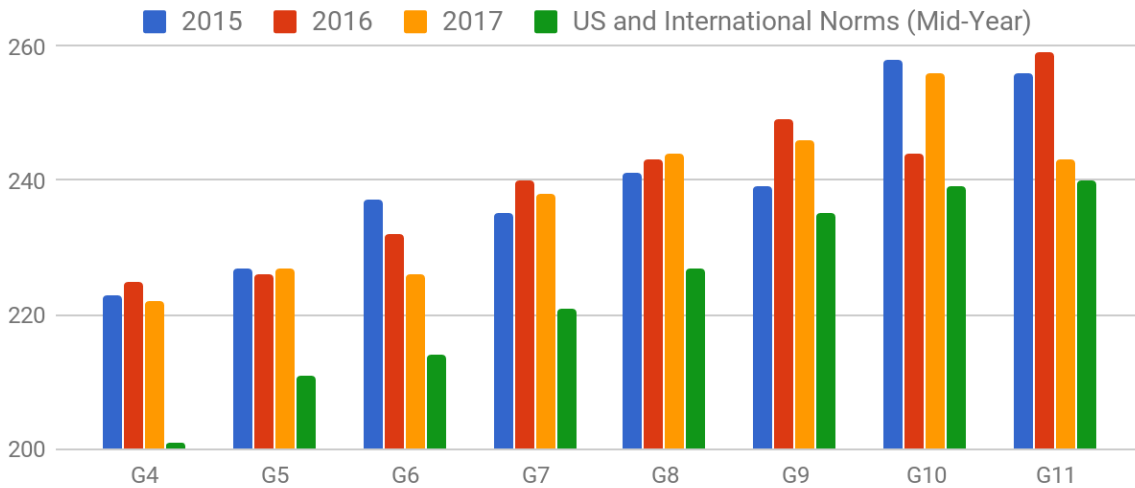
Gr	**	Fall 2014			Spring 2015			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score (Begin-Year)	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score (Mid-Year)	HIS students at or above US and International norms	
4	10	204	201	(Data unavailable)	223	208	(Data unavailable)	60%
5	11	222	211		227	217		50%
6	4	228	217		237	222		100%
7	17	232	222		235	226	68%	73%
8	12	237	226		241	229	50%	57%
9	17	236	230		239	232	62%	53%
10	21	252	230		258	231	95%	61%
11	17	253	233		256	234	94%	n/a

MAP Proficiency Report Data - MATH - Fall 2016

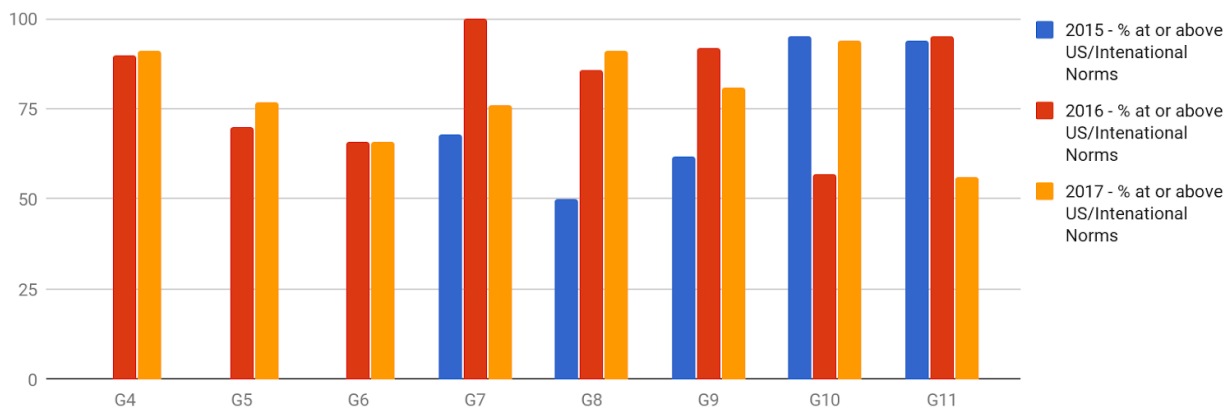
NWEA links success on MAP tests to Common Core Curricular Standards. The following charts show all testing HIS students projected success against associated **math standards** at their grade level this year.



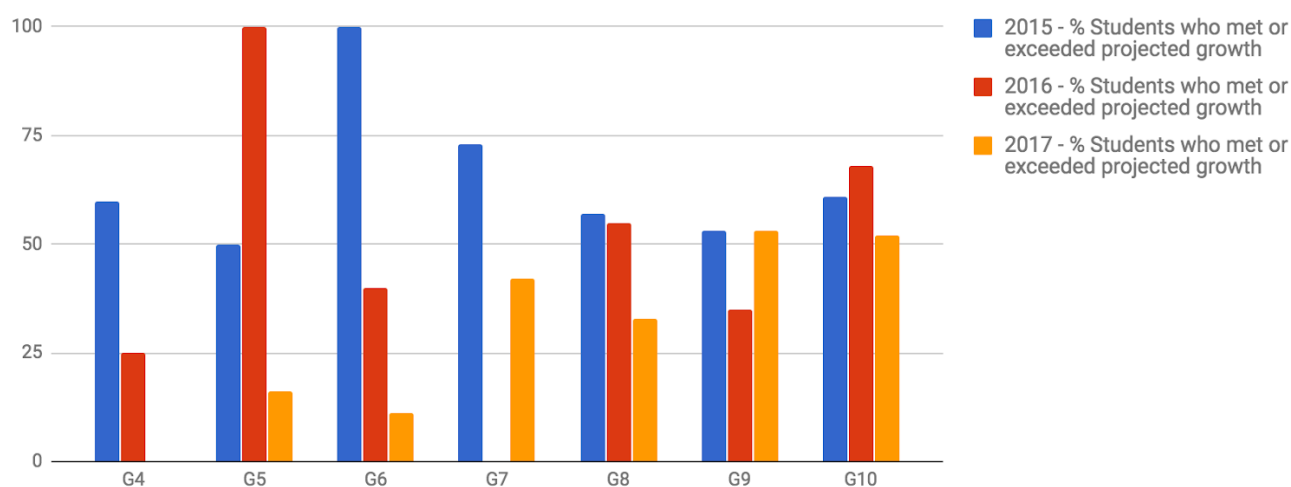
MATH - Spring (March) MAP Mean Scores (HIS vs US/International Norms)



MATH - % at or above US Norms



MATH - % met or exceeded projected growth



** = Number of students in that grade that year

Reading 2016-2017

Gr	**	Fall 2016			Spring 2017			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	
4	12	199	198	50%	210	203	42%	28%
5	10	210	205	66%	214	209	100%	33%
6	10	211	211	53%	211	215	33%	22%
7	19	215	214	50%	216	218	47%	42%
8	14	225	217	66%	225	220	81%	55%
9	27	227	220	73%	228	221	66%	53%
10	20	229	220	72%	234	221	89%	52%
11	17	231	222	78%	224	222	55%	n/a

Reading 2015-2016

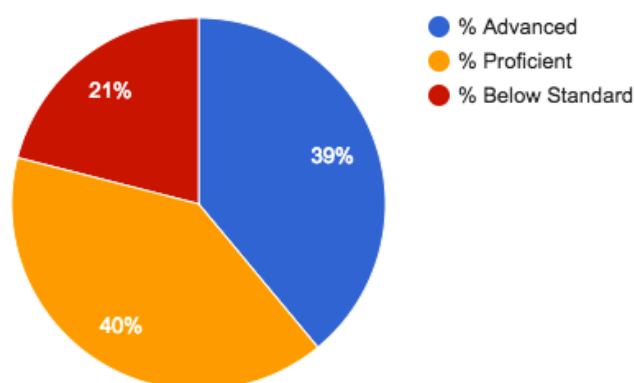
Gr	**	Fall 2015			Spring 2016			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	
4	12	201	198	77%	213	203	81%	50%
5	11	204	205	77%	209	209	40%	50%
6	12	211	211	54%	213	214	58%	62%
7	7	219	214	75%	222	216	83%	100%
8	22	221	217	73%	226	219	68%	66%
9	15	227	220	71%	232	221	78%	69%
10	19	229	220	88%	230	221	84%	37%
11	22	232	222	86%	233	222	80%	n/a

Reading 2014-2015

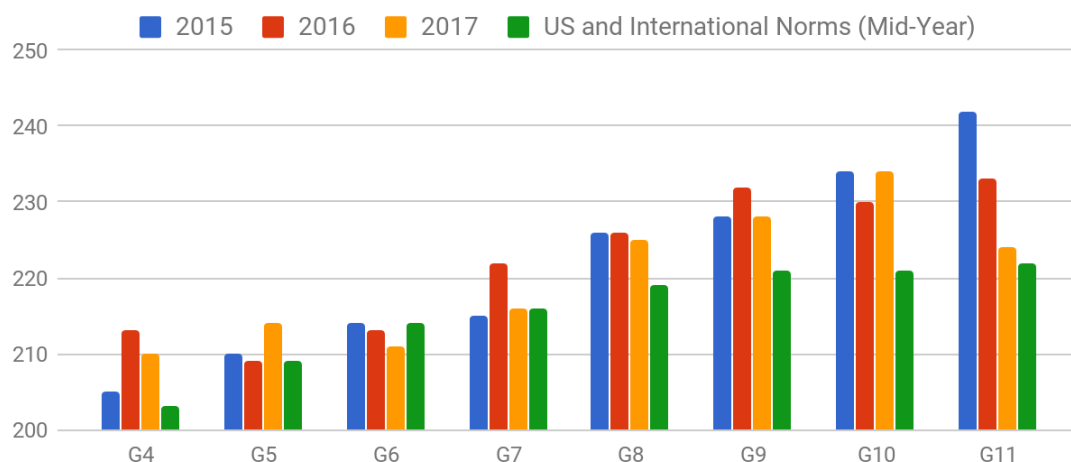
Gr	**	Fall 2014			Spring 2015			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	
4	10	198	198	(Data unavailable)	205	203	(Data unavailable)	60%
5	11	204	205		210	209		50%
6	4	214	211		214	214		66%
7	17	215	214		215	216	37%	40%
8	12	218	217		226	219	58%	43%
9	17	220	220		228	221	68%	86%
10	21	228	220		234	221	90%	70%
11	17	237	222		242	222	94%	n/a

MAP Proficiency Report Data - READING - Fall 2016

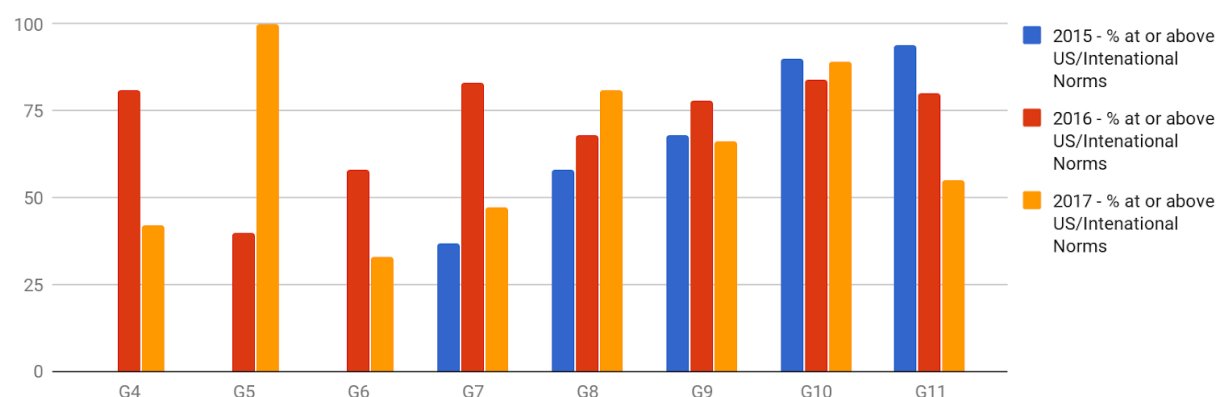
NWEA links success on MAP tests to Common Core Curricular Standards. The following charts show all testing HIS students projected success against associated **language arts standards** at their grade level this year.



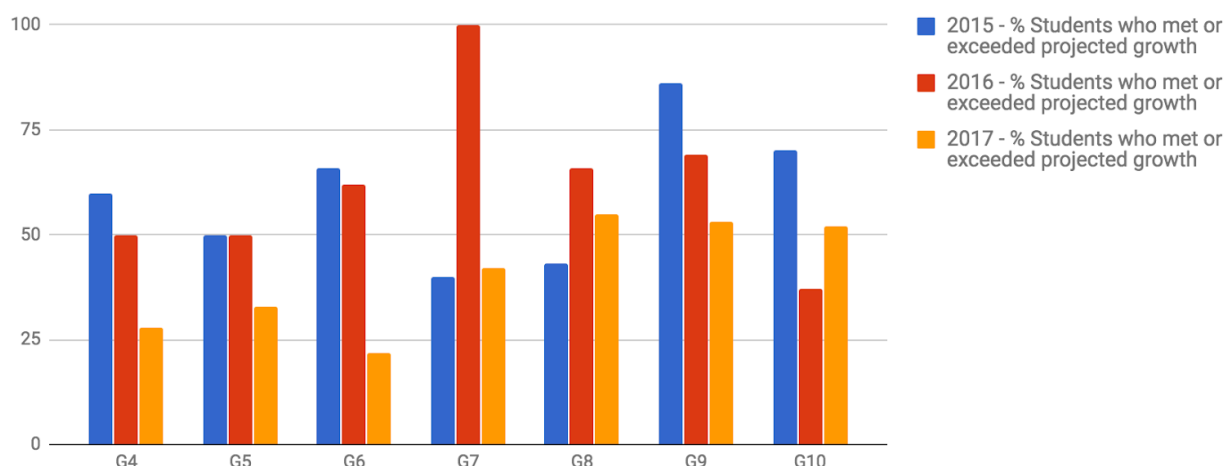
READING - Spring (March) MAP Mean Scores (HIS vs US/International Norms)



READING - % at or above US Norms



READING - % met or exceeded projected growth



Analysis of MAP-based Lexile Levels:

Middle School

- Lexiles in MS classes** range from 200-1600
2014-2015 range from 200-1600
2015-2016 range from 213-1551
Gr 6 - 231-1515
Gr 7 - 807-1209
Gr 8 - 213-1551
2016-2017 range from 285-1499 (First year with grade 6 separated out from mult-aging for language arts and social studies)
Gr 6 - 411-1191
Gr 7 - 285-1499
Gr 8 - 627-1299

High School

- Lexiles in 9th -10th grade** range from 300-1600; a need for differentiation strategies and more resources and ELL support; separate AP and mainstream courses
2014-2015 range from 300-1600
2015-2016 range from 591-1641

Gr 9 - 681-1641
 Gr 10 - 591-1551
 2016-2017 range from 519-1605
 Gr 9 - 519-1569
 Gr 10 - 753-1605

- **Lexiles in 11th grade** classes range from 700-1600; difficult to use AP recommended texts with all students
 2014-2015 range from 700-1600
 2015-2016 range from 735-1731
 2016-2017 range from 411-1533

**** = Number of students in that grade that year**

Language Usage 2016-2017

Gr	**	Fall 2016			Spring 2017			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	
4	12	207	198	87%	210	204	71%	14%
5	10	211	205	77%	215	209	83%	16%
6	10	210	210	54%	214	215	44%	55%
7	19	217	214	56%	219	217	58%	35%
8	14	226	216	77%	223	219	75%	33%
9	27	227	218	80%	229	221	85%	69%
10	20	234	218	100%	231	220	84%	42%
11	17	228	221	78%	226	222	68%	n/a

Language Usage 2015-2016

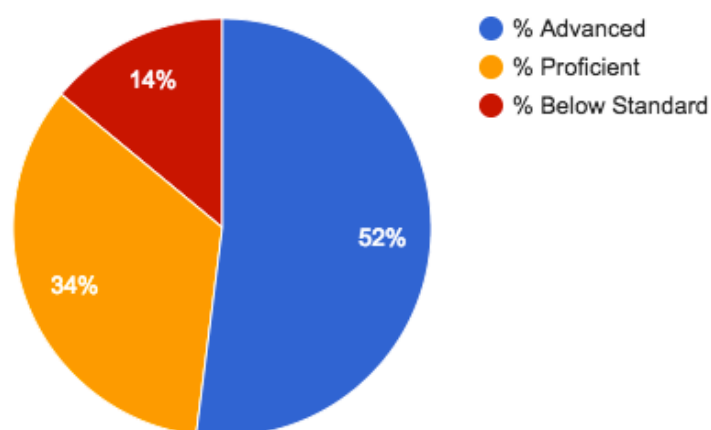
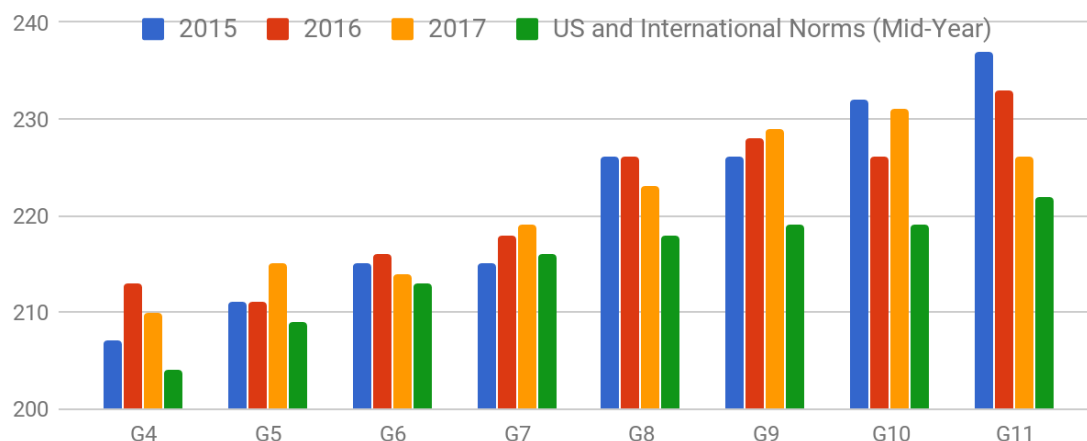
Gr	**	Fall 2015			Spring 2016			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	
4	12	206	198	77%	213	204	81%	50%
5	11	208	205	77%	211	209	66%	50%
6	12	214	210	63%	216	213	50%	50%
7	7	217	214	75%	218	216	83%	75%
8	22	222	216	78%	226	218	77%	55%
9	15	226	218	66%	228	219	71%	35%
10	19	225	218	72%	226	219	84%	43%
11	22	230	221	72%	233	222	90%	n/a

Language Usage 2014-2015

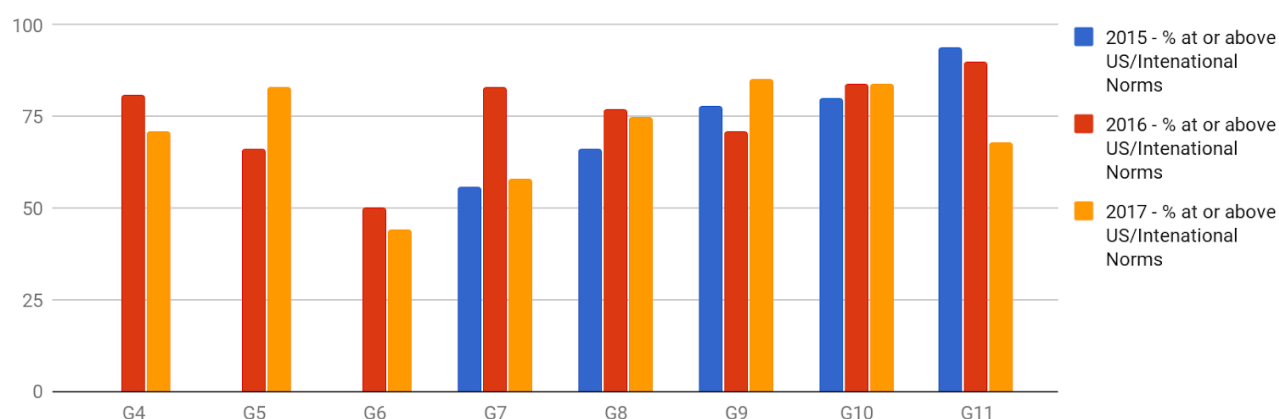
Gr	**	Fall 2014			Spring 2015			% Students who met or exceeded projected growth
		HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	HIS RIT mean score	US and International norm mean score	HIS students at or above US and International norms	
4	10	201	198	(Data unavailable)	207	204	(Data unavailable)	60%
5	11	207	205		211	209		20%
6	4	211	210		215	213		66%
7	17	214	214		215	216	56%	73%
8	12	217	216		226	218	66%	71%
9	17	220	218		226	219	78%	61%
10	21	227	218		232	219	80%	63%
11	17	235	221		237	222	94%	n/a

MAP Proficiency Report Data - LANGUAGE USAGE - Fall 2016

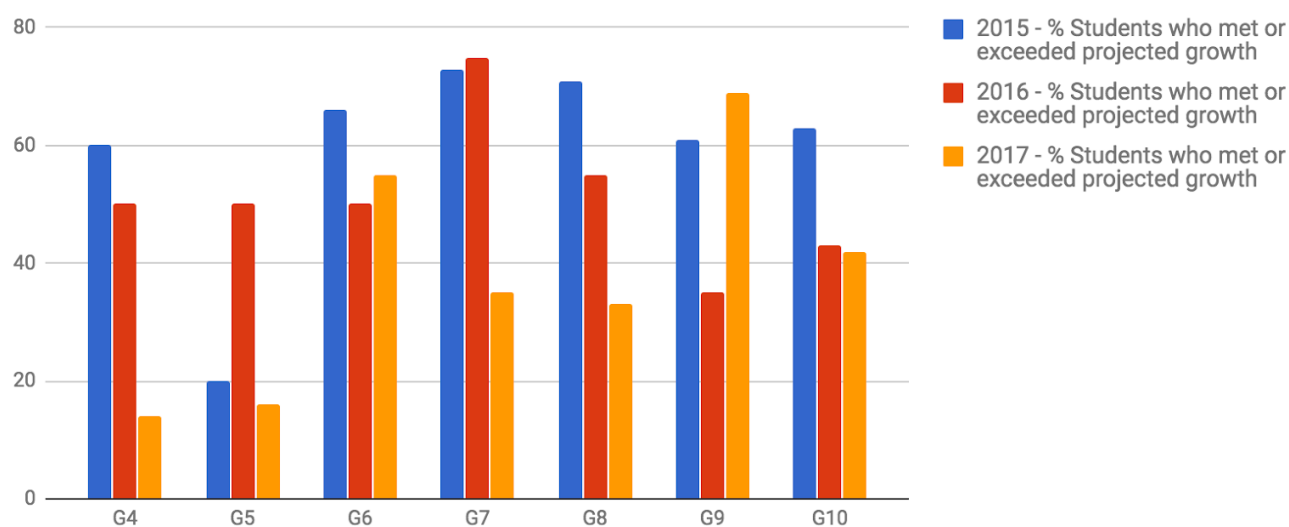
NWEA links success on MAP tests to Common Core Curricular Standards. The following charts show all testing HIS students projected success against associated **language arts standards** at their grade level this year.

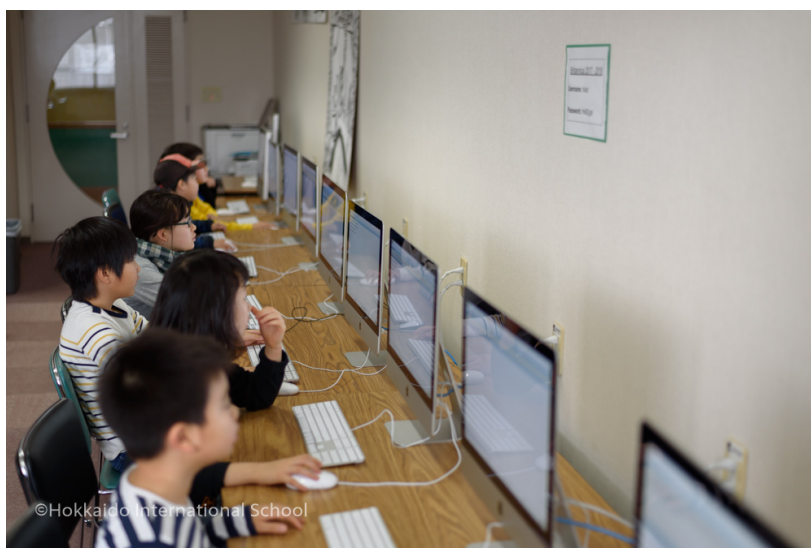
**LANGUAGE USAGE - Spring (March) MAP Mean Scores (HIS vs US/International Norms)**

LANGUAGE USAGE - % at or above US Norms



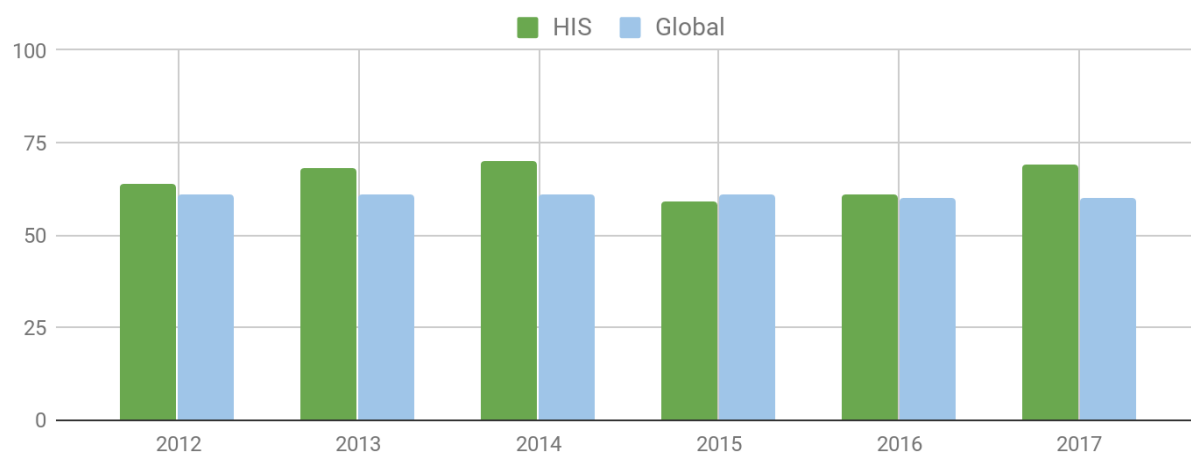
LANGUAGE USAGE - % met or exceeded projected growth





AP SCORES - 2015/2016/2017

% of Total AP Students with Scores 3+



	2013	2014	2015	2016	2017
Hokkaido International School (680175)					
Total AP Students	19	30	37	33	29
Number of Exams	29	50	58	53	53
AP Students with Scores 3+	13	21	22	20	20
% of Total AP Students with Scores 3+	68.4	70.0	59.5	60.6	69.0
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,760,890
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,003,642
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,665,316
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

AP Score Summary Report 2017

Hokkaido International School (680175)

Total AP Students in Your School: 29

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	12	8	17	10	6	53
Percentage of Total Exams	23	15	32	19	11	100
Number of AP Students	10	5	15	9	6	

Subject Totals	5	4	3	2	1	Total Exams
Studio Art: 2-D Design Portfolio	1		2			3
English Language and Composition		1	2			3
Macroeconomics	1	1				2
Microeconomics	1	1				2
Psychology	1					1
United States History		1	1	1	2	5
World History			2			2
Calculus AB	4		2	1	1	8
Biology		1	7	5		13
Environmental Science		3		2	3	8
Physics 2			1			1
Physics C: Mechanics				1		1
Japanese Language and Culture	4					4

AP Score Summary Report 2016

Hokkaido International School (680175)

Total AP Students in Your School: 33

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	6	6	19	13	9	53
Percentage of Total Exams	11	11	36	25	17	100
Number of AP Students	6	5	14	11	7	

Subject Totals	5	4	3	2	1	Total Exams
Studio Art: 2-D Design Portfolio	1	2			1	4
Studio Art: Drawing Portfolio			1			1
English Literature and Composition			1	3		4
European History		1	3	4		8
Psychology					1	1
World History			5	4		9
Calculus AB	1	2		1	2	6
Chemistry			5		4	9
Physics 1		1	3	1	1	6
French Language and Culture			1			1
Japanese Language and Culture	4					4

AP Score Summary Report 2015

Hokkaido International School (680175)

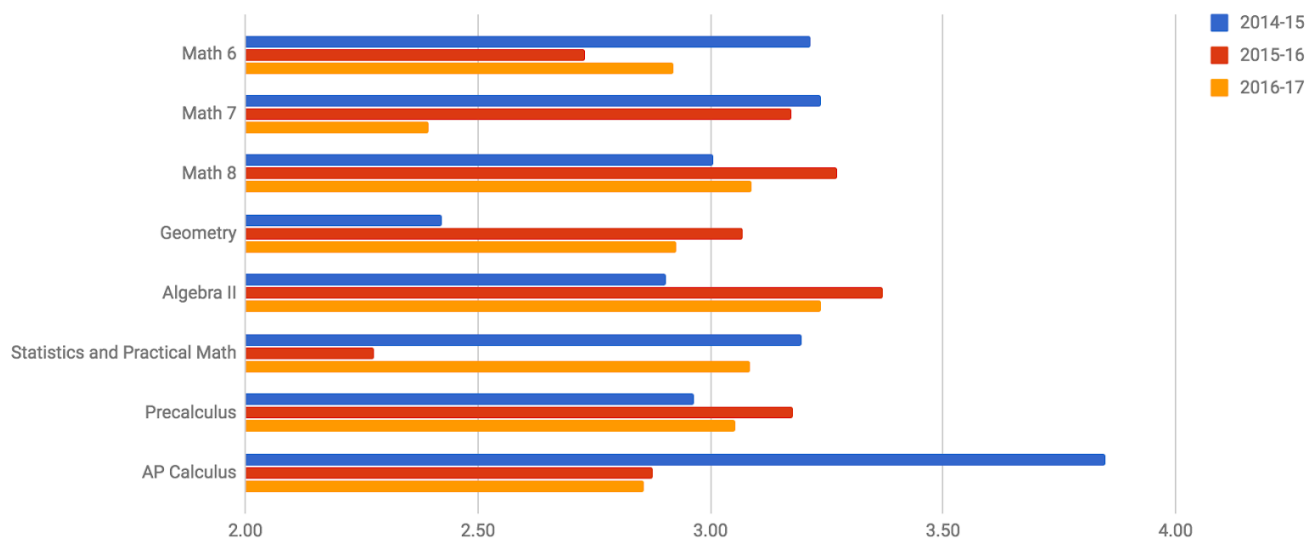
Total AP Students in Your School: **37**

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	13	8	13	14	10	58
Percentage of Total Exams	22	14	22	24	17	100
Number of AP Students	12	7	11	12	9	

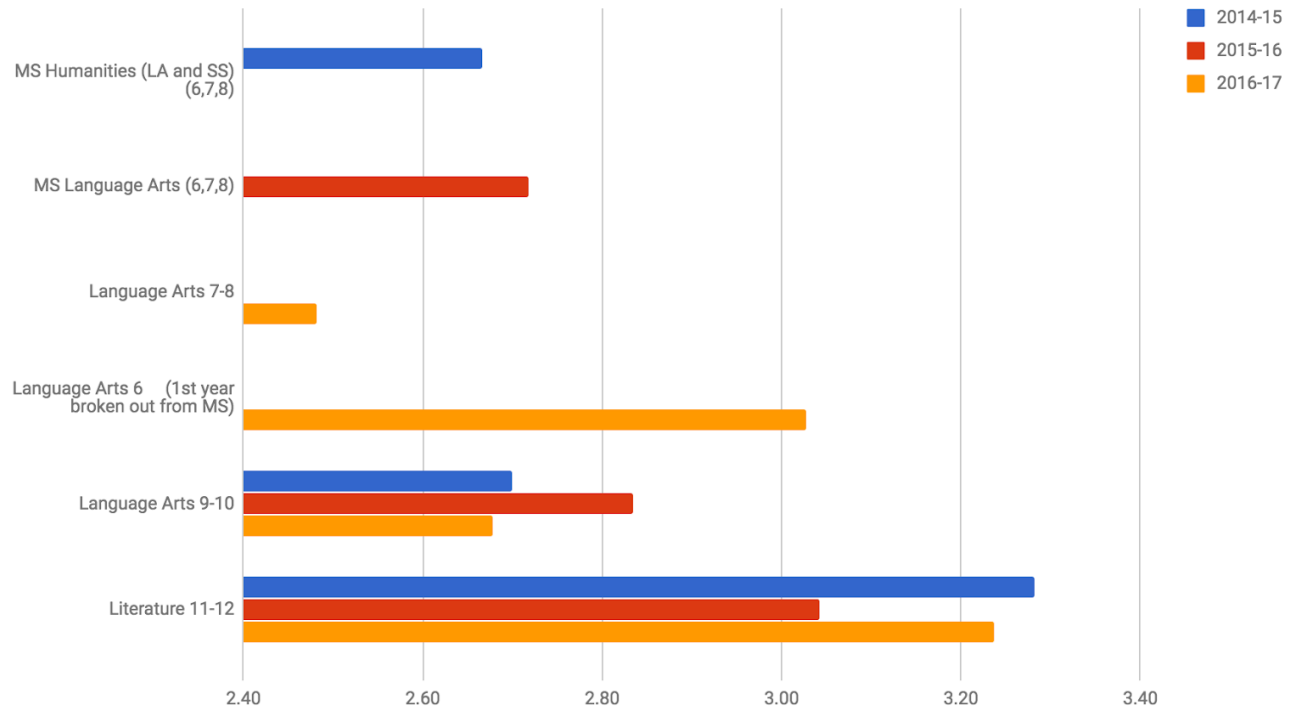
Subject Totals	5	4	3	2	1	Total Exams
Studio Art: 2-D Design Portfolio	1	1				2
Studio Art: 3-D Design Portfolio			1			1
Studio Art: Drawing Portfolio			1			1
English Literature and Composition		1		2		3
European History			1	1		2
Psychology	1	2	1			4
United States History			1	1	1	3
World History	1		4	5	5	15
Calculus AB	2			1		3
Calculus BC	1					1
Biology		2	4			6
Environmental Science	1	2		4	4	11
Physics C: Mechanics	1					1
Japanese Language and Culture	5					5

HIGH SCHOOL GRADES DISTRIBUTION ANALYSIS

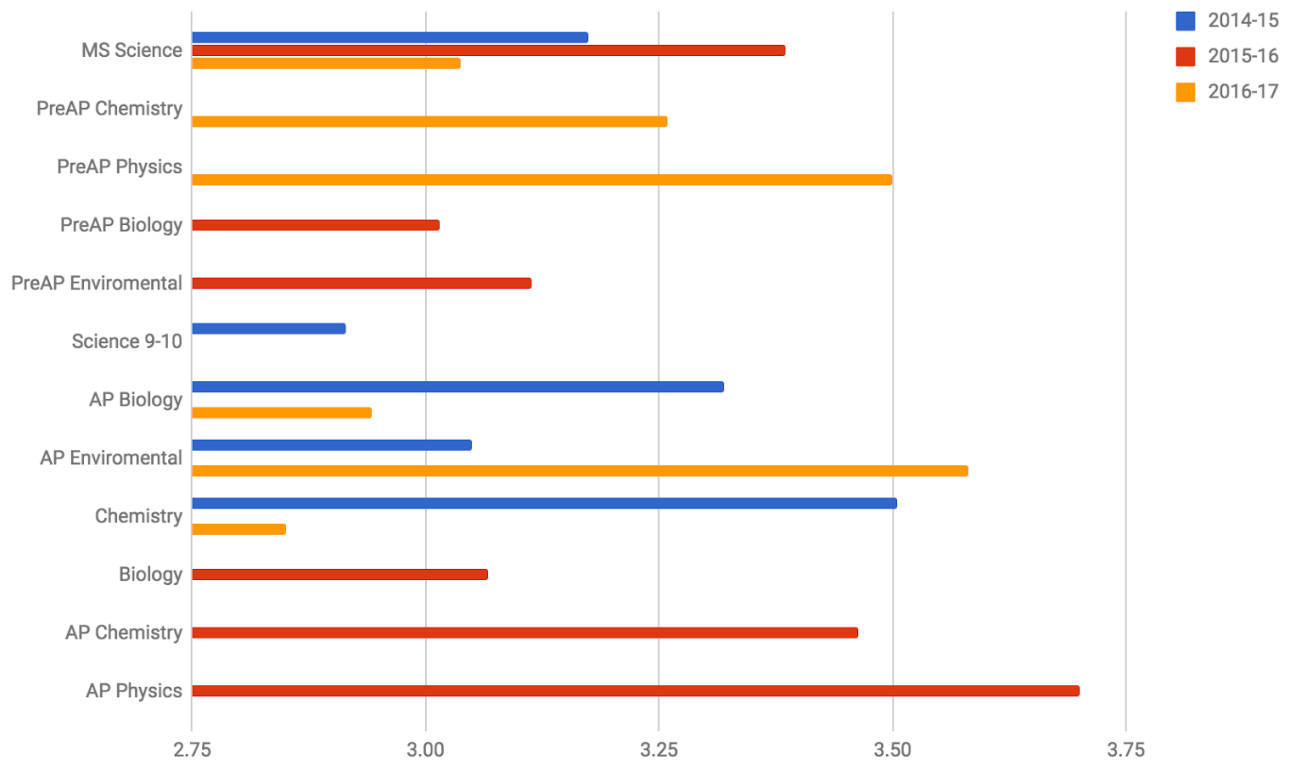
AVERAGE GPA SCORES MATH 2014 - 2017



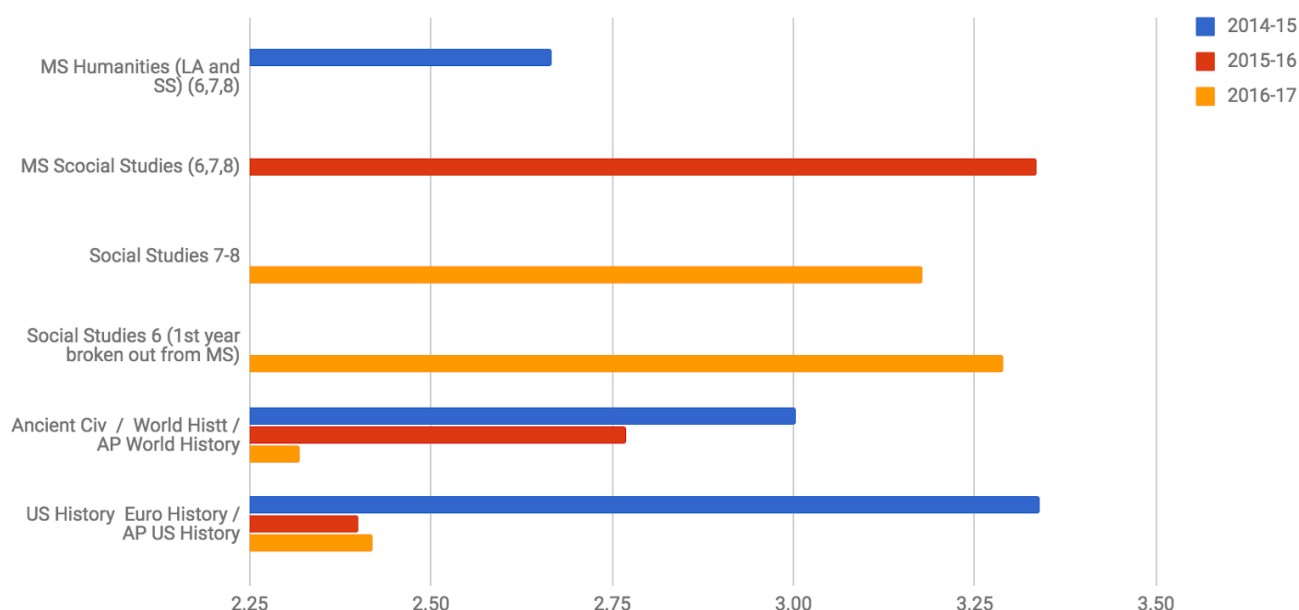
AVERAGE GPA SCORES LANGUAGE ARTS 2014 - 2017



AVERAGE GPA SCORES SCIENCE 2014 - 2017



AVERAGE GPA SCORES SOCIAL STUDIES 2014 - 2017



STUDENT SURVEY RESULTS

Scoring: 5 - Strongly Agree / 4 - Agree / 3 - Neutral / 2 - Disagree / 1 - Strongly Disagree

58 Responses (14 Middle School/22 Grade 9/10/21 Grade 11/12)

Statement	Student Answer 58 responses	Parent Answer (on same question)
1. The school is a clean and pleasant place to learn.	3.53	3.88
2. The school facilities are adequate to support instruction.	3.43	3.73
3. School technology is up to date	3.63	3.83
4. Teachers keep me informed about my academic progress.	3.36	
5. Students respect teachers at HIS.	3.15	
6. Teachers challenge me to learn.	3.48	3.88
7. Teachers support my efforts.	3.60	4.14
8. Teachers hold students to high standards.	3.50	3.66
9. Teachers respect the students at HIS.	3.74	
10. Students are listened to at HIS.	3.34	
11. There is at least one adult at HIS to whom I can talk if there is a problem.	3.34	
12. The curriculum provides opportunities for students of all abilities to learn.	3.29	3.62
13. The curriculum provides opportunities for students to gain skills and knowledge.	3.67	3.80
14. HIS prepares students for their future studies.	3.38	3.49
15. Sports programming provides adequate opportunities for students to participate.	3.70	3.83

16. The school offers a variety of activities for student involvement.	3.64	3.84
17. There is an appropriate balance between academics and activities.	3.53	3.66
18. I often use the library for learning	2.22	
19. I often require technology for learning.	4.40	
20. I often use resources outside of HIS for learning.	3.72	
21. The administration makes decisions that help me be successful.	3.17	
22. Teachers use different teaching methods regularly to help me learn.	3.25	
23. I know what I need to do to be successful in classes.	3.81	
24. I always understand the purpose of lessons in my class	3.37	
25. Lessons in my classes are helpful and/or worthwhile to me.	3.31	
26. Students of all ethnic and cultural backgrounds are treated fairly.	3.53	4.11
27. New students feel welcome at school.	3.40	4.09
28. I have opportunities to give feedback to my teachers about the course.	2.98	
29. The education I am receiving at HIS helps me understand the world around me.	3.40	
30. HIS is preparing me for life after high school.	3.09	
31. I feel the amount of homework I receive is appropriate.	3.15	
32. I have a very good understanding of what the HUSKIES are.	3.17	
33. I actively try to meet the expectations of the HUSKIES.	3.05	
34. HIS is a good school	3.19	
35. I am happy at Hokkaido International School.	4.17	

[Student Survey Results June 2017](#)

[Student Follow-up Survey Results January 2018](#)

PARENTS

HIS students are the children of businesspeople, diplomats, language teachers, university professors, professional athletes, missionaries, and other less definable categories. Whereas many international schools have a large student base where tuition is paid as part of a company benefit package, tuition at HIS is paid directly by a disproportionately large amount of HIS parents. Sapporo has not been a major site of overseas investment compared to cities such as Tokyo. The lack of corporate support through tuition payments is a major reason why HIS has maintained markedly lower tuition fees in comparison to other international schools in Japan and in the region. Nevertheless, with yearly tuition increases, the gap is lessening and this may provide a challenge for the school in the future as it tries to appeal to self-funding bicultural families who would be a natural fit inside the HIS community.

As professionals and business owners, HIS families, while more affluent in relative terms to the average family in Hokkaido, do not represent the wealthiest demographic within the city or prefecture.

PARENT SURVEY RESULTS**Scoring:****5 - Strongly Agree / 4 - Agree / 3 - Neutral / 2 - Disagree / 1 - Strongly Disagree**

95 responses - (46 secondary/34 elementary/5 both/10 Niseko)

Statement	2014 Average Score /5 102 responses	2017 Average Score /5 95 responses
1. The school is a clean and pleasant place to learn.	3.87	3.88
2. The school facilities are adequate to support instruction.	3.82	3.73
3. School technology is up to date	3.87	3.83
4. Teachers keep me informed about my child's academic progress.	3.74	3.46
5. The school keeps me informed of important issues.	3.74	3.82
6. Teachers challenge my child to learn.	3.85	3.88
7. Teachers support my child's efforts.	4.1	4.14
8. Teachers hold students to high standards.	3.48	3.66
9. The school provides adequate opportunities for parent involvement.	3.65	4.02
10. Parents feel welcome at school and school events.	4.23	4.18
11. Teachers are available to meet with parents.	4.02	4.39
12. The curriculum provides opportunities for children of all abilities to learn.	3.43	3.62
13. The curriculum provides opportunities for students to gain skills and knowledge.	3.77	3.80
14. HIS prepares students for their future studies.	3.4	3.49
15. Sports programming provides adequate opportunities for students to participate.	3.91	3.83
16. The school offers a variety of activities for student involvement.	4.12	3.84
17. There is an appropriate balance between academics and activities.	3.68	3.66
18. The Executive Board and the head of school handle school finances responsibly.	3.51	3.34
19. Money is spent on the right things.	3.33	3.28
20. Tuition increases are reasonable to support the school.	3.20	3.18
21. The Executive Board oversees school operations responsibly.	3.43	3.18
22. School administration improves the quality of the school.	3.45	3.22
23. School administration provides leadership to the school community.	3.34	3.23
24. School administration is responsive to the school community.	3.49	3.37
25. The school is sensitive to students of different ethnic and cultural backgrounds.	4.27	4.02
26. Students of all ethnic and cultural backgrounds are treated fairly.	4.36	4.11
27. New students feel welcome at school.	4.32	4.09
28. Transportation to and from school by bus is safe.	4.27	4.00
29. Transportation to and from school by bus is on time.	4.13	4.20

30. The dorm provides a clean and pleasant place to live.	3.6	3.22
31. The dorm parents provide a supportive environment.	3.67	3.36
32. Overall, I am satisfied with Hokkaido International School.	3.81	3.83

[Parent Survey Results June 2017](#)

[Parent Executive Board Survey Regarding Role of EB November 2017](#)

[Parent Follow-up Survey Results January 2018](#)

TEACHERS

- HIS teaching staff come from the US, Japan, Canada, Australia, Singapore, Peru, and Bulgaria and Argentina
- 27 out of 30 teachers have teaching certification/All 30 teachers qualified in their field.
- 16 out of 30 teachers have completed their masters.

Teacher Data for 2014-2015 (28 teacher) 57

Age	/28	Years at HIS	/28	Total Years Experience	/28
21 - 30	4	1 - 5 years	19	1 - 5 years	13
31 - 40	12	6 - 10 years	6	6 - 10 years	7
41+	12	11+ years	3	10+ years	8

Teacher Data for 2015-2016 (29 teachers)

Age	/29	Years at HIS	/29	Total Years Experience	/29
21 - 30	3	1 - 5 years	21	1 - 5 years	13
31 - 40	11	6 - 10 years	2	6 - 10 years	5
41+	15	11+ years	6	11+ years	11

Teacher Data for 2016-2017 (30 teachers)

Age	/30	Years at HIS	/30	Total Years Experience	/30
21 - 30	5	1 - 5 years	22	1 - 5 years	11
31 - 40	7	6 - 10 years	1	6 - 10 years	6
41+	18	11+ years	7	11+ years	13

Teacher Data for 2017-2018 (30 teachers)

Age	/30	Years at HIS	/30	Total Years Teaching Experience	/30
21 - 30	5	1 - 5 years	22	1 - 5 years	10
31 - 40	7	6 - 10 years	1	6 - 10 years	7
41+	18	11+ years	7	11+ years	13

HIS teachers - both relatively new and experienced - serve in many leadership roles and are brought into the orientation process for incoming teachers. Experienced HIS teachers present on curricular and non-curricular related topics as well as topics related to daily life in Sapporo and Japan. Overall, there is a balance on staff between

teachers in their first 5 years of teaching and those who have 6 years or more. Our most experienced teacher has 30-odd years of teaching in total. Many of our teachers have had experience in other international schools and 12 of our teachers had experience in their national school systems before coming to HIS. 4 other of our teachers have had experience within the Japanese national system.

HIS requires teachers to be qualified by experience. In cases where teachers are hired without a certificate, it is because they bring experiences or skills that are needed (foreign language, language instruction or technology). In these cases, teachers work to gain their teaching certificates, particularly if they are hired full time. In some cases, teachers listed as having held certification, are in the process of updating their credentials. Sixteen HIS teachers possess their master's degrees.

When hiring new teachers, the administration seeks to hire teachers who represent the best 'fit' for the HIS community. In large part this is determined by the [HIS Curricular Commitments](#) document prepared by the Curriculum Committee and approved by the Executive Board. This document defines the curricular principles that drive the school in educational decision-making. The guidance it brings during hiring helps to ensure that new teachers come with similar values and teaching practices. If they are new to a particular approach, new teacher orientation, goal setting during the teacher evaluation process and/or pairing with a teacher who has the institutional knowledge allows new teachers to be brought into the professional understanding expected by the school. There is an emphasis on all school PD to ensure that the teaching staff is a professionally cohesive group. Shared PD experiences lead to new additions to the Curricular Commitments document.

Shared PD Experiences for the past 6 years (2012-2017)

[Professional Development Experiences Record](#)

2016-2017

- October - **TESMC (Teaching ESL Students in Mainstream Classrooms)** - All incoming new teachers
- October - **Literacy Weekend at Canadian Academy** - All language arts teachers
- November - **Service Learning Workshop** - Mario Saez

2015-2016

- October - **TESMC (Teaching ESL Students in Mainstream Classrooms)** - All incoming new teachers
- November - **Lesson Study Facilitator Training** - w/ Pat Handley
- February - **Singapore Math PD** - All math teachers

2014-2015

- October - **TESMC (Teaching ESL Students in Mainstream Classrooms)** - All incoming new teachers
- November - **Service Learning Workshop** - Craig Coutes
- January - **Learning to Learn: How students can facilitate student metacognition** Bill and Ochan Powell

2013-2014

- September - **Flipped Classroom Workshop** - Secondary teachers/**Writing Workshop (Conferring)** - Elementary teachers
- October - **TESMC (Teaching ESL Students in Mainstream Classrooms)** - All incoming new teachers
- January - **Inhouse PD - Teacher Well-Being**
- February - **Virtues Project Workshop** - Dara Feldman

2012-2013

- October - **TESMC (Teaching ESL Students in Mainstream Classrooms)** - All incoming new teachers
- November - **ESL in the Classroom** - Rob Smaillies from Canadian Academy
- January - **IPC/IMYC Training** - Sarah Brown
- February - **Inhouse - Google Apps for Education**

Teacher Survey Results

Scoring: 5 - Strongly Agree / 4 - Agree / 3 - Neutral / 2 - Disagree / 1 - Strongly Disagree

23 responses

Statement	2017 Average Score /5
1. I know what is expected of me at work.	3.95
2. I have the materials and equipment I need to do my work right.	3.74
3. At work, I have the opportunity to do what I do best every day.	3.34
4. I regularly receive recognition or praise for doing good work.	3.43
5. Administrators seem to care about me as a person.	3.09
6. There is someone at work who encourages my development.	4.04
7. At work, my opinions seem to count.	3.83
8. The mission or purpose of HIS makes me feel my job is important.	3.91
9. My associates or fellow employees are committed to doing quality work.	4.17
10. I have a colleague I can turn to at any time for support.	4.52
11. In the last year, someone at work has talked to me about my progress.	3.13
12. This last year, I have had opportunities at work to learn and grow.	4.04
13. The administration facilitates school improvement with plans of action which enhance quality learning for students.	3.48
14. HIS regularly assesses student progress toward accomplishing the school's learning outcomes (HUSKIES)	3.48
15. There is a strong collaborative environment at HIS.	3.74
16. The community understands the executive board's role in governance (as it relates to WASC criteria and expectations).	2.22
17. The school maintains a safe, healthy, nurturing environment that reflects the school's purpose.	3.30
18. I use a wide range of strategies in my classroom to differentiate for instruction.	3.87
(For responses to long-answer questions 19-24, please see below link)	
25. Overall, I am happy working at Hokkaido International School.	3.30

[Teacher Survey Results June 2017](#)

[Teacher Executive Board Survey Regarding Role of EB November 2017](#)

HIS NISEKO SCHOOL PROFILE

Hokkaido International School Niseko, opened on January 23rd, 2012 and has become a valued learning option for both long and short-term expatriate families in the Niseko/Kutchan area. HIS Niseko enrolls 21 students from Early Years to Grade 6. The enrollment of non-Japanese expatriate students has increased to five. EY has the highest full-term enrollment.

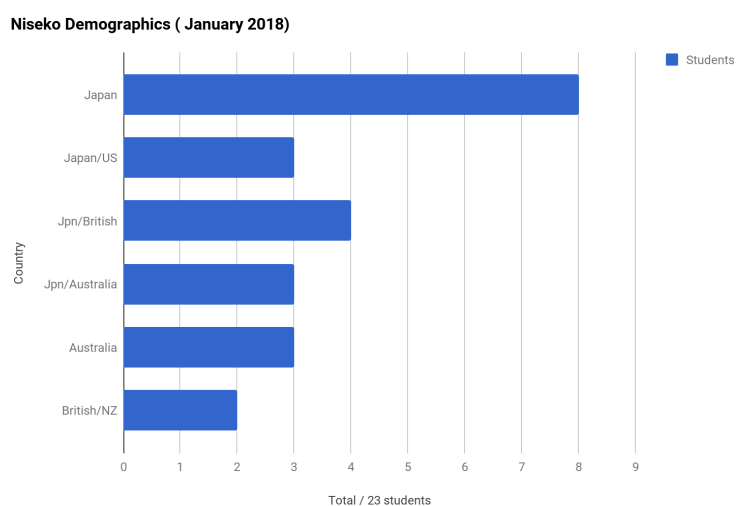
HIS Niseko's building and land is rent-free. HIS Niseko serves as an International Relations Hall of sorts for the town. Students engage in cultural exchanges with nearby elementary, junior high and high schools. Both of the local elementary schools are reciprocal venues for elementary school exchanges. The local junior high school enlists HIS Niseko for student internships. Every year, the local high school plants flowers with HIS Niseko students. They then follow up with an annual soccer match. Teachers conduct monthly English readings at the local public library, speak at town meetings, entrance and graduation ceremonies, and local festivals. Each week, HIS Niseko hosts local children, three years old and younger, and parents for an hour of play in English.

The school employs three, full-time teachers. One Japanese Language teacher works part time. The Milepost 3 teacher is the school's on-site administrator. The school hired a part-time English Language Learning teacher in January, 2017. HIS leases a 14 seat van and employs a driver for both mornings and afternoons to shuttle students safely between home and school.

HIS Niseko has a four-week, summer seasonal school. This program enrolls Japanese and foreign born students. Seasonal school significantly contributes to the financial well-being of the school.

Through the PE budget and with some PTA assistance, Niseko students receive professional ski instruction from Hokkaido Core, a local ski school.

Despite the physical distance, care is taken to maintain the connection between the two campuses. HIS Sapporo uses the HIS Niseko campus for Outdoor Leadership overnights. Teachers from both campuses collaborate via Skype and Google Hangout and, through this collaboration process, are able to maintain consistency of academic standards attained and the curriculum taught. For this reason, the reader can refer to HIS Sapporo's earlier sections in this chapter for specific details regarding early years and elementary curriculum.



HIS Niseko students are very much a part of the local community. Students collaborate and participate in the year-end all school Kitara concert, they use the local gym and facilities for biweekly PE classes, and take part in the town ski race in February of each year. Outdoor education and experiences are also an important aspect of HIS Niseko's mission. In September, HIS Niseko offers annual hiking and ice skating trips. Every year, the school leads

elementary students on a hike up Mt. Annupuri and EY students on hike up Asahigaoka mountain. Later in the month, the school takes a trip to nearby Tomari Ice Rink. Each winter, elementary students participate in the cross country race with the Sapporo campus. In May, students go to Sapporo campus for Primary School Sports Day. Students use the Niseko Adventure Centre for rock climbing 3 times across the year and use the local facilities for park golf at the end of the year.

Technology

HIS Niseko currently uses:

- 10 iPads (Student Use)
- 1 iPad (teacher use)
- 5 Laptops
- 6 Desktops (Retired from Sapporo, 1 in the library)
- An electronic microscope for the EY
- A projector (retired from Sapporo) that is utilised for light and shadow (Reggio setup) exploration in EY classroom.

School Library

PTA funds were spent for library beautification. Our library has introduced electronic barcodes for texts. The Sapporo librarian comes to Niseko every October once a year to introduce new books to the library. The Library is maintained by parents and teacher volunteers. Each week, a parent volunteer comes to the library for an EY/MP1 read aloud. Once a month, a volunteer from the town council comes to read to the EY/MP1/MP3 as in international, cultural exchange.

Subjects

Niseko teachers are responsible for Art, Music, and Physical Education instruction. MP1 and MP3 learners study Writing and Reading Workshop, Mathematics, IPC, and Japanese.

Early Years is Reggio Emilia inspired and focused on transcending the key elements of inquiry-based learning: It is a holistic approach of education which is not child-centred or teacher-directed. Our “curriculum” per se is child-originated (emergent) and teacher-framed based on the idea of wonderment. Subject areas encompass in the emergent program are literacy, numeracy, science, environmental studies, creative expressions, student-based interest learning, and phonics.

Niseko MP1 have weekly Technology Time and Creative Time. During technology time students use OSMO coding, words, numbers, or practice the practical. MP3 students learn coding with activities and assessments from Scratch Jr. MP3 students acquire Gmail accounts starting in 4th grade.

Niseko MP3 students participate in five Math Olympics competitions each year. The contests are administered November through March. They compete with students all around the globe.

Electronics Subscriptions

MP1 subscribe to the following subscriptions for school and home study.

- Mathletics
- RAZ kids

Ski and Snowboard Program

A private ski and snowboard company, Hokkaido Core, is employed to assist EY, MP1, and MP3 across six skiing sessions. Three sessions are dedicated to skiing and three sessions are allocated for intermediate snowboarding.

Garden:

Each year students design, create and maintain a school garden to coincide with IPC units.

Cultural Exchange Community Involvement

HIS Niseko joins Shiroikawa Primary School in Kuromatsunai for an exchange program once a year. MP1 visits the local library monthly for read aloud.

Early Years students visit the local preschool centre for international and cultural exchanges once a month. Ohisama is a monthly bilingual exchange program that was initiated and led by the Early Years class at HIS Niseko. The Early Years program recognized the need to bridge the gap between the international HIS community and the local community, especially to increase the local community's awareness of HIS Niseko's educational approach. On the last Wednesday of every month, the students and teachers walk to the local preschool and kindergarten to demonstrate some of our school's learning experiences. Usually, students and teachers share songs and a story in English and Japanese before engaging in a short period of playtime with all the children, whose ages range from 0 to 5 years old. EY students also participate in dances led by Ohisama's teachers.

EY coordinates and conducts a monthly "Mummy and Me" day, inviting potential students and parents of students from 0 to 5 years of age to school to join the class in some of the experiential learning done in EY. Parents and children can join in to observe and participate in the session. Following the session they are provided with enrollment information and other details about the school and its curricula. HIS Niseko is heavily involved with Niseko Town Council's Annual Halloween Festival. This year marked Niseko's 10th year of hosting the event, HIS Niseko's teaching administrator is the Festival Chairperson each year.

Financial Assistance Program

Financial Aid is monetary assistance provided by HIS Niseko to reduce educational costs to families. This year, four families benefited from the program. Financial aid is provided on the basis of financial need, which is defined as the difference between educational expenses and a family's ability to pay those expenses. HIS Niseko commits to offering some degree of financial assistance to families that demonstrate financial need with priority consideration given to students with no other educational alternatives in Niseko. The school currently allocates 20% of the funds generated by our Corporate and Personal Financial Aid Fundraising drive.

The intended benefits of the Financial Assistance Program are:

- Positive relationship building throughout the Niseko community
- Improved perception among stakeholders
- Increased visibility in the community
- Improved retention of students
- Free cross-marketing



HIS Niseko Campus

Chapter II: Progress Report (January 2018)

HIS Action Plan Goals/ Critical Areas of Follow-up from: 2012 Self Study Visiting Committee Report	Recommendations from: 2015 Mid-Cycle Visiting Committee Report	Progress Report from: WASC Action Plan 2012-2018 Branding Action Plan 2016-2017, Curriculum Action Plan 2015-2018
<p>Goal 1: Further develop, articulate and communicate a vertically aligned, standards based P-12 curriculum to inform assessment and instruction building on existing curriculum.</p> <p>Critical Area of Follow-up 1: Further development, articulation and communication of a vertically aligned, standards based P-12 curriculum to inform assessment and instruction building on the existing curriculum.</p> <p>HUSKIES addressed: Honest Learners and Leaders, Knowledgeable Thinkers</p>	<ul style="list-style-type: none"> - Seek to move ownership of curricular initiatives from the individual to the institution – set priorities for implementation that all stakeholders understand - Strategically communicate curricular programs, philosophy and goals with key stakeholders, especially parents and teachers. 	<p>New secondary standards- based report cards aligned to grade-level academic and school-wide character standards. (Introduced August 2017)</p> <p>New assessment policy which incorporates standards based reporting. (Approved by HIS Executive Board/Presented to parents - April 2016/August 2017)</p> <p>Updated elementary report card to incorporate common core standards as the reporting criteria -- Completed Fall 2015</p> <p>New secondary standards based report card (2017-2018)</p> <p>College Board approval for AP Capstone at HIS (Spring 2017)</p> <p>Introduction of AP Seminar Capstone Course (2017-2018)</p> <p>Introduction of AP Research Capstone Course (2018-2019)</p> <p>Articulating and communicating standards for elementary specialist classes. (Not yet resolved in 2017-2018. Specialist teachers have been asked to investigate. Issue will be address as well at upcoming curriculum team meetings)</p> <p>Early Years Decision: Move to a Reggio-inspired environment with a HUSKIES/ EYFS (Early Years Foundation Stage) continuum from which provocations are formulated./An assessment process that describes learning through the HUSKIES and EYFS and presented learning through portfolios. Approved by HIS Executive Board (Spring 2016)</p> <p>EY PD Support of Reggio:2017-2018 EY teacher @ Sapporo to attending the Reggio Emilia “Provocations, Reflections and Observations Workshop” in order to have a better understanding and practice in the Reggio Emilia classroom. (Bangkok on April 24th – 25th, 2017)</p> <p>EY PD Support of Reggio: 2017-2018 EY teacher at HIS Niseko attended Reggio Emilia, Italy from June 18 to 25, 2017.</p>
<p>Goal 2: Systematic analysis of assessment data to inform curriculum development and instructional practices.</p> <p>Critical Area of Follow-up 2 Systematic analysis of assessment data to inform curriculum development and instructional practices.</p>	<ul style="list-style-type: none"> - Create a succession plan to collect and analyze data and build teacher capacity to use assessment data – build on your hard work - Unpack or “cut” data to maximize information available and inform instruction for struggling and highly proficient learners 	<p>Data Coordination: Principal and IMYC coordinator presentations to teachers, students and parents on interpretation of student assessment data (MAP, SAT, PSAT)</p> <p>Data Coordination: Principal, in his role as coordinator of standardized testing, makes recommendations to the curriculum team regarding scheduling of MAP testing and prioritizing grades for PSAT testing. As well, the principal provides specific data to the curriculum team for interpretation and, if necessary, action.</p> <p>PSAT Recommendations</p>

<p>HUSKIES addressed: Honest Learners and Leaders</p>	<ul style="list-style-type: none"> - In addition to celebrating growth, strategically compare data with like norm groups such as EARCOS to understand needs and inform instructional decisions - Triangulate internal and external learning data with perception data to have a richer picture of learners - Continue work to further disaggregate and analyze assessment data to better understand individual and whole group learning needs 	<p>As of 2016-2017, HIS requires all junior students to take the PSAT every year. Decision for 2018-2019: Require PSAT testing for all grades 8, 9, 10 students as well grade 11 (and support that requirement through school funding for the exam for each student) Rationale:</p> <ul style="list-style-type: none"> - To ensure the value of the data (not such a small sample) - To increase student participation in the SAT (and to provide valuable study data for our students to prepare for the SAT) - To provide HIS with data on writing proficiency (missing since the decision to stop WrAP testing in 2017-2018). <p>Three Day MAP Workshop - Principal attended a MAP workshop in Spring 2018 - Major takeaways will be data interpretation/disaggregation and use of data for instructional planning. Learning will be shared in orientation week workshops.</p> <p>MAP/other data teacher workshop in teacher orientation week - Each teacher to use analysis tools to explore and to inform instruction for upcoming school year</p> <p>Triangulation of Data In Writing - The Curriculum Committee, in dialogue with teachers, did not find enough value in the data provided by WrAP and chose to stop using it in 2017~2018 year. CC is instead looking at in-house assessments through Pathways in conjunction with NoRedInk assessment options that connect to the MAP assessments we already make use of. Further investigations are needed and are ongoing (See Curriculum Team Minutes Feb 28, 2017)</p> <p>EARCOS MAP data is now included (along with International and US data) for comparison by teachers and parents to inform instructional decisions - Spring 2016</p>
<p>Goal 3: Develop and implement a clear set of expected instructional practices based on research and the needs of students at Hokkaido International School.</p> <p>Critical Area of Follow-up 3 Development and implementation of a clear set of expected instructional practices based on research and the needs of the students at Hokkaido International School.</p> <p>HUSKIES addressed: Effective Communicators</p>	<ul style="list-style-type: none"> - Training of Essential Instructional Practices and descriptive detail will ensure a common understanding of the underlying pedagogy - Feedback, dialogue and evaluation should be aligned to these practices to enhance professional growth and ensure accountability – integrate the Essential Instructional Practices into the professional teaching standards - Ensure communication with and among all stakeholders, including the rationale for these practices 	<p>Lesson Study facilitator training with Patricia Handly. First cycle of Lesson Study complete - April 2016</p> <p>Surveyed teachers on which instructional practices they are currently using in classroom (Note: Next year, these results will be used to drive discussions, re-evaluate school priorities for instructional practices, and utilized during peer learning observations) - Spring 2016</p> <p>PD Singapore Math - Spring 2016</p> <p>PD Reading and Writing/Units of Study at Canadian Academy w Matt Glover - Fall 2016 - UPDATE</p> <p>PD w Mario Saez for Service Learning - Fall 2016 (Faculty wide, including student representatives). In following up, the CC created a document to support the alignment of Service Learning projects and programs across the school that will guide development of Service Learning into the future in a manner that is in keeping with the philosophical understandings gained through the shared PD.</p>
<p>Goal 4: Provide a coordinated system of student support services that</p>	<ul style="list-style-type: none"> - Attention to building teacher capacity to provide support for students beyond ELL needs 	<p>Switch to WIDA as a framework for ELL assessments to ensure a direct connection to Common Core grade level standards as well as to foster consistency in instructional practices for ELL students</p>

<p>address all student needs in support of student learning.</p> <p>Critical Area of Follow-up 4 Provide a coordinated system of student support services that addresses all student needs.</p> <p>HUSKIES addressed: Understanding Collaborators</p>	<p>- Incorporate feedback, both collegial and evaluative, to support professional growth and ensure implementation of practices such as English in the Mainstream and Differentiated Instruction</p>	<p>both inside and outside the classroom. (Decision by Board of Councilors October 2016)</p> <p>ELL in the Mainstream - Every incoming teacher is provided with workshop</p> <p>Full Staff three day WIDA training at orientation week in August 2018</p> <p>PD Support - ELL Coordinator and one ELL teacher were sent to WIDA training in Korea in the fall of 2017. Additionally, the ELL Coordinator attended workshops in Singapore with ESL expert, Dr. Gini Rojas.</p> <p>Academic Coaching - The secondary school after school study hall has been transitioned into an Academic Coaching program. Students who fall behind or fail to complete assignments are referred to the Academic Coach to develop a plan to catch up and stay on track. The Academic Coach is a core secondary teacher, and Academic Coaching is provided 3 days a week after school.</p>
<p>Goal 5: Develop systems for assessing and reporting the HUSKIES (formerly called the Transdisciplinary Skills and Dispositions (TADS).</p> <p>Critical Area of Follow-up 5 Development of systems for assessing and reporting of the Transdisciplinary Skills and Dispositions (TADS).</p> <p>HUSKIES addressed: Socially and Personally Responsible</p>	<p>- Further integrate HUSKIES into curricular and co-curricular work in all divisions using age appropriate language</p> <p>- Seek ways to meaningfully integrate HUSKIES, and their assessment and reporting in the secondary school</p>	<p>Implementation of the High School “HUSKIES Project” (Character Development Graduation Portfolio) - online graduation portfolios where students gather evidence and anecdotes of their meeting the HUSKIES standards throughout high school (2016-2017)</p> <p>Introduction of devoted “HUSKIES Days” (for work on CDGP) twice-monthly (2017-2018)</p> <p>HUSKIES behavior standards assessed by each subject teacher on new report card (initiated 2017-2018)</p> <p>Transition to Alma Student Information System for standards-based reporting (2017-2018)</p>
<p>Goal 6: Enhance communication systems, inclusive of all stakeholders, to support student learning and more broadly the curricular and co-curricular programs, and other community information.</p> <p>Critical Area of Follow-up 6 Enhance communication systems, inclusive of all stakeholders, to support student learning and more broadly the curricular and co-curricular programs, and other community information.</p> <p>HUSKIES addressed: Effective Communicators</p>	<p>- Ensure systems and resources for analysis and implementation of brand consultancy recommendations that will support enhanced communication</p> <p>- Attend to the need for transparency and timeliness of internal decision making and communication</p> <p>- Continue to work to enhance communication and dialogue for understanding among faculty and administration</p>	<p>Branding project follow-up - Website revision, parent email lists, online and print calendars of events, etc. - Spring 2016/ongoing</p> <p>Husky Express - Weekly online newsletter sharing school news and events with all community members.</p> <p>Promotional Video for the school highlighting key and differentiating aspects of the school curriculum</p> <p>New Promotion Video currently in production with an emphasis on the building of the new dormitory and on the school's 60th anniversary</p> <p>Considerable consultation with wider HIS community as evidenced by:</p> <ul style="list-style-type: none"> - Expansion of curriculum committee role in decision making - Committee formed to create assessment policy - Code of conduct document created by the Child Protection Committee for annual revisiting and signature. <p>HIS Communication Protocols - (Adopted 2014~2015 school year)</p>

		Emailing Best Practices - (Adopted 2014~2015 school year) Communication and Conflict Resolution Protocol (passed by the Executive Board Spring 2014)
Critical Area of Follow-up 7 Ensure an adequate strategy for redrafting the Action Plan and developing structures for monitoring progress in a systematic, timely manner. HUSKIES addressed: Understanding Collaborators	- Seek to extend the timeline for the implementation of action plan items and associated initiatives to ensure sustainability - Add detail to action plan initiatives to include ongoing training, support, and reflection. - Take the time necessary to thoughtfully and collaboratively implement new programs: - Manageable timelines - Substantive, ongoing training and support - Clear communication of rationale	Reflection data gathered by members of the curriculum team on the following topics: - Differentiation - Multi-age instruction - ELL push-in and pull-out Grade 6 removed from middle school multiage structure - A result of team reflection. Middle school instructional structure revision (as result of team reflection on the success - and limitations - of multiage teaching for a group as wide as grades 6-8. Curriculum Action Plan linked directly to 2015 mid-cycle visit recommendations. 2018-2024 action plan purposely built with several check-in points for reflection and redrafting.

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

A. Implications of past and current progress data on student performance	
Data Points	Implications (for student performance)
<p>- Year on year inconsistency of grade distribution in secondary</p> <p>- Historically grades have been rather inflated in secondary</p> <p>- We also see evidenced a historical data trend of a large number of students failing. Teacher reporting indicates this is most often due to incomplete or late work</p>	<p>- Indications are that student grades have not historically been based on the standards they are meant to attain to a suitable degree and therefore have not been supportive of future student success.</p> <p>- Inconsistent grading practices across departments (and across years due to staff turnover)</p> <p>- Disproportionate grading penalty for incomplete or late work distorts understanding of true student abilities.</p> <p>- We anticipate that with the move to standards based assessment and the new grading system in 2017-2018 we will see:</p> <ul style="list-style-type: none"> • more consistency across departments and from year to year • Grades based on student ability not disproportionately squiwed by late penalties, etc. <p>- The assessment committee and the leadership team notes that it will be interesting to track student grading trends throughout the next 6 years of our upcoming accreditation cycle (now that we have transitioned into standards based grading).</p>
<p><u>MAP Scores:</u></p> <p>Reading Scores stand out as an area of concern compared to Language Usage and Math</p> <p>- Reading: 21% Below Standard/40% Proficient</p> <p>- Language: 14% Below Standard/34% Proficient</p> <p>- Math: 13% Below Standard/27% Proficient</p> <p><u>Lexile Levels:</u></p> <p>Even factoring in the existence of outliers, there are very wide ranges of lexile levels at every grade level across the school (See ch 1, pg 26)</p>	<p>- In subjects with high reading content in particular, any students will find HIS curriculum very challenging without significant differentiation efforts and curriculum directed ELL support</p> <p>- There should be focused priority set on reading across the school, at all grade levels</p> <p>- Teachers could review the specific strands in reading that students are having the most trouble in</p> <p>- Need to ensure teacher understanding of MAP data and how to direct student learning based on those results (for example, providing appropriate reading by lexile level when possible)</p>
<p>AP average scores at HIS are above global average however they have remained flat over the years and results differ widely - between students and from year to year.</p>	<p>It would seem that students do not consistently receive the intensity of instruction required for AP success in all subject areas.</p> <p>Indications are that the following factors impede higher, and more consistent, AP scores:</p> <ol style="list-style-type: none"> 1. Scheduling issues - Students are often taking an AP class because of scheduling need, not because it is the best choice for them personally 2. In other cases, students preparing for AP share a class with students in the "standard stream". <p>In short, AP classes should have more weekly instructional time than other</p>

	classes (currently all classes have equal amount of instructional time.)
Though more students are taking the SAT than ever before, SAT scores continue to be difficult to draw reliable conclusions from due to low numbers of students sitting the exam.	<p>Not enough students are taking the SAT. We are an American school. More and more universities (even non-US universities) are requiring SAT scores for applications if coming from an American school.</p> <p>Since we have required all juniors to take the PSAT, more juniors and seniors are sitting the SAT.</p> <p>Next step is to require all students grade 8 through 11 to take the PSAT and to look at the creation of an SAT preparation course at HIS.</p>
<p>PSAT: For two years now (Fall 2016 and Fall 2017), all 11th grade students have been required to take the PSAT. Number of PSAT test takers have therefore doubled from previous years</p> <p>Yet, mean score and % of students meeting both benchmarks remained essentially the same - compared to 2015 junior class where less than half the class took the test.</p> <p>Percentage of HIS 11th graders meeting both benchmarks and percentage meeting only ERW or Math benchmarks consistently higher than international means</p>	<p>- Especially now that we have results from all juniors, we can interpret these results as an indication that our program is rigorous and is preparing students for university.</p> <p>- College readiness is indicated by number of students at or above benchmarks for their grade.</p> <p>- By this standard, 56% of our current seniors were “college ready” (exceeding in both benchmarks) last year in their junior year (compared to 45% worldwide)</p> <p>- Our challenge now is to build on that PSAT success to achieve higher scores on the SAT.</p>
<p>Answers to survey questions regarding the HUSKIES (HIS Essential Schoolwide Learning Results)</p> <p>Students:</p> <p>I have a very good understanding of what the HUSKIES are. Only 40.3% Agree or Strongly Agree</p> <p>I actively try to meet the expectations of the HUSKIES. Only 31.6% Agree or Strongly Agree</p> <p>Teachers:</p> <p>HIS regularly assesses student progress toward accomplishing the school's learning outcomes (HUSKIES) Only 43.4% Agree or Strongly Agree</p>	<p>- Many advances have been made since the mid-cycle report of 2015 to strengthen student understanding of the HUSKIES and to ensure school ability to assess that understanding. Most notably:</p> <ul style="list-style-type: none"> Assessing the HUSKIES on elementary reports Assessing the HUSKIES standards on reports within all subjects in secondary Assignment of the Character Development Graduation Portfolio to all high school students. <p>- Nevertheless, as evidenced by these answers to survey questions, there is a clear need to prioritize “understanding and assessing of the HUSKIES (ESLRs)” in our next 6-year action plan.</p>
<p>ELL Department</p> <p>1. While the school has a stated minimum proficiency requirement of level 3.5 or above for secondary, students with lower scores are</p>	<p>1. While it is understood that exceptions are made for various reasons (consular students, lack of any other alternative in Sapporo, sibling already enrolled, for examples), data and analysis is needed of the added strain this puts on ELL services and classroom teachers.</p>

<p>sometimes admitted. (see ELL Enrollment List Running Document)</p> <p>2. The ELL department states that there are over 40 students currently enrolled in ELL, with another 10+ recent exits from the program</p>	<p>2. More study is again needed to ascertain the degree to which the numbers of students identified as ELL is creating a challenge to classroom teachers and a strain on the ELL program. The ELL department and administration needs to come to a common understanding of the staffing needs required to provide suitable support at HIS. Common understanding is also needed about the English level at which students are no longer “clients” of the ELL department but rather can be served through regular classroom differentiation. Staff-wide WIDA training in August 2018 should help answer some of these questions.</p>
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B. Critical Learner Needs	
Critical learner needs	Correlated schoolwide learner outcome (HUSKIES)
<p>Increase student reading fluency and comprehension</p> <ul style="list-style-type: none"> - Make the improvement of reading skills a priority across the school - See a marked increase in MAP Reading RIT Scores and individual student lexile levels as two indicators of success 	<p>Effective Communicators who read and write critically and effectively</p>
<p>Increase student Critical thinking and ability to transfer skills from one discipline to another</p> <ul style="list-style-type: none"> - Increase AP Scores by addressing specific skills needed (ex: critical reading and writing) 	<p>Understanding Collaborators who analyze, evaluate, and synthesize information</p> <p>Knowledgeable Thinkers who use multiple resources for research</p> <p>Internationally Minded Citizens who transfer knowledge and skills to real-world situations</p>
<p>Build more appreciation and understanding of the skills outlined in our ESLRs (HUSKIES)</p> <ul style="list-style-type: none"> - HUSKIES integration into curriculum and into the fabric of the school 	<p>All</p>

C. Important questions raised by analysis of student performance, demographic and perception data.
As secondary grows (especially after the addition of the new dorm) how will HIS address needs to expand programs if we cannot build more instructional space?
What changes to the school schedule will be required in order to better meet the needs of existing (and desired) school programs (AP classes most notably)?
How do we improve reading comprehension and fluency across the school?
How do we make the HUSKIES (and the virtues contained in them) more part of the fabric of the school? Put another way, how do we go about transforming the school culture?
Consider the implications of community misconceptions about the role of the Executive Board. How can we better educate the community about this role?
Given the inherent constraints of a small school, where can we improve student support in the school (guidance counseling and college counseling)?
What can we do to grow our elementary section of the school which has remained rather stagnant in numbers whereas secondary has continued to grow.
How can we retain elementary students into secondary?
Are we adequately supporting our students in ELL? What added “stress” to ELL support is added by students (who do not meet the minimum English proficiency requirements) who are nevertheless admitted for various reasons.

Chapter IV: Self-Study Findings

Category A: Organization for Student Learning

A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student.

Criteria A1 Summary:

HIS has clear, written purpose, beliefs, philosophy and schoolwide learner outcomes (HUSKIES). These are generally understood by the community and integrated within learning, assessment and the programs of study. The statements are fairly regularly reviewed by responsible stakeholders. Work is needed within the next WASC cycle to more fully integrate the HUSKIES (and the global competencies contained in them) into the curriculum and into the fabric of the school.

A1.1 Beliefs and Philosophy

Indicator: The written mission and vision reflects the beliefs and philosophy of the school and its constituency.

Prompt: Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

Findings	Supporting Evidence
HIS has a process, (through WASC and the branding team) for involving representatives of the entire school community in the development and refinement of core values, mission, vision, and schoolwide Learner Outcomes (HUSKIES)	Foundational School Statements (on school website)
The HUSKIES which guide instruction and the branding positioning statement which guide school planning drew upon the beliefs and philosophy of the school's written mission and vision.	Positioning Statement (definition, differentiation, deliverable)
The written purpose of the school's philosophy, mission, and Schoolwide Learner Outcomes are evident within school documentation and the school itself.	EB Strategic Policies
The school's philosophy is readily available in a variety of documents and locations, while the Schoolwide Learner Outcomes (HUSKIES) are prominent within the curriculum (especially since the addition of the CDGP and standard based grading) and prominently displayed within the school itself on posters.	HUSKIES posters

A1.2 Purpose, Schoolwide Learner Outcomes, and Profile Data

Indicator: The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.

Prompt: Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified global competencies, and current educational research.

Findings	Supporting Evidence
The school's vision, mission, and Schoolwide Learner Outcomes are reflective of the desire of the HIS community to produce graduates who are more globally competent.	Documentation - transition from TADS to HUSKIES
	Foundational School

<p>Moreover, the Branding Project's positioning statement (influenced in part by the school's vision, mission and ESLRs) indicates the school's commitment to producing globally competent students: "Hokkaido International School stands as a center for leadership development, complementing academic rigor with character enrichment to prepare young minds for global engagement and lifelong personal achievement".</p> <p>Since the 2012 WASC self study, there have been major changes to the school's vision, mission and Schoolwide Learner Outcomes. The Transdisciplinary Dispositions and Skills (TADS) became the HUSKIES, which were further revised in 2016-2017.</p> <p>The HUSKIES were directly incorporated into all secondary class grading through the assessment plan revisions in 2016-2017</p> <p>More work is needed to entrench the HUSKIES and the values the global competencies they espouse in the fabric of the school community:</p> <ul style="list-style-type: none"> • 39% of students who answered strongly agree/agree to the statement: I have a very good understanding of what the HUSKIES are Only 31%% of students who answered strongly agree/agree to the statement: I actively try to meet the expectations of the HUSKIES. • 43% of teachers who answered strongly agree/agree to the statement: HIS regularly assesses student progress toward accomplishing the school's learning outcomes (HUSKIES) 	<p>Statements (on school website)</p> <p>HUSKIES Document</p> <p>Student Survey (Ch 1 Pg 34)</p> <p>Teacher Survey (Ch 1 Pg 38)</p>
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A1.3 Involvement of All

Indicator: 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 learner outcomes.

Prompt: Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competencies and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.

Findings	Supporting Evidence
<p>Since the last WASC self-study in 2012 many representatives of the school community have been involved in defining the school purpose, values and schoolwide learner outcomes - through the development of the HUSKIES from out of the TADS and the ideals of the virtue project. Also, we can point to the branding project from which the positioning statement was created through broad community input and drawing from various defining characteristics of the school program and existing school statements (mission and vision statements, HUSKIES).</p> <p>CDGP project addition in 2016-2017 and developing rubrics at the secondary level for assessing the HUSKIES were both the product of broad community input.</p> <p>Assessing of HUSKIES directly in each subject in secondary in 2017-2018. Again, this transition was the product of broad input across the staff both in creation and in application.</p> <p>Recent school survey data would suggest the community at large believes the HUSKIES are being used and instructed within the school (though certainly there is room for improvement)</p> <ul style="list-style-type: none"> • 39% of students who answered strongly agree/agree to the statement: I have a 	<p>Documentation - transition from TADS to HUSKIES</p> <p>Branding Process</p> <p>Curriculum Team Decisions: Curriculum Committee Action Plan 2015~2018 Curriculum Committee 2017~2018 Curriculum Committee 2016~17 Curriculum Committee 2015~2016</p> <p>Full Faculty Meeting Minutes</p> <p>One word indicators added in 2016-2017 (page 4 of Assessment Revisions)</p>

<p>very good understanding of what the HUSKIES are Only 31% of students who answered strongly agree/agree to the statement: I actively try to meet the expectations of the HUSKIES.</p> <ul style="list-style-type: none"> 43% of teachers who answered strongly agree/agree to the statement: HIS regularly assesses student progress toward accomplishing the school's learning outcomes (HUSKIES) <p>Branding findings were shared with all stakeholders developing an overall awareness of school direction for the future. A specific "branding statement" was developed to guide the institution.</p>	<p>Assessment Policy change in 2016-2017</p> <p>Rubrics for assessing the HUSKIES (work in process for 2017-2018)</p> <p>CDGP Google Classroom</p>
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A1.4 Consistency of Purpose, Schoolwide Learner Outcomes, and Program

Indicator: 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 global competencies.

Prompt: Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent with the school's explanation of global competencies.

Findings	Supporting Evidence
<p>HIS implements programs and strategies that are consistent with the school's philosophy, vision, mission, and Schoolwide Learner Outcomes</p> <p>As the schoolwide learner outcomes of HIS, the HUSKIES define HIS's global competencies.</p> <p>Programs have been developed to ensure direct links exists to the HUSKIES and to achievement of the HUSKIES</p> <ul style="list-style-type: none"> Outdoor Ed Program/AdHoc Extracurriculars CDGP Working toward service learning - PD and beginnings of a program Habitat for Humanity/Junior Service Trip MP1 Service Learning and plans for whole school service learning focus in 2018-2019 Growing extra curricular program HIS Reads Kitara performance Extra-Curricular Involvement Credit New assessment policies in secondary to entrench HUSKIES into academic report cards for every subject Assessment of HUSKIES in elementary Adoption of the Workshop approach and consistency of learning focuses in Language Arts across the elementary mileposts New "HUSKIES" Days Plan for HUSKIES as major topic at teacher/student orientations Branding Statement The multi aged MS program includes Entry Points designed for students to generalize real life experiences to their classroom learning so they can function effectively in an interdependent world. 	<p>CDGP Google Classroom</p> <p>AdHoc History</p> <p>AdHoc Participation</p> <p>Direct Service Learning at HIS</p> <p>Service Learning PD & PD Feedback Notes</p> <p>HIS Reads Rubrics (direct links to HUSKIES) and selection criteria</p> <p>Kitara Leadership Team</p> <p>EIR Credit Requirements</p> <p>New standards-based report cards</p>

A1.5 Communication about Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

Prompt: Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to

the students, parents, and other members of the school community.

Findings	Supporting Evidence
<p>The school understands the importance of keeping all stakeholders informed of the school's mission, vision and Schoolwide Learner Outcomes. HIS keeps stakeholders informed.</p> <p>The weekly Husky Express allows members of the school community to regularly communicate events, activities, and developments that reflect the vision and mission of the school.</p> <p>Parent Orientation sessions at the start of the school year allow the school to communicate the HUSKIES to all parents</p> <p>High school students communicate their experiences with the HUSKIES through their online Character Development Graduation Portfolios.</p> <p>With new assessment and grading policy, ALMA (since 2017-2018) helps to keep secondary students and parents informed regarding assessment and learner outcomes.</p> <p>Elementary revised its report cards to include the HUSKIES and new standards of learning since the 2012 self study</p>	<p>School website</p> <p>Community Handbook</p> <p>Husky Express</p> <p>HUSKIES posters</p> <p>Character Development Graduation Portfolios</p> <p>Teacher Communication</p> <p>Parent Coffee Mornings</p> <p>Parent Presentation on new grading system</p> <p>Parent survey results (Ch 1 Pg 35)</p>

A1.6 Regular Review/Revision

Indicator: 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 other local and global trends and conditions.

Prompt: Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.

Findings	Supporting Evidence
<p>WASC self study provides the structure for review and revision. The WASC self study cycle has built in school-wide reflection which provides opportunity for review and reflect on the effectiveness of our ESLRs (HUSKIES).</p> <p>The HUSKIES are also revisited by the Curriculum Committee within the context of developing programs and components of programs, which has at times lead to the refinement of the HUSKIES. Of note were small revisions to the HUSKIES during the envisioning and development of the CDGP, reflective of the mindfulness that is given to the HUSKIES by the Curriculum Committee, which has oversight of curricular review.</p> <p>Learner needs: 2012 revisions considered HIS learner needs (by making our ESLRs easier to understand, apply and assess).</p> <p>Trends: 2012 revisions included aspects of global competencies (international mindedness) and service learning.</p> <p>Understanding that grew out of HIS's WASC self study of 2012 led to a major review of HIS school-wide learner results. The "TADS" were repackaged as the HUSKIES -- the acronym was developed to improve communication and stakeholder understanding of the ESLRs.</p>	<p>Documentation - transition from TADS to HUSKIES</p> <p>Assessment Policy change in 2016-2017</p> <p>Rubrics for assessing the HUSKIES (work in process for 2017-2018)</p> <p>HUSKIES Revisions 2016</p> <p>Branding Committee Presentations</p> <p>Report card committee notes/templates</p> <p>HUSKIES posters</p> <p>Annual Junior service trip:</p>

<p>The creation of the HUSKIES was a teacher-driven endeavor directly following the 2012 self study accreditation visit. Small revisions have happened since and involved broad community involvement and consultation. The HUSKIES, along with the vision and mission statements, were major inspirations for the branding positioning statement as well.</p> <p>As the HUSKIES became an even more important for assessment as secondary moved into standards based grading and the addition of the CDGP grading in 2017, single word “monikers” in were added to aid students in recognizing each descriptor for each of the 7 HUSKIES (for a total of 28).</p> <p>Based on current and future learner needs (and other local and global trends), the Branding Committee developed a Positioning Statement. A resulting primary task of the Branding Committee is to ensure alignment and program cohesion to the Positioning Statement.</p>	<p>Working Doc detailing responsibilities for advisor to service trip Global Village Report 2016</p> <p>Weekly, bi-weekly and monthly core/department collaborative work meetings.</p>
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A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school’s mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

Criteria A2 Summary:

HIS has clear policies and procedures with regard to the selection, composition, training and specific duties of the governing authority. However, stakeholder survey results indicate that greater effort is required to make these policies (and indeed the roll of the executive board) known to and understood by the school community. The governing board works closely with the school administration to make decisions which support the school’s vision, mission, and schoolwide learner outcomes.

At HIS governing authority refers to the two following boards:

1. The Executive Board (which includes the Head of School, a representative from the US Consulate, and either current HIS parents, parents of alumni, or other community stakeholders). The Executive Board meets at least 6-8 times per year.
2. The Board of Councilors (chosen from members of the extended school community who have an interest in the existence of an international school in Hokkaido and Sapporo). The Board of Councilors meets twice a year.

A2.1 Clear Policies and Procedures

Indicator: There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.

Prompt: Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.

Findings	Supporting Evidence
<p>HIS has clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority</p> <p>The establishment of the labor union resulted in the need for revisions to the Articles of Incorporation due to the potential for conflict of interest in the position of teacher representation on the Board of Councilors. The school’s lawyer’s subsequent investigation of the Articles highlighted inconsistencies and concerns for the power relationship between the Board of Councilors and the Executive Board. At the time of writing, the conversations about proposed solutions are ongoing.</p>	<p>Articles of Incorporation By-Laws Executive Board Strategic Policies Nominating Committee Protocols Executive Board Minutes</p>

A2.2 Pre Training of Potential Board Members

Indicator: 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 school board.

Prompt: Evaluate the effectiveness of the training that is offered to prospective or new school board members.

Findings	Supporting Evidence
All incoming HIS board members receive training from the nominating committee based on the principles found in the International School Trustees Handbook and on the training received from Marc Frankel in 2013 and 2016.	Board Training - Marc Frankel 2016/1/16 International School Trustees Handbook Executive Board Minutes
The Board has made an attempt to have Board training on a regular basis, usually every 2-3 years.	

A2.3 Relationship of Policies

Indicator: The governing authority's policies are directly connected to the school's vision, mission and schoolwide learner outcomes that focus on student achievement of global competencies.

Prompt: Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.

Findings	Supporting Evidence
EB decisions regarding curricular matters stem from administrative and Curriculum Committee recommendations.	Executive Board Strategic Policies Strategic Policy adopted in 2016 New Secondary Assessment Policy and CDGP requirement HUSKIES wording revision Executive Board Minutes
EB decisions support the school's commitment to achieving HUSKIES standard, including: <ul style="list-style-type: none"> • CDGP approval as a graduation requirement • Revision to wording in the HUSKIES (Fall 2017) 	Curriculum Team Decisions: Curriculum Committee Action Plan 2015~2018 Curriculum Committee 2017~2018 Curriculum Committee 2016~2017 Curriculum Committee 2015~2016
EB decisions support the school's commitment to student achievement and global competencies, including: <ul style="list-style-type: none"> • Standards-based assessment adoption • WIDA framework for ELL • Reggio Emilia for EY • Adoption of OE Program • Adoption of Singapore Math • CC & ELL Dept. recommendation to drop ELL fees to improve learning 	

A2.4 Involvement of Governing Authority

Indicator: 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.

Prompt: Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
Curriculum Committee regularly reviews schoolwide learner outcomes, leading to revisions including: <ul style="list-style-type: none"> • Better wording of HUSKIES • Transition to standards-based assessment • Adoption of CDGP and HUSKY Days 	HUSKIES Revision 2016 Executive Board Minutes contain the Head Report which mirrors all WASC criteria prompts Board Training - Marc Frankel 2016/1/16

HIS sends board members and chairs to training to remain current in research-based knowledge about effective schools	Board Chair attends EARCOS
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A2.5 School Community Understanding

Indicator: The school community understands the governing authority's role.

Prompt: To what degree does the school community understand the governing authority's role?

Findings	Supporting Evidence
<p>Marc Frankel gave PD to both boards and to some teachers about role of executive board.</p> <p>There is a clear lack of understanding of the Executive Board's role as evidenced in surveys.</p> <p>The EB sent a follow-up survey to parents and staff with specific questions relating to the role of the executive board in November 2017.</p> <p>In responding to the statement "The community understands the executive board's role in governance (as it relates to WASC criteria and expectations)." 48% of staff stated that they disagreed with the statement, 17% strongly disagreed.</p>	<p>Student Survey (Ch 1 Pg 34)</p> <p>Teacher Survey (Ch 1 Pg 38)</p> <p>Executive Board Teacher Survey</p> <p>Executive Board Parent Survey</p> <p>Notes from October EB Meeting on Teacher/Parent survey</p>

A2.6 Relationship to Professional Staff

Indicator: 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.

Prompt: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

Findings	Supporting Evidence
<p>Marc Frankel gave PD to both boards and to some teachers about role of executive board.</p> <p>There is a clear lack of understanding of the Executive Board's role as evidenced in surveys.</p> <p>The EB sent a follow-up survey to parents and staff with specific questions relating to the role of the executive board in November 2017.</p> <p>In responding to the statement "The community understands the executive board's role in governance (as it relates to WASC criteria and expectations)." 48% of staff stated that they disagreed with the statement, 17% strongly disagreed.</p>	<p>Student Survey (Ch 1 Pg 34)</p> <p>Teacher Survey (Ch 1 Pg 38)</p> <p>Executive Board Teacher Survey</p> <p>Executive Board Parent Survey</p> <p>Notes from October EB Meeting on Teacher/Parent survey</p>

A2.7 Board Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Prompt: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.

Findings	Supporting Evidence
<p>EB has clear procedures and processes to evaluate the administration, itself and to monitor fiscal health.</p> <p>The main process by which the EB stays abreast of school progress is through monthly reports and meetings. "Procedures" have not been developed or codified for the evaluation of school programs and student performance and would need to be an area for investigation and professional input in order for the Board to pursue change.</p>	<ul style="list-style-type: none"> - EB Issued Surveys (School Leadership, EB Self Evaluation) - Annual Reports - Committee work, including the standing Finance Committee - Work of the Documentation Committee - HoS & Principal/ Niseko Administrator Reports - Establishment of the "Strategic Planning Committee" (Fall 2017) - Notes from October EB Meeting on assessment of student learning

A2.8 Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.

Findings	Supporting Evidence
<p>There is a general understanding of how conflicts are resolved, starting with taking the issue to administrators and moving to the EB if necessary.</p> <p>There is an established conflict resolution protocol at HIS</p> <p>EB is working towards codifying and publishing these procedures in a published school handbook.</p>	<p>Notes from October EB Meeting on conflict resolution</p> <p>Collective Bargaining Agreements will produce evidence that speaks to this. (Ongoing)</p> <p>Conflict Resolution Protocol</p> <p>Conflict Resolution at HIS</p>

A2.9 Evaluation Procedures

Indicator: The governing authority carries out clearly defined evaluation procedures.

Prompt: Comment on the clarity of the evaluation procedures carried out by the governing authority.

Findings	Supporting Evidence
<p>The governing authority carries out evaluation procedures based on an Administrator Survey</p> <p>EB carries out self-evaluations</p> <p>Clarity of evaluation procedures needs more discussion at the board level</p>	<p>Administrator Survey based upon:</p> <ul style="list-style-type: none"> - Staff evaluations - Financial reports <p>Board Self Evals</p> <p>Financial Reports of the school</p>

A2.10 Evaluation of Governing Authority

Indicator: There is a process for evaluating the governing authority.

Prompt: Review and assess the process for evaluating the governing authority.

Findings	Supporting Evidence
<p>Discussions are being held regarding the process for evaluating the governing authority</p> <p>EB is discussing the amount/ type of authority of Board of Councilors</p>	<p>Questions in parent and staff survey</p> <p>Board Self evaluation survey</p>

A3. School Leadership Criterion

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

Criteria A3 Summary:

HIS has a number of handbooks to inform staff and the greater school community of expectations and procedures. As well, there are in place several systems to aid communication and avenues through which to collaborate to support student learning. The curriculum team provides for reflection time to evaluate the effectiveness of collaborative groups in promoting global competencies.

A3.1 Defined Responsibilities, Practices, etc.

Indicator: 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.

Prompt: Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
HIS has a number of handbooks to inform staff of expectations and procedures.	Teacher Housing Handbook
	Emergency Handbook
	Code of Conduct
	Essential Instructional Practices
	Teacher Orientation Handbook
The establishment of the h.i.s. Labor union resulted in a complete refocus of the school on operational practices and relationships, which are best understood in the Labor-Management Agreement which was signed in the Spring of 2017 between Hokkaido International School and the Labor Union.	Labor-Management Agreement (in process)
	<ul style="list-style-type: none"> Rules of Employment document Wage Regulations Meetings and agendas
As of fall 2017, work on contracts and working regulations continues to be revisited and updated to meet new understandings. Job descriptions have become defined as a goal.	

A3.2 Existing Structures

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

Prompt: How effective are the existing structures for internal communication, planning, and conflict resolution?

Findings	Supporting Evidence
HIS has a number of existing structures for internal communication, planning, and conflict resolution, including:	Communication and Conflict Resolution Protocol
<ul style="list-style-type: none"> Monday Memos Daily Updates Google documentation for team meetings and committees Wednesday collaboration document Team and Full Faculty meetings 	Emailing Best Practices
	Monday Memo
	Daily Updates
Google Documentation is encouraged to be used for broader communication and collaboration among staff.	Wednesday Collaboration Planning
Technology position 2016-2017 worked towards organizing Google Drive resources for greater accessibility and more efficient collaboration and sharing of information.	

A3.3 Involvement of Staff

Indicator: 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.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?

Findings	Supporting Evidence
<p>All staff members are involved, share responsibilities and collaborate (either directly or through representation) in various committees and teams that meet regularly to take action to support student learning.</p> <p>All Staff are involved in the following:</p> <ul style="list-style-type: none"> • Lesson Study groups • Wednesday morning collaboration groups (varies depending on week) • Team meetings - alignment, curriculum, students, standards, goal-setting • Full Faculty meetings <p>Various staff members across grades/ departments/ mileposts are involved in the following:</p> <ul style="list-style-type: none"> • Assessment Policy Committee • Curriculum Committee • Common Rubrics Implementation Team • Student Safety Committee • Building and Grounds Committee • Branding Ad Hoc Committees 	<p>Full Faculty Meetings</p> <p>Secondary Team Meetings</p> <p>Elementary Team Meetings</p> <p>List of Things Done (annotated to indicate specific and broad staff involvement)</p>

A3.4 Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and global citizenship.

Prompt: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies?

Findings	Supporting Evidence
<p>The curriculum team is instrumental in ensuring staff accountability and actions in supporting student learning in a global environment. For example, the curriculum team has made decisions and implemented the following:</p> <ul style="list-style-type: none"> • Lesson study • Teacher observation • School-wide professional development <p>Team meetings allow for ongoing reflection of events/ practices that affect student learning and achievement of outcomes.</p>	<p>Curriculum Team Decisions:</p> <p>Curriculum Committee Action Plan 2015~2018</p> <p>Curriculum Committee 2017~2018</p> <p>Curriculum Committee 2016~2017</p> <p>Curriculum Committee 2015~2016</p> <p>Wednesday Morning Collaboration Document</p> <p>Secondary Team Meeting Minutes</p> <p>List of Things Done</p>

A3.5 Interconnectedness of the School to the World

Indicator: The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.

Prompt: Evaluate these processes and the results in relation to the school's interconnectedness to the world to promote a globally-minded culture.

Findings	Supporting Evidence
<p>Curriculum teams incorporate global-mindedness into curricular decisions (IMYC, AP Capstone, HIS Reads)</p> <p>HUSKIES descriptors explicitly place value on Internationally Minded Citizens, and these targets are achieved through</p> <ul style="list-style-type: none"> • CDGP project • HUSKIES days <p>Student council and homerooms promote global mindedness with fundraising and service for global charities</p> <ul style="list-style-type: none"> • Junior service trip • UNICEF bottle cap drive <p>HIS has had PD focused on service learning with the intent of moving forward across the school in developing concrete connections to the local and wider community and within the curriculum. This will be a major focus for the 2018-2019 school year and the 2018-2024 school-wide action plan</p>	<p>- IPC and IMYC International targets</p> <p>- AP Capstone Application Answers</p> <p>- HIS Reads (Webpage)</p> <p>In house PD focused on pertinent book discussions (e.g. How Children Succeed and Mindsets) supporting the revision of our ESLRs</p> <p>HUSKIES</p> <p>- Junior service trip</p> <p>- Student Council UNICEF bottle cap drive</p> <p>- Service Learning Planning Spreadsheet - created by Curriculum committee to direct school organization of Service Learning at HIS</p> <p>- Service Learning PD Feedback</p>

A4. Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning in a global society.

Criteria A4 Summary:

HIS prioritizes well-qualified and certified teachers to ensure quality student learning. Through orientation, known school policies, and regular professional development, teachers are given the tools to provide students with the global competencies expressed in the schoolwide learning results (HUSKIES). More work is needed on ensuring regular teacher evaluation and setting up systems to evaluate the effectiveness of professional development.

A4.1 Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

Findings	Supporting Evidence
<p>The school prioritizes qualified and certified teachers who hold or have held a valid teaching license in their field(s) of expertise.</p> <p>In December of 2017, the Executive Board reviewed and adopted hiring guidelines for the school.</p>	<p>School Profile (Teacher's Profile) Page 37</p> <p>Employment Page of School Website</p> <p>Hiring Guidelines (adopted 2017) In Employment Handbook (Draft)</p>

A4.2 Qualifications of Staff

Indicator: The school reviews all information regarding staff background, training, and preparation, including international expertise.

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

Findings	Supporting Evidence
<p>All teaching staff are qualified to teach in the area they are assigned to.</p> <p>Through The International Educator online and through the Employment section of the</p>	<p>Chapter 1 School Profile (Teacher's Profile) Page 37</p> <p>Employment Page of</p>

<p>school's website, HIS posts positions and receives and reviews applications from candidates. The receipt of documents allows administration and participating current staff to review a candidate's experiences and employment history, and to speak with previous employers. Additionally, candidates are interviewed multiple times by administration and, at times, relevant staff members.</p> <p>For online courses, students must select schools which are accredited by a recognized organization such as WASC, CIS, NEASC, etc. No online courses will be accepted for credit at HIS without meeting this criteria.</p> <p>All incoming teachers are required to submit a background check (when coming from countries where these are available) or sign off on a background check through the McDowell Agency, an agency that has a contract with the Japan Council of International Schools.</p>	<p>School Website</p> <p>Community Handbook Pg 38</p> <p>Online Course Student Contract</p>
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A4.3 Maximum Use of Staff Expertise

Indicator: 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.

Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.

Findings	Supporting Evidence
<p>All teachers assigned to an AP class are provided funds and the opportunity to attend a College Board workshop during the summer before their arrival. Follow-up training is provided for AP teachers as required as changes in the program occur.</p> <p>When a staff member is given a new assignment, additional PD is provided as necessary.</p> <p>Incoming teachers who cannot provide the school with an equivalent certificated experience, are required to undergo online child protection training through the Darkness to Light organization, which provides a two-hour training session on child protection. Certificates are issued electronically upon completion.</p> <p>The process of orientation begins with early email contacts between the incoming teacher/staff and the school's administration. A checklist of items to prepare for is sent to new teachers in the spring before they begin employment at HIS. The checklist includes titles of the key professional books and readings that underpin the school's curriculum and philosophy. In early August, Orientation Week begins with the newest incoming teachers, who are expected to report four days ahead of returning teachers to undergo specific orientation to the school, its programs, curriculum, and practices.</p> <p>Beginning in August 2018, new and returning teacher orientation week will be developed and organized around addressing WASC criteria.</p>	<p>Professional Development Experiences</p> <p>Teacher Orientation 2017</p> <p>Teacher Orientation 2016</p> <p>Teacher Orientation 2015</p> <p>New Teacher Orientation Handbook 2017</p> <p>Essential Professional Reading List</p> <p>Hiring Checklists</p>

A4.4 Defining and Understanding Practices/Relationships

Indicator: 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.

Prompt: Evaluate the administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
<p>The school has Board level policies and operational level procedures and protocols which are reflected in schools handbooks to inform staff of expectations and procedures, e.g. Teacher Handbook, Emergency Handbook, Code of Conduct, Essential Instructional Practices.</p> <p>The school is creating an Employment Handbook, which would include the “Rules of Employment” and job descriptions for all positions</p> <p>This is an area that is somewhat under development.</p>	<p>Employment Handbook (draft)</p> <p>Labor-Management Agreement (to be added)</p> <p>Communication and Conflict Resolution Protocol</p> <p>Roles and Responsibilities for Teachers/Administrators (in draft/part of Employment Handbook)</p>

A4.5 Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes 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.

Prompt: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Findings	Supporting Evidence
<p>HIS has a number of handbooks to inform staff of expectations and procedures, e.g. Teacher Handbook, Emergency Handbook, Code of Conduct, Essential Instructional Practices.</p> <p>All staff members are involved, share responsibilities, and collaborate (either directly or through representation) in various committees and teams that meet regularly to take action to support student learning.</p> <p>ALL Staff:</p> <ul style="list-style-type: none"> Professional Conversations and Observation Process (based on the Danielson Framework for professional evaluation) -- incorporates peer observation along with administration Lesson Study groups Wednesday morning collaboration Team meetings/Dept meetings/Mileposts - alignment, curriculum, students, standards, goal-setting <p>Representative Groups across grades/Depts/Mileposts:</p> <ul style="list-style-type: none"> Assessment Policy Committee Curriculum Committee HS meeting for Common Writing Rubrics Student Safety Committee Building and Ground committee Branding Ad Hoc committees Norming of writing at Milepost level for elementary 	<p>Employment Handbook (Draft)</p> <p>Essential Instructional Practices</p> <p>Code of Conduct</p> <p>Professional Development Experiences</p> <p>Lesson Study - Common Reflection Document</p> <p>Common Rubric from Pathways (writing for elem)</p> <p>IPC IMYC rubrics</p> <p>HUSKIES Rubrics Folder</p> <p>List of Things Done</p> <p>Full Faculty Team Meetings</p> <p>Secondary Team Meetings</p> <p>Elementary Team Meetings</p> <p>Curriculum Team Decisions: Curriculum Committee Action Plan 2015~2018</p>

2017-2018, a teacher has received peer coaching PD and is participating in classroom observation and professional conversation process	Curriculum Committee 2017~2018
Regular reflection data will be collected in upcoming years (at 6 month intervals) to ascertain the impact the above has had on student learning	Curriculum Committee 2016-2017 Curriculum Committee 2015~2016

A4.6 Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

Prompt: How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.

Findings	Supporting Evidence
Curriculum team and administration reflects on and decides annually to determine a new PD focus for the following school year based on learner needs to meet the school-wide outcomes.	Professional Development Experiences
Time - The school provides staff time to attend personal PD sessions as well as providing 4 days of school-wide PD.	Curriculum Team Decisions: Curriculum Committee Action Plan 2015~2018 Curriculum Committee 2017~2018
Personnel - In house trainers: TESMC Trainer/Lesson Study Facilitators/Coaching/Metacognition/Service Learning/WIDA	Curriculum Committee 2016~2017 Curriculum Committee 2015~2016
Material - appropriate materials are provided for successful PD sessions, including books or necessary readings	School Budget Documentation (in school office)
<ul style="list-style-type: none"> Fiscal Commitment - Depending upon the PD plans for the year, PD budgets range from ¥4.5 million~¥6 million to support annual professional development. This total represents a combination of funds set aside for personal PD use along with funds set aside for all school professional development. 	Individual PD logbook (in school office)
Three Year List of PD (highlights):	Essential Reading List
<ul style="list-style-type: none"> AP Capstone Training (Summer 2017) Individual AP Course Trainings (all years) Instructional Coaching (2017) Singapore Math Training - All math teachers (2016) Lesson Study Training (2015) Service Learning (2015 and 2016) Reggio-Emilia visit (2017) Literacy Weekend (all reading/writing teachers - 2016) Learning to Learn (Metacognition) (2015) 	

A4.7 Support of Professional Development

Indicator: 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.

Prompt: Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.

Findings	Supporting Evidence
<p>The curriculum team and administration plan PD which provides teachers with the knowledge, skills and understanding to facilitate student learning of global competencies.</p> <p>Notably, the administration and curriculum team brought Lesson Study to HIS in 2015-2016. The nature and focus of Lesson Study as a PLC has evolved since in order to directly address global competencies, curricular review, and proposed program changes in the future.</p> <p>In 2017-2018, the curriculum team has added a regular reflection cycle to the school calendar to review the impact of professional learning on student learning.</p>	<p>Curriculum Team Decisions: Curriculum Committee Action Plan 2015~2018 Curriculum Committee 2017~2018 Curriculum Committee 2016~2017 Curriculum Committee 2015~2016</p> <p>Professional Development Experiences</p> <p>Essential Instructional Practices</p>

A4.8 Supervision and Evaluation

Indicator: 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.

Prompt: How effective are the school's supervision and evaluation procedures?

Findings	Supporting Evidence
<p>Teacher reflection and professional growth is aided through the lesson study process.</p> <p>At the elementary level, the milepost structure allows for MP teachers to mentor and encourage each other in their professional work.</p> <p>The Danielson Framework is used for formal teacher evaluation - especially for new teachers to HIS.</p> <p>Starting in 2017-2018, a teacher instructional coach will be on staff. It is hoped that this addition will aid in promoting professional growth in 21st century skills.</p>	<p>Danielson Framework Domains</p> <p>Lesson Study Adaptations</p> <p>Professional Development Experiences</p>

A4.9 Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning, e.g., developing the students' global competencies.

Findings	Supporting Evidence
<p>Teachers take part in professional development connected to curriculum and have given personal responses of the changes in their new understandings and "take-aways" (see Professional Development Experience).</p> <p>In 2017-2018, the curriculum team has added a regular reflection cycle to the school calendar to review the impact of professional learning on student learning.</p> <p>Collecting measurable data on the impact of professional development and learning on student learning is a growth area for HIS.</p>	<p>Professional Development Experiences</p>

A5. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Criteria A5 Summary:

HIS demonstrates its concern for creating a caring learning environment with high expectations (academic and behavioral) through its Student Learning Outcomes: HUSKIES. Policies and regulations are in place to ensure a safe, clean, and orderly place that nurtures learning.

A5.1 Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Findings	Supporting Evidence
<p>HIS demonstrates its concern for creating a caring learning environment with high expectations (academic and behavioral) through its Student Learning Outcomes: HUSKIES.</p> <p>Student accountability for the HUSKIES are assessed on elementary and secondary report cards and through the CDGP in high school.</p> <p>Office Hours: Struggling students are given the opportunity to work with their teachers after school to improve their learning. Additionally, HIS has created an Academic Coaching position to bolster the Student Academic Support Plan. The Coach mentors and advises students of greater concern.</p> <p>High Expectations: The school began implementing AP Capstone as of 2017-2018 with AP Seminar and in 2018-2019 with AP Research. As required to implement AP Capstone, the school supported professional development for AP Seminar. Discussions are taking place with the State representative for international schools who has offered some additional financial/training support for our school going forward.</p> <p>Secondary history classes encourage students to draw on their cultural heritage in completing an oral history project and contributing personal connections to topics in world history. When possible, primary documents are given in the original language for students who speak that language. This honors individual and cultural differences in an academic context.</p> <p>Secondary classes offer coursework at multiple levels to best fit individual differences while still maintaining high expectations. Students in Humanities are given the choice of taking courses at Developing, Standard, Honors, and AP levels. Students in other classes are given the opportunity to take classes at Standard, Honors, and AP levels.</p> <p>End of year awards are given to students who have reached above and beyond to improve the school community.</p> <p>Elementary students read and write according to their individual levels, including working in their own languages when English is not yet in place.</p>	<p>Report Card Templates</p> <p>HUSKIES character descriptors</p> <p>Office Hours</p> <p>Student Academic and Behavior Plan</p> <p>Oral history project</p> <p>End of Year Awards</p> <p>AP Capstone Application Answers</p>

A5.2 Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Prompt: To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

Findings	Supporting Evidence
Elementary Monthly Assembly are entirely student run. Parental turnout to these events is large and showcase student learning giving upper Elementary children a chance to take on a leadership role.	MP3 Documentation for assemblies End of Year Awards
IPC Expos are held several times a year to showcase student success in learning End of year awards are given to students who have reached above and beyond to improve the school community.	Snow Festival Classic Sports Award Banquet Community Handbook (honors and Standard options for learning)
Student participation in several sports tournaments	Kitara Concert
Sports Award Banquet to recognize and celebrate student efforts in sports	HIS Reads Science Fair Poster Virtues Project Academic Coaching
Big annual concert held at prestigious concert hall in Sapporo to showcase student's musical growth throughout the school year. Many audience members attend from outside the immediate school community.	
HIS Reads, Science Fair, Multicultural Fair shows their academic learning in their classes.	
Opportunities to take advanced coursework at the secondary level through Honors and AP options gives students opportunities to set higher standards and gain both internal and external recognition	
Use of Virtue language and strategies across the school. At Niseko campus, a weekly virtues award is given to deserving students	
Academic coaching at the secondary level helps students meet their potential	

A5.3 Mutual Respect and Communication

Indicator: Mutual respect and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

Prompt: What evidence supports mutual respect and effective cross-cultural communication among and between staff, students, and parents?

Findings	Supporting Evidence
HIS incorporates the use of a conflict resolution protocol.	Conflict Resolution Protocol
HIS teachers read and reflected on the book, Talk It Out!: The Educator's Guide to Successful Difficult Conversations by Barbara Sanderson.	Elementary Assembly IPC Expos
PTA facilitates cross school and cross cultural communication among staff, students and parents through organization of school-wide events such as fall festival, winter celebration and spring bazaar, as well as community wide BBQ	PTA Steering Committee Protocols Upfront planning to support grieving process

<p>Effective communication between staff and parents is facilitated through ALMA messaging system, the Husky Express, PTA website, and phone trees for each homeroom in order to distribute information quickly and efficiently in the case of an emergency.</p> <p>PTA grade level parent reps to communicate between homeroom teacher and parents</p> <p>The elementary sends weekly/monthly updates from teachers to parents.</p> <p>Administration engaged in upfront planning to support the community through the grieving process in anticipation of an expected community loss in 2017. Administration and teachers were immediately responsive in communicating the loss to the community in a caring and respectful way.</p>	
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A5.4 Teacher Support and Encouragement

Indicator: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

Prompt: How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

Findings	Supporting Evidence
<p>HIS has in place a Wednesday morning collaborative time for teachers of like subjects to gather and plan and support each other as they try out innovative approaches to enhance student learning.</p> <p>Curriculum Committee has implemented required professional reading to encourage innovative approaches to teaching as well as time to enhance student learning of global competencies through the CDGP.</p> <p>Teachers are supported and encouraged to share their learning from professional development experiences with the whole staff, including:</p> <ul style="list-style-type: none"> • Elementary LA teachers sharing takeaways from Kobe weekend • PE teacher offering PD regarding brain activity and learning • Singapore Math • Workshop approach to writing • ELL coordinator shared notes on WIDA training and Virginia Rojas training in Singapore. <p>When time has been an issue in implementing new approaches, flexibility, and support has been shown in allowing for additional time.</p> <ul style="list-style-type: none"> • As the ALMA grading system was established this year, several opportunities for group discussions and also one on one tutorials were made available. • As the library approaches a more modern system of computerized check-out, teachers and administration have been supportive of the time and effort that is required for making the new system a reality. <p>HIS is a Google school which also implements and promotes blended learning. Innovative teaching approaches are supported with professional reading and purchase of educational technology.</p> <p>Blended learning is an encouraged instructional practice supported financially and</p>	<p>Wednesday Collaboration Document</p> <p>See the Curriculum Committee Minutes including :</p> <ol style="list-style-type: none"> 1. Establishing Husky Days (Feb 14, 2017) 2. Professional Reading for 2016~2017 <p>Singapore Math</p> <p>Workshop approach to writing</p> <p>Teaching Mathematics in a Problem Solving Approach</p> <p>Literacy PD Kobe 2016-2017</p> <p>Kobe Literacy Weekend, Matt Glover (Oct 1-2, 2016), WIDA</p> <p>Rojas PD</p> <p>The school has premium memberships in Albert.io, NoRedInk, Flocabulary, Reading A to Z, Mathletics, etc...</p> <p>Required reading: Flip Your</p>

institutionally through professional development books.	Classroom.
The Outdoor Education classes offer an integrated approach to developing student's character along with leadership skills, which is supported financially and institutionally.	Outdoor Leadership syllabus Rubric for Outdoor Leadership Expectations for students.

A5.5 Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

Findings	Supporting Evidence
HIS has many policies and protocols in place on conduct, safety and illness.	Procedures and Protocols Folder
HIS has implemented a Code of Conduct signed by all stakeholders in the school community.	Code of Conduct
HIS drafted a section in the Emergency Handbook on missile attack protocol. (Fall 2017 in response to North Korean actions)	Student Academic Support Plan
HIS expects students to clean classrooms daily.	Academic Coaching
Students and teachers communicate using their school email addresses only to ensure internet safety.	Emergency Handbook
HIS secondary students may not use cell phones during the school day. This ensures an environment that nurtures learning.	Community Handbook
In August 2017, HIS adopted a school wide dress code.	Sapporo and Niseko Campus beautification process
The secondary school has a well-defined Student Academic Support Plan and academic coaching support. This plan nurtures learning for students who are struggling.	
The Sapporo campus conducted a beautification survey in fall of 2017. One result of this survey was external contracting for intensive school-wide cleaning each quarter.	
Niseko hired a professional part time cleaner. Students and teachers have full responsibilities to keep the classrooms clean.	
The Niseko Campus has worked to beautify its campus. The levelling of the campus field improved drainage. The school building is less cluttered. The teachers mow grass and shovel snow.	

A6. Reporting Student Progress Criterion

The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students' progress to the rest of the school community.

Criteria A6 Summary:

Student attainment of the schoolwide learner outcomes are well monitored through standards based grading.

Stakeholders at HIS are informed of student achievement of the academic standards and the schoolwide learner outcomes (HUSKIES) through semesterly student reports and yearly principal schoolwide reports.

An area to continue to develop is the school's ability to disaggregate data to help drive changes in the school program, professional development activities, and resource allocations. HIS needs to work on becoming a more data-driven school. Decisions to emphasise a focus on reading skills and critical thinking skills within the next WASC cycle and action plan (as a result of analysed assessment data) is a step in that direction.

A6.1 Reporting Student Progress

Indicator: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes, i.e., global competencies.

Findings	Supporting Evidence
<p>HIS has implemented standard-based reporting in 2017 to inform parents and students about progress toward achieving academic targets and character targets that reflect global competencies.</p> <ul style="list-style-type: none"> Elementary report cards reflect Common Core standards in Literacy, Mathematics, Science, and Social Studies. HIS HUSKIES reflect global competencies for character development. Secondary report cards are issued through ALMA (beginning in 2017-2018), which clearly shows student achievement of specific standards. <p>Early Years teachers report with a Reggio Emilia inspired educational portfolio.</p> <p>The Executive Board and Board of Counsellors receive Annual Reports delivered by administration regarding student achievement of academic standards.</p>	<p>Report Card Templates</p> <p>EY Portfolio</p> <p>Administrator Reports to the Executive Board (see Executive Board Meeting Minutes Archive)</p>

6.2 Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Prompt: Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>HIS has implemented standard-based reporting in 2017 through ALMA, which allows teachers, students, and parents to effectively monitor student progress towards meeting academic standards and schoolwide learner outcomes (HUSKIES/ global competencies).</p> <p>EY uses a Reggio-inspired continuum for assessments based on HUSKIES/EYFS (Early Years Foundation Stage)</p>	<p>Curriculum Committee Minutes 2015-2016 March 29</p> <p>Report Card Templates</p> <p>Assessment policy</p>

6.3 Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Prompt: Comment on how assessment results have caused changes in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.

Findings	Supporting Evidence
<p>The administration and curriculum team (upon advice from the secondary English department) has used MAP assessment scores to inform decisions to purchase NoRedInk.com services, which allow students to work on reading, writing, and grammar skills in a differentiated way.</p> <p>The secondary core teachers have used MAP data to inform individualized instruction and grouping strategies</p> <p>The principal is attending a 3 day workshop in April to learn how to better use MAP results to inform both classroom and school-wide decisions</p> <p>Administration and AP teachers have used AP assessment scores to inform school allocation of funding for teacher professional development at College Board workshops and Albert.io services for students to practice AP test skills.</p> <p>The elementary school uses Development Reading Assessments (DRA) and Running Records (formative assessment) to monitor student reading growth. Students are individually formally assessed each Spring.</p> <p>The elementary school uses “Pathways” (TC common rubric assessment) as a tool to assess and inform instruction for every genre of writing. This resource was chosen as a result of a lack of common writing rubric in previous years. The resource includes a “Checklist” for self assessment for every writer.</p> <p>The elementary school uses Measures of Academic Achievement (MAP) to help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to international school norms. MAP reports allow teachers to target instruction based on students’ strengths and needs.</p>	<p>MAP Results -See chapter 1 (School Profile)</p> <p>AP Results - See chapter 1 (School Profile)</p> <p>Using MAP data to inform instruction presentation</p> <p>Pathways rubrics</p>

A7. School Improvement Process Criterion

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Criteria A7 Summary:

The school has an existing collaborative planning process in place. However, it is recognized that there should be a built in review of the curriculum and systems in place. The new schoolwide action plan for 2018-2024 has several goals in place to address this identified need.

A7.1 Broad-based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Prompt: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.

Findings	Supporting Evidence
<p>HIS school leadership sends teachers to Literacy and Singapore Math workshops with the goal of enhancing student learning.</p> <p>Board Members invited Marc Frankel, PhD. to instruct Essentials of Governance for International School Executive Board Members.</p> <p>HIS holds parent coffees to seek community support. These meetings are held quarterly.</p> <p>HIS involves faculty, board, and parents in several current planning initiatives, including:</p> <ul style="list-style-type: none"> • After school activities • Building improvement • Branding Committee • Wednesday Morning Collaboration • WIDA framework and a potential restructuring of the ELL program in 2017-2018 <p>Executive Board systematically monitors progress cited in Head of School's Annual Reports.</p> <p>Branding Study: In 2014-2015 the school conducted a branding project overseen by a professional consultant and involving a large cross section of the school's stakeholders. This process resulted in an extensive report and the creation of a positioning statement which was subsequently endorsed by the EB.</p> <p>Since then, several initiatives have been acted upon out of the branding project action plan (created by a committee of teachers overseen by the branding project coordinator)</p> <p>As of 2017-2018, the futures committee was established to incorporate and oversee both the branding project and other generative conversations and long-term initiatives of the school-wide resource plan.</p>	<p>Curriculum Team Minutes</p> <p>HIS Collaboration Spreadsheet</p> <p>HUSKIES Standard Tracker - The Character Development Graduation Portfolio</p> <p>Wednesday Morning Schedule</p> <p>Building Expansion Master Resource Plan</p>

A7.2 School Plan Correlated to Student Learning

Indicator: The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Prompt: How does the school ensure that the analysis of student achievement about the critical learner needs, schoolwide learner outcomes, and academic standards impacts the development, implementation, and monitoring of the plan?

Findings	Supporting Evidence
<p>The past action plan from the self study of 2012 was mainly focused on establishing the school's curriculum and was therefore less focused on student achievement.</p> <p>Subsequent changes to a standards-based assessment approach better places the school in a position to track learning into the future. However these changes are still too new to concretely understand student achievement.</p> <p>Traditional, "dashboard" indicators (PSATs and MAP) are analyzed to understand learning needs.</p> <p>Administration and curriculum team analyzes student learning data to inform professional development decisions.</p> <p>The school instituted Lesson Study to form Professional Development Learning</p>	<p>PD Experiences document</p> <p>Lesson Study facilitator training</p> <p>Surveyed teachers on which instructional practices they are currently using in classroom (See teacher survey)</p>

<p>Communities. Teachers plan, teach, observe and discuss pedagogy strategies. Observation and analysis of student achievement data is part of this ongoing process.</p> <p>HIS surveys teachers about instructional practices currently used in the classroom. These drive discussions, re-evaluate priorities for instructional practices during peer learning observations.</p> <p>Professional Development supports the development of math and literacy instruction.</p> <p>The action plan for 2018-2024 is centered on the critical learner needs identified by analysis of student achievement data.</p> <ul style="list-style-type: none"> • Reading Fluency and comprehension (analysis of MAP data) • Critical Thinking and Transferable Skills (Analysis of AP data) 	
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7.3 Systems Alignment

Indicator: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Prompt: What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

Findings	Supporting Evidence
<p>School leadership and relevant faculty identified need for the following (each of which required and is receiving an alignment of professional goals, teacher evaluation, and strategic planning)</p> <ul style="list-style-type: none"> - Unified math program (Singapore Math) - IMYC - WIDA - Professional Learning Communities (through Lesson Study) - Capstone (competitive academic program) - Service Learning <p>Head of School writes goals and school goals on the weekly Monday Memo for reference.</p> <p>Branding committee has an action plan</p> <p>School leadership encourages the use of Google Docs for alignment and information. Google Drive stores team, faculty, meeting, and curriculum minutes.</p> <p>HIS incorporates Lesson Study practice to develop peer-supported professional learning.</p>	<p>Curriculum Meeting Minutes</p> <p>School Budget (school office)</p> <p>Professional Development Experiences</p> <p>HoS Reports to the EB</p> <p>Monday Memos</p> <p>Professional Development Experiences</p> <p>HIS Niseko Monday Meeting Minutes</p> <p>Lesson Study</p> <p>HIS Standards for Teachers</p> <p>Branding Committee 1 Year Action Plan (2016 - 2017)</p>

A7.4 Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Prompt: Examine and evaluate the degree to which the allocation of time/fiscal/personnel/ material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.

Findings	Supporting Evidence
The 2012-2018 schoolwide action plan received the time, fiscal, personnel and	Progress reports

<p>material resources required to be accomplished well ahead of schedule. By the time of the 2015 mid-cycle visit, a majority of the goals from that plan had been met.</p> <p>Time:</p> <ul style="list-style-type: none"> - Wednesday morning collaboration blocks instituted - Devoted PD Days throughout the 6 year cycle as needed - Devoted team meeting and full faculty meetings - Substitute teachers hired to allow devoted action plan work as required <p>Fiscal/Personnel/Material:</p> <ul style="list-style-type: none"> - Money provided for Professional Development as required - Hiring of new staff to fit the goals of the plan (expansion of ELL department, for example) - Resources purchased and distributed as required (schoolwide professional reading, for example) 	<p>Annual reports</p> <p>HoS reports to EB</p> <p>Curriculum Meeting Minutes</p> <p>HIS budget (School office)</p> <p>Wednesday Morning Schedule</p> <p>Wednesday morning Collaboration Spreadsheet</p> <p>Monday Memos</p>
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Category A. Organization for Student Learning: Strengths and Growth Needs

With a clear purpose, identified through its mission, vision, and positioning statement, the organization of HIS, from its qualified teachers to its leadership, from its students to its parents, is committed to using the HUSKIES to inform the decisions of the organization. With clear organizational purpose in mind, HIS provides its students with a safe, healthy nurturing environment in which to learn and its teachers with the professional development imperative to promote student learning. Since the last self study, HIS has made strides in improving its reporting of student progress toward accomplishing schoolwide learner outcomes - in particular with the transition to standards based grading.

A much repeated finding through the 2017-2018 self study process was the need for ongoing monitoring and reflection to ensure the success of plans put in place for school improvement. Also, although this self study revealed that solid organizational structure is in place, greater understanding and clarity of how that structure works is required for many community stakeholders.

Category A: Organization for Student Learning: Areas of Strength

HIS has a clear purpose and mission that has been used to develop a positioning statement (branding project).

The HUSKIES were developed from the TADS as a result of the action plan from the last WASC cycle.

The HUSKIES have moved to an evermore central role at HIS through the assessing within each course on report cards and the creation of the character development graduation portfolio.

HIS governing boards employ policies that support the school's learning outcomes./ Board training

The school leadership team implements committees and professional development opportunities aligned with student learning outcomes.

The staff at HIS has a strong school wide commitment to professional development aligned with school initiatives.

HIS has a great variety of programs designed to nurture and support high expectations inside and outside the classroom.

HIS uses a variety of systems to improve student learning.

HIS has moved to standards based method of reporting student progress.

Category A: Organization for Student Learning: Areas of Growth

HIS could benefit from an annual faculty-wide reflection on the awareness and effectiveness of the positioning statement.

HIS could benefit from clarifying to the stakeholders how their governing boards function.

HIS school leadership could benefit from clarifying staff members' roles and responsibilities, bringing a greater common understanding of plans and initiatives.

HIS could benefit from a job description for each teaching and non-teaching position. There is a need for a process for reflection and evaluation of the impact of professional development on student learning outcomes.

HIS could benefit from giving teachers a proper forum to reflect, share and follow up on professional growth.

HIS could benefit by reserving time to reflect and revise the effectiveness of the reporting process in secondary school.

HIS could benefit by implementing processes to monitor, reflect upon, and revise their schoolwide actions.

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

The school provides a challenging, coherent and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

Criteria B1 Summary:

Hokkaido International School embraces a comprehensive approach to education by emphasizing active learning within an internationally-minded community in order to encourage excellence and perseverance in all endeavors. The overarching HUSKIES, in combination with the academic standards of each course, stress the importance of developing responsibility and social, environmental and international-mindedness in instructing a multi-age student population through differentiation and collaboration.

There is an identified need to introduce a regular curricular review cycle in order to continue providing an education fitting the needs of our students. A redesign of our school schedule is seen as one of the probable results of such a review. Finally, it is understood that HIS needs to ensure that we begin follow up studies of our alumni.

B1.1 Current Educational Research and Thinking

Indicator: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

Prompt: Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.

Findings	Supporting Evidence
<p>The entire staff engage regularly in meaningful professional development through whole school PD events and some individual instructor PD</p> <p>Professional development is approved based on its value to the goals and direction of the school's action plan and upon the recommendations of the curriculum committee.</p> <p>Incorporation of best practice takes place twofold through review of outcomes (including adoption of new standards) and review of instructional practices</p> <p>A curricular review cycle will be instituted in the 2018-2024 action plan. Among other things, the "Articulation of K-12 Standards" document will be revised through this process.</p>	<p>Professional Development Experiences Record</p> <p>Essential Professional Reading List</p> <p>Articulation of K-12 Standards</p> <p>Curriculum Minutes 2016-2017</p> <p>Curriculum Action Plan 2015-2018</p>

B1.2 Academic Standards for Each Area

Indicator: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.

Findings	Supporting Evidence
<p>HIS has defined academic standards for all core subjects. Core Curriculum adapted from Common Core, IPC, IMYC & NGSS</p> <p>HIS moved to standards based assessment in secondary in 2016-2017 and now</p>	<p>Articulation of K-12 Standards Table</p>

<p>distributes semesterly standards based reports schoolwide</p> <p>A curricular review cycle will be instituted in the 2018-2024 action plan. Among other things, the “Articulation of K-12 Standards” document will be revised through this process.</p> <p>The science department is looking towards a transition to Next Generation Science Standards. This will be looked at fully next year during year one of the curricular review cycle.</p> <p>Specialist courses reviewing standards for use in instruction and reporting</p>	<p>Secondary report card sample</p> <p>Elementary report card sample</p>
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B1.3 Embedded Global Perspectives

Indicator: The school leadership and certificated staff ensure that global education concepts, perspectives, and issues are embedded within the curricular areas.

Prompt: Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.

Findings	Supporting Evidence
<p>Integration is evident in present service learning, HIS HUSKIES, IPC, IMYC and the Character Development Graduation Portfolio project.</p> <p>The HUSKIES which incorporate an understanding of global concepts, perspectives and issues are assessed in every subject in secondary</p> <p>Singapore Math approach was in part selected because it represented a better sensitivity to multicultural and multilingual student populations.</p>	<p>Direct Service Learning at HIS</p> <p>MP1 Service Learning - MP1</p> <p>Junior year service learning trip documentation</p> <p>2018 Junior Service Trip Details</p>

B1.4 Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Prompt: Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>HIS reports are standard-based for core curricular content, which ensure the connection between standards, taught/learned skills and learning outcomes.</p>	<p>Secondary report card sample</p> <p>Elementary report card sample</p> <p>Elementary Report Card MP2</p> <p>IPC Science Report Template MP2</p> <p>IPC Social Studies Template MP2</p>

B1.5 Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: Evaluate to what extent the examination of representative samples of student work and snapshots of

student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>The school-wide adoption of a standards-based assessment approach is the one strong indicator that HIS has implemented a standards-based curriculum that brings alignment between student work and the achievement of the HUSKIES</p> <p>Rubrics demonstrate the alignment between learning outcomes from IMYC and final standards assessment</p> <p>School assignments demonstrate the link between learning goals/outcomes and final decisions on achievement/grading</p> <p>Reading/Writing workshop samples, running records, DRA results indicate students working toward, meeting or exceeding the standards of our curriculum</p>	<p>CDGP Exemplars</p> <p>Secondary report card sample</p> <p>Elementary report card sample</p>

B1.6 Accessibility of All Students to Curriculum

Indicator: 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.

Prompt: What has been learned about the accessibility of a rigorous, relevant and coherent, and globally focused curriculum to all students through the various courses/program offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students.

Findings	Supporting Evidence
<p>All students have access to and ability to succeed at HIS in part through teaching practices responsive to demographics and the particular needs of students.</p> <p>Efforts are made through the establishment of leveled workload of assignments and assessments</p> <p>Differentiation is provided through the instructional practice of classroom teachers and ELL support, which is provided from K-12</p> <p>Academic coaching is available for secondary students.</p> <p>Students of concern are discussed at team meetings</p> <p>Students with interests outside the courses offered at HIS are permitted to study online (up to two credits toward graduation in grades 11 and 12)</p> <p>Students engaged in outside careers (athletic or other) are entitled to apply for an "Aspiring Athletes and Careers Agreement"</p>	<p>Essential Instructional Practices</p> <p>ELL Essential Strategies</p> <p>WIDA "Can do Descriptors"</p> <p>Amplification of the ELD Standards</p> <p>AP Capstone Program</p> <p>Academic Coaching</p> <p>Online Course Credit Contract</p> <p>Minutes of Secondary/Elementary (Students of Concern Agenda Item):</p> <ul style="list-style-type: none"> - SS Team Meetings 2017~2018 - SS Team Meeting 2016~2017 - SS Team Meetings 2015~2016 <p>Aspiring Athletes and Careers Agreement</p>

B1.7 Acceptable Student Achievement

Indicator: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

Prompt: What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?

Findings	Supporting Evidence
<p>Looking toward the future, greater clarity will be attainable on student's level of achievement towards performance standards as we gather data from our new standards based grading (initiated in secondary this year)</p> <p>However, HIS student success on AP tests and on MAP testing, together with success in post graduation, indicate a high level of student achievement.</p> <p>HIS uses in-house assessments and reporting for all subject areas, as well as, common assessments in the areas of language arts and math</p> <p>MAP score analysis indicates that HIS students (grade 4 to grade 11) are proficient or above in the following areas (in relation to common core standards)</p> <ul style="list-style-type: none"> • Math: 87% (60% advanced/27% proficient) • Reading: 79% (39% advanced/40% proficient) • Language Usage: 86% (52% advanced/34% proficient) <p>HIS students have an excellent record of college acceptance</p>	<p>CDGP</p> <p>Report Card Templates</p> <p>See Chapter 1 (School Profile) for appropriate data charts (MAP, AP, SAT, PSAT)</p> <p>Aspiring Athletes and Careers Agreement</p>

B1.8 Integration Among Disciplines

Indicator: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Prompt: Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Findings	Supporting Evidence
<p>Integration exists at the elementary level through the IPC and at the middle school in IMYC, curriculum packages which were conceived around a philosophy of curricular integration,</p> <p>At the high school level social studies and literature classes have connections and reading choices are based around common themes, eras and geographic concentration.</p> <p>School schedule rotation in the secondary program ensures cross-curricular connections between language arts and social studies in middle school and in high school.</p> <p>Outsourced curriculum is approved by the school principal to ensure integrity, reliability and security.</p> <p>Curriculum Committee is presently considering what aspects and to what degree of the Reggio approach can be brought up into the ES program for greater curricular integration and continuity.</p> <p>Collaborative teams/partnerships meet regularly on Wednesday mornings, which also</p>	<p>Entry Point Letter</p> <p>Grade 9-10 Scope & Sequence</p> <p>Grade 11-12 Scope & Sequence</p> <p>Online course approval contract</p> <p>Curriculum Minutes 2017-2108</p> <p>Wednesday Morning Collaboration (specialists and milepost teachers)</p>

allows for integration with specialist classes.	
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B1.9 Curricular Review, Revision, and Evaluation

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: Comment on the effectiveness of the school's curriculum review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.

Findings	Supporting Evidence
The Curriculum Committee is conscious of and conscientious towards evaluation and revision needs within the curriculum but has generally responded on an as needs basis towards curricular review. Now that HIS has a written curriculum, however, the school needs to formalize a curricular review process. This will be taken up in the next action plan (2018-2024)	Curriculum Committee Action Plan 2015~2018 Curriculum Committee 2017~2018 Curriculum Committee 2016~2017 Curriculum Committee 2015~2016

B1.10 Collaborative Work

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

Prompt: Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.

Findings	Supporting Evidence
<p>HIS has a wide variety of meetings that focus on curriculum design and student work. The majority of refining work takes place at the elementary level between collaborating teaching partnerships within the Milepost structure.</p> <p>Similarly, at the middle school level, team meetings allow teachers to address revision needs as a team, often in collaboration with ELL instructional staff.</p> <p>Although the high school is more confined to subject areas due to the small nature of the school, where one teacher may be teaching most or all of a subject area, the math team meets through collaboration time to address curricular design issues and there is ongoing communication between language arts teachers.</p> <p>The lesson study process instituted in 2015-2016 has added new opportunities and strategies for collaborative curriculum planning and lesson/unit design at HIS.</p>	Wednesday Collaboration Curriculum Committee Action Plan 2015~2018 Curriculum Committee 2017~2018 Curriculum Committee 2016~2017 Curriculum Committee 2015~2016

B1.11 Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Prompt: Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.

Findings	Supporting Evidence
<p>HIS has clear policies that support the rigor, relevance, and coherency of the curriculum.</p> <p>HIS has clear published expectations regarding graduation, course completion, credits, grades, homework and use of technology.</p> <p>Course outlines, grading, and assessment practices, homework expectations, and other curricular and learning-related expectations are clearly delineated and published in the community handbooks and course syllabi created by teachers.</p> <p>A new assessment policy was established in 2016-2017 following a school wide professional development reading on standards based grading and assessment.</p> <p>Significant time over the last 2-3 years has been spent on building common understandings of assessment and reporting practices.</p> <p>More work on common rubrics and assessments will continue into the 2017-2018 school year so that clearer expectations and guidelines about curriculum, instruction, and assessment can be provided to students.</p> <p>Annual reports are written by the principal (with contributions by relevant other stakeholders) to the executive board and published to the community on the school website detailing the following indicators to assess the curriculum: University matriculation data, AP score data, PSAT and SAT score data, MAP score data, extracurricular involvement, ELL reports, etc.</p>	<p>Community Handbook</p> <p>Assessment Policy</p> <p>Annual Report 2016-2017</p> <p>Annual Report 2015-2016</p> <p>Annual Report 2014-2015</p>

B1.12 Articulation and Follow-up Studies

Indicator: 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 workforce, or meeting their personal goals.

Prompt: Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

Findings	Supporting Evidence
<p>As recognized through the branding process, this is an <u>area of growth</u> for HIS.</p> <p>The upcoming 60th anniversary preparation for 2018 provides a valuable opportunity to begin following up on alumni.</p> <p>Alumni follow-up surveys and outreach has been earmarked as an area to address in the 2018-2024 action plan.</p>	

B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

Criteria B2 Summary:

Based on evidence it is acknowledged that HIS teachers use research-based knowledge about teaching and learning to actively engage students through lessons designed meet the expectations of the school's purpose and schoolwide learner outcomes. This criteria is however met inconsistently and there is a recognized need to come to clearer determinations about schoolwide expectations - around technology use in particular. Regular follow-up on the effectiveness of professional development on student learning is needed. Moreover, HIS needs to receive and analyse student feedback through end-of-unit surveys (and similar methods) more consistently. It is recognized through data obtained through the school profile that student critical thinking skills need to be addressed and development of them will factor into the 2018-2024 action plan.

B2.1 Research-based Knowledge

Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Prompt: Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

Findings	Supporting Evidence
<p>Initiated transition to WIDA testing tool and instructional framework for ELL programme</p> <p>During orientation week in August 2018, all staff will take part in a 3 day WIDA workshop</p> <p>Implemented a Reggio-inspired Early Years programme and piloted a holistic reporting structure; Semester 1: Character Standards (HUSKIES-based reports), Semester 2: Early Years Foundation Stage Standards based reports.</p> <p>PD Experiences provided to support staff knowledge of school-selected programs (Singapore Math PD, WIDA PD for ELL department, Matt Glover's Literacy, Metacognition, Lesson Study, etc)</p> <p>Implemented Lesson Study (professional learning communities) to improve teaching and learning at HIS in 2015-2016 and is an ongoing process</p> <p>Changes in reporting in secondary to ensure student attainment of standards through learning targets, selected and developed by discipline-specific staff. (Approved by HIS Executive Board/Presented to parents - April 2016)</p> <p>Adoption of HIS essential instructional practices and essential professional development reading list.</p>	<p>Executive Board Meeting Minutes, May 27, 2015</p> <p>Professional Development Record</p> <p>Academic Learning Targets</p> <p>Essential instructional practices</p> <p>Essential Professional Development Reading List</p>

B2.2 Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

Prompt: Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Through the planning processes at HIS, students are presented with a curriculum and program of study which engages all students at a high level of learning that effectively assesses the academic standards and Schoolwide Learner Outcomes (the HUSKIES).</p> <p>The curriculum committee meets biweekly to review and implement curricular decisions for the school as a whole.</p> <p>Curricular decisions made by the school work towards engaging all students in mastery learning consistent with the academic standards and Schoolwide Learner Outcomes (HUSKIES). For example,</p> <p>HIS provides opportunities for student-driven, college-level, skill-based learning through AP Capstone and other AP courses.</p> <p>The Curriculum Committee and smaller teams develop scope and sequence for grade clusters. Teachers in mileposts (in elementary or in like-subject areas (in secondary) work together to map the curriculum in scope and sequence and plan formative assignments, rubrics and assessments. Teachers develop leveled rubrics that allow for students to choose the best way for them to learn (developing, standard or honors)</p>	<p>CC meeting minutes</p> <p>AP Capstone</p> <p>Scope and Sequence - 6-8</p> <p>Scope and Sequence - 9-10</p> <p>Scope and Sequence - 11-12</p> <p>IMYC 3-year Rotation</p>

B2.4 Professional Collaboration

Indicator: 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.

Prompt: Comment on how 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. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Findings	Supporting Evidence
<p>HIS provides opportunities for teachers to learn research proven methods for best practice. All teachers are provided with yearly stipends to use on professional learning.</p> <p>A recent example of school-wide PD was had in introduction of ongoing professional Learning communities (Lesson Study groups) initiated in 2016-2017. These lesson study groups regularly use various collaborative strategies to examine curricular design and student work to improve learning and teaching. Through group professional learning, they investigate ways to improve curricular design. One group, for example this year is investigating ways to redesign how we encourage a reading culture at HIS through a group reading of "The Book Whisperer".</p> <p>Meetings are held on Wednesday mornings and at other times for instructional and departmental teams to collaborate.</p> <p>A team of secondary teachers are meeting regularly to develop common writing rubrics</p>	<p>Professional Development Experiences</p> <p>Lesson Study Group Notes and Documentation</p> <p>Wednesday Morning Collaboration Schedule 2017-2018</p> <p>Writing Rubric Development Folder</p>

B2.5 Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Prompt: Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

Findings	Supporting Evidence
<p>HIS provides opportunities for teachers to learn research proven methods for best practice. All teachers are provided with yearly stipends to use on professional learning.</p> <p>School invested in the Lesson Study program to improve learning, teaching and collaboration at all levels.</p> <p>HIS invested in the ELL WIDA program to enhance the curriculum at all levels.</p> <p>AP professional development for all AP teachers.</p> <p>Yearly professional development allowance for all teachers.</p> <p>School invested in providing professional development and exchanges in developing and implementing a Reggio-inspired programme in the Early Years sector.</p> <p>PD Experiences provided to support staff knowledge of school-selected programs(Singapore Math PD, WIDA PD for ELL department, Matt Glover's Literacy, Metacognition, Lesson Study, etc).</p>	<p>Professional Development Experiences</p> <p>Professional Development funding (HIS Office)</p>

B2.6 Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes, 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.

Prompt: Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.

Findings	Supporting Evidence
<p>In order to facilitate achievement of the academic standards, teachers utilize a variety of instructional strategies to engage students in critical thinking, problem solving, knowledge acquisition, application of learning, technological skills Teachers often utilize technology such as Google Docs, NoRedInk, Albert.io in order to engage in group writing, group interaction and peer review. Teachers create learning opportunities that allow students to apply what they learned in authentic situations. 75% of the staff agree or strongly agree that they use a wide variety of instructional strategies to differentiate instruction.</p> <ul style="list-style-type: none"> Assess the strategies used which specifically “engage students at a high level of learning.” <ul style="list-style-type: none"> A majority of teachers use a variety of differentiated instructional strategies to assess high level of students learning like (Honors, Standard and Development Choices, etc.) “integration of multimedia and technology” 	<p>Essential Instructional Strategies (1)</p> <p>Teacher Survey: Questions 18 to 21 (see Chapter 1 appendix)</p>

<ul style="list-style-type: none"> • Most teachers use a variety of multimedia and technology for instructional purposes. • A variety of technological tools are implemented across the school to promote digital literacy. Ex: Projector, Interactive projector-smart board. • Assess how these strategies reflect the goals of the school: <ul style="list-style-type: none"> • In Elementary, teachers use formative assessment to gauge the development of the students' technological literacy across core subjects. • In Secondary, students use technology across different projects and participate in a variety of online learning platforms. <ul style="list-style-type: none"> ○ For example, for projects: <ul style="list-style-type: none"> ■ IMYC exit point ■ Middle School Science Fair ■ Multicultural Fair 	
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B2.7 Technological Integration

Indicator: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Prompt: Comment on the integration of technology within the school so that all students develop a wide range of technological skills.

Findings	Supporting Evidence
<p>HIS understands the importance of technology integration within the classroom so that students develop a wide range of technological skills. All students in high school and middle school are required to bring their own computers to school. As well, a 25 Mac computer lab is available for student (or class use). The elementary school has iPad and laptop carts available for checkout.</p> <ul style="list-style-type: none"> • HS and MS classrooms using Google Classroom and other Google-based products. • HS & MS language arts students use NoRedInk, a web-based grammar mechanics software. • HS courses (LA, math, science, and AP) are making use of Albert.io ,an online webassign system. • HS students construct their own website using web-based programs, to create their CDGP portfolio. • HS Publication students use video and photo editing software. • HS Publications students use web-based design software to create the HIS Yearbook. • HS Discover Design students use the web based program “SketchUp” to design various elements. • HS students use Keynote to create presentations, and also video-editing software to produce original videos, in a variety of subject classes including history, science, PE and language arts. • Elementary uses Keynote for creating presentations, Google sheets for collaboration, making Pages documents, making iMovie movies, making stories through Toon Talk, developing iPads manipulation skills, problem solving with Mathletics, learning how to 	<p>Albert.io use in AP Calculus</p> <p>Albert school usage</p> <p>CDGP Portfolios</p> <p>Japanese Book Trailer Contest</p> <p>Student Work: Children's Books</p>

<p>keyboard (MP2), Brain Pop and Ted Ed to explain and introduce key points.</p> <ul style="list-style-type: none"> • HIS Niseko utilizes TeachMe, OSMO coding, OSMO gravity, OSMO Tangrams, OSMO numbers, OSMO words, • Secondary Japanese classes use imovie to make book trailer for Japanese Book Trailer Contest after each of them reading assigned books. • Middle school students use a variety of technology (Sketch.io, Canva, Google Drawing, iPad apps) to create Children's Books for elementary students. 	
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B2.8 Evidence of Results based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Prompt: Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

Findings	Supporting Evidence
<p>Students at HIS demonstrate their critical and creative thinking, problem solving, knowledge attainment, and application skills in many ways including:</p> <ul style="list-style-type: none"> • Elementary: <ul style="list-style-type: none"> • EY: Inquiry-based learning by adopting the Reggio-inspired approach. It is a holistic approach of education which is not child-centred or teacher-directed. The Reggio "curriculum" per se is child originated and teacher framed based on the idea of wonderment (emergent curriculum). • Reading and writing workshop approach • International Primary Curriculum tasks requiring critical and creative thinking, as well as problem solving and application skills. • Math Journaling tasks requiring critical and creative thinking, problem solving and application skills. • Service-learning opportunities that are often community-driven or student-led. • School-wide monthly assemblies • Middle School: <ul style="list-style-type: none"> • Cultural presentations/projects • Exit Points, including Science Fair • Student-driven overnight trip planning • High School: <ul style="list-style-type: none"> • Cultural presentations/projects • Student-driven overnight trip planning • Grade 11 Service Trip • Student Council work • AP Coursework • AP Seminar • All School <ul style="list-style-type: none"> • Kitara Concert/Leadership Team • Sports Day • Pep rally 	<p>EY Classrooms: Online documentation on Storypark, weekly newsletters</p> <p>Reading and Writing notebooks, published pieces</p> <p>Documented in IPC notebook?</p> <p>Math Journals</p> <p>Exit Point digital work examples</p> <p>MS Overnight Student-driven Planning</p> <p>International Day/Multicultural Fair</p> <p>Kitara Concert Leadership Team</p>

B2.9 Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.

Findings	Supporting Evidence
<p>It is important for students at HIS to know the standards and expected performance level for their classes. Teachers examine and evaluate the extent to which students know the required standards before beginning a new area of study or unit of work.</p> <p>Ways in which students (and teachers) know the standards in advance of learning:</p> <ul style="list-style-type: none"> - Teachers assess students' prior knowledge through diagnostic tests, discussions and one-on-one meetings to evaluate the extent to which students know the required standards before beginning a new area of study (i.e. chapter, unit, etc). - Teachers provide course requirements and syllabus detailing course expectations at the start of the year - Use of clear, concise rubrics and detailing expectations of student work before work begins. Rubrics are also provided for student self-assessment to monitor progress. - Students receive clear objectives and checklists at the beginning of lessons and units. - Teachers adhere to a process of review before moving on to new units. - Starting in 2017-2018, with our transition to standards-based grading, all secondary reports include learning targets for the semester, providing teacher and student access to expected performance levels (backed up with rubrics) via the ALMA information management system. - Elementary report cards are standards based. (Standards adapted from common core in language arts and mathematics). - The IPC and IMYC structures naturally incorporate performance expectations through the structure of each unit. 	<p>Course requirements example (secondary)</p> <p>School common rubric shared folder</p> <p>Elementary - Writing Checklist</p> <p>Report Card Templates</p> <p>Secondary Learning Targets</p> <p>IPC - Learning Targets and Rubrics (B-D-M)</p> <p>Visit EY classroom to read up on the documentation panels.</p> <p>IPC - Pre unit Rubric explaining learning goals and essential questions are posted on the classroom wall.</p> <p>Website - Monthly objectives that cover the entire year are posted on the classroom website.</p> <p>Elementary Japanese - students are provided with Hiragana/Katakana charts or Kanji practice book in the beginning.</p>

B2.10 Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

Findings	Supporting Evidence
<p>While HIS collects some student feedback in the form of, personal interviews, conferences, and written reflections, more work is needed in this area. Although a system for end of unit surveys were put in place a few years ago, their use is uneven and inconsistent.</p> <p>In light of new assessment procedures and policies of the last couple of years, end of unit surveys should be rewritten to reflect new methodologies.</p>	<p>WASC Survey Results (ch 1)</p> <p>Character Development Graduation Portfolios</p>

<p>Schoolwide professional development in metacognition has also given rise to new ways for us to direct the student feedback and reflection process.</p> <p>The Character Development Graduation Portfolio (CDGP) has become a method to assess high school student understanding and attainment of the schoolwide learning results (HUSKIES).</p>	
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B2.11 Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

Prompt: How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

Findings	Supporting Evidence
<p>As outlined in the Essential Instructional Practices document, teachers are expected to differentiate to their diverse student groupings.</p> <p>Instructional strategies include:</p> <ul style="list-style-type: none"> • Methods for increasing the amount of student talk (peer teaching; jigsaw; etc.) • Asking students to reflect on their own thinking (think-pair-share; reflection journals; etc.) • Variety of assessments (pre assessments; peer assessments; flipped classroom; post assessments etc.) • Instructional groupings (one-on-one, whole group discussion; small groups; stations, etc.) • Creating an environment that supports learning (brain breaks; etc.) • Collaborative learning groups. 	<p>Essential Instructional Practices</p> <p>Example Unit Plans from MS</p> <p>Teacher Survey: Questions (18, 19, 20, 21) [regarding favorite instructional techniques]</p>

B2.12 Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

Prompt: To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

Findings	Supporting Evidence
<p>The students at HIS use a variety of activities for the extension of learning. Instruction at HIS involves far more than just textbooks:</p> <ul style="list-style-type: none"> • Online resources • Field trips and community experiences • Instructional materials/tools/tasks • Refer to Section B2.7 for student use of technology. • Many facets of the school use the natural environment as part of the curriculum. • Japanese classes use resources from the local community. • PE department using neighboring facilities for various sports • OE department uses neighboring facilities. • Different groups of students collaborate in language arts 	<p>Refer to results of WASC Teacher Survey in Ch 1</p>

<ul style="list-style-type: none"> • Cross-school collaboration takes place at school events • HIS art department uses community facilities. • HIS sports teams compete with local Japanese school teams, building relationships and language opportunities. • News readings, blog posts, websites, videos, Brainpop, Youtube, IMYC website links, NoRedInk, Albert, and various digital creation tools • Lab activities, community sharing, nature walks, library. • Maps, books, arts & craft materials, games, globes, charts, musical instruments, puzzles, simulations, MacBook pro, ipad (apps), trade books, DVD, concrete materials, manipulative, apple TV, pictures cards. • Outdoor Education (OE) trips, class camping overnights, PE ski days, IMYC entry and exit points, IPC local area walks. • Noh instructors, local high school exchange, visiting local factories and facilities. • Ishikawa baseball diamonds • Makomanai and Tsukisamu Ice Rinks, Fu's and Bankei Ski. Area • NAC rock climbing gym, Rainbow Cliffs rock climbing gym, Nakajima Park cross country skiing facilities, Nishioka Park, NAC kayaking facilities. • MP1/MP3 students participate through a reading buddies program; Middle School students collaborate with MP3 through their writing curriculum. • Multicultural fair; Performance Art ("Kitara"); HS students help ES students; Exit Points; Student-organized Snow Festival Classic and the Sports Award Banquet. • Hokkaido Modern Museum of Art, Art Park 	
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B3. How Assessment is Used Criterion

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

Criteria B3 Summary:

Assessment of students at HIS is frequent and integrated into the teaching/learning process - measuring student progress toward academic standards and the HUSKIES. As said above, it is hoped that the introduction of a review cycle will allow for more regular evaluation, modification, and improvement of curriculum and instructional approaches.

B3.1 Appropriate Assessment Strategies

Indicator: 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; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

Prompt: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?

Findings	Supporting Evidence
<p>Writing</p> <ul style="list-style-type: none"> • Writer's Workshop/Pathways Assessments: In elementary, on-demand writing samples on informational, personal narrative, opinion writing samples are collected before each of the three units of instruction to guide instruction. Writing samples are also collected at the 	<p>Writing sample collections in each elementary classroom.</p> <p>On-demand writing completed elementary-wide</p>

end of the units to assess students' growth.

- The high school uses Common Core for English, math, and writing across subjects. Our current and future rubrics are and will be based on these standards.

- A cross-discipline secondary team began work on common writing rubrics in 2017-2018

Unit Plan Templates

- The schoolwide unit plan template includes a list of suggested assessments to choose from for each unit, helping ensure standardization and appropriate assessment strategies are used. The choices listed are as follows:

- Selected Response
- Constructed Response
- Academic Prompt School Product/Performance
- Contextual Task
- Ongoing Tools

IPC and IMYC

- The elementary and middle school use IPC and IMYC respectively. Both programs have learning goals aligned to Common Core, which focus more on skill development than on content knowledge, as appropriate for adolescent development. IPC classes use common IPC rubrics for each subject area targets for assessment.

High School History

- High School history classes base assessments on 4 learning targets and model assessment types on AP-style

- “stimulus-based” multiple choice questions,
- short answer questions,
- document-based questions, and
- free-response questions.

- Each of these assessment strategies emphasizes historical thinking skills and application of content knowledge, rather than simple memorization. While AP-style assessment strategies are used, assessments are still differentiated by the level at which the student takes the course.

- High school history classes also use diverse assessment strategies including debates, Socratic seminars, and presentations to allow for students to demonstrate their knowledge in non-traditional ways.

Character Development

- As of 2016-2017, we have begun a board-approved character development graduation portfolio (CDGP), which allows students to reflect on their personal development through the lens of the HUSKIES (our school SLOs). Students must not only reflect on their classwork, sports, clubs, and life experience, but they must also evidence their growth through artifacts.

- This portfolio project is currently only at the high school level, requiring students to reflect on 14 different character standards through 4 years. In the future, we hope to work backwards through middle school and elementary to add a similar degree of character development assessment. Meanwhile, however, the elementary and middle school are assessing HUSKIES through in-class measures, and are included in the unit plans.

- EY developed a HUSKIES reporting system for the semester 1's reports which document students' holistic character development.

Standards-Based Grading

- With the adoption (2017-2018) of Standard-Based Grading at the high school and middle

[Curriculum Committee Minutes 2016~2017](#)

[Example HS Writing Rubric](#)

[Sample of MS Unit Plans across subjects \(folder\)](#)

[IPC Homepage](#)

[IMYC Homepage](#)

[What is the IMYC? Screencast](#)

[Example of unit assessments and rubrics for U.S. History](#)

[Example of Socratic seminar assessment with student reflection on performance](#)

[The CDGP Infographic](#)

[The CDGP Rubric](#)

[The CDGP Info Page](#)

[MS Unit Plan with HUSKIES](#)

[Collecting Standards by Class](#)

[LA Decisions 2015-2016](#)

<p>school level, teachers will be assessing four academic standards and two character standards per semester.</p> <p><u>Elementary Reading Assessment</u></p> <ul style="list-style-type: none"> • Elementary teachers make use of the DRA (Developmental Reading Assessment) to assess student reading levels individually. Use is guided by the following 2015 decisions: <ul style="list-style-type: none"> • As DRA's will be administered every fall (optional) and spring (Sept/late May), Running Records area used by the classroom teachers to assess growth and confirm that a child is ready to change levels. There is a chart that shows the suggestion of how often this could occur. 	
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B3.2 Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Findings	Supporting Evidence
<p>Teachers use a wide-range of appropriate strategies to assess student progress, performance levels, and student growth. Strategies include:</p> <ul style="list-style-type: none"> • formative and summative assessment, • individual and group work, • performance assessments, • research papers, • projects, • presentations. <p>Assessing the effectiveness of these assessments using rubrics tied explicitly to learning standards and targets set for the class. (All assignments are linked directly to the learning targets in the curriculum).</p> <p>Rubrics are used to not only explain teacher expectations, but also to challenge/encourage/allow for the students to produce a high-level product.</p> <p>With the revised assessment policies put in place in 2017-2018, all courses are assessed using the same formula of a total of seven learning targets: 4 academic, 2 character, 1 commitment. This consistency across all subjects has increased the effectiveness of assessment. Students now have a far greater understanding of the expectations. Moreover, now that late or missing work is not disproportionately affecting final grades (since those issues are being addressed in the "commitment" component of the final grade, students and teachers can accurately measure actual understanding of the learning targets.</p>	<p>Writing Pathways</p> <p>Checklists and Continuum</p> <p>IPC Rubrics for each target.</p> <p>Assessment Revisions for Handbook 2017-2018 (Secondary)</p>

Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment.

Findings	Supporting Evidence
<ul style="list-style-type: none"> Teachers use formative assessment to give students feedback on their progress and identify areas that they need to improve in before completing the summative assessment. Students are encouraged to revise, resubmit, and retake until they achieve mastery of learning targets. Academic integrity is ensured through a clear plagiarism policy, and high school intends to purchase Turnitin.com for all classes in the coming years. (Currently Turnitin.com is being used for all AP Capstone student assignments). MAP test results are used by teachers to better inform instruction and grouping. 	Assessment policy revisions 2017-2018 Plagiarism policy in handbook MAP presentation to teachers

B3.3 Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Prompt: Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>HIS students demonstrate their understanding and achievement of the learning targets and the HUSKIES in a variety of ways.</p> <ul style="list-style-type: none"> External assessments (such as MAP, PSAT and AP results) demonstrate substantial student proficiency in academic standards and expected competencies. Elementary uses DRA and running records results. Elementary uses on-demands (pre and post, when appropriate age-wise) for writing in different genre that shows growth across time. Summative assessment of Maths units. Introduction of and indications seen through NoRedInk Indications seen through Albert.io Rubrics are used at all levels to show the relationship between student work and the curriculum goals. The essential schoolwide learning results (HUSKIES) are well-assessed since the introduction of standards-based grading (in which HUSKIES are assessed in every subject, accounting for 2 out of 7 learning targets) and the introduction of the CDGP will help the school assess student achievement of the schoolwide learner outcomes (HUSKIES) Middle School exit points Middle School Science Fairs In situations where proficiency is not demonstrated, the results guide teachers in working with particular students of need to move their learning forward. 	<p>MAP Results (Chapter 1 School Profile)</p> <p>AP Test Results (Chapter 1 School Profile)</p> <p>PSAT Results (Chapter 1 School Profile)</p> <p>MAP presentation to teachers</p> <p>On-demand and published pieces across time</p> <p>Elementary: writing rubrics from "Pathways"</p> <p>Albert.io summer assignment - scope AP Language</p> <p>Student CDGP example</p> <p>Exit Point Packet</p>

B3.4 Correlation

Indicator: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

Prompt: Comment on the correlation of assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

Findings	Supporting Evidence
<p>At HIS, there are several key ways in which there are direct correlations between assessment of schoolwide learner outcomes (HUSKIES), academic standards, course competencies and instructional approaches.</p> <ul style="list-style-type: none"> • Student progress in schoolwide learner outcomes (HUSKIES) is measured through each course and also through the Character Development Graduation Portfolio. Academic Standards will make up four-sevenths of each course grade. • Correlations between standards, “Learning Targets,” and assessments are made by teachers. Student responsibility will be separated into its own category with our Commitment Target, replacing the former Late Policy. This can be seen in the latest version of the HIS Community Handbook. • Distinct academic and HUSKIES standards are assessed on elementary and secondary report cards. • Through Lesson Study, a focus upon HUSKIES in our coming cycle helps teachers to focus upon the inclusion of not only academic but social learning targets of a unit and every lesson. • Each unit plan includes areas for standards and assessments used, with a place for teacher reflection. • As of 2017-2018, the secondary report card shows student progress in <ul style="list-style-type: none"> • schoolwide learner outcomes (HUSKIES), • academic standards, and • extra-curricular work completed (EIR) • progress on the CDGP • Student progress in schoolwide learner outcomes (HUSKIES) is measured through each course and also through the Character Development Graduation Portfolio. • With the revised assessment policies put in place in 2017-2018, all courses are assessed using the same formula of a total of seven learning targets: 4 academic, 2 character, 1 commitment. • Correlations between standards, “Learning Targets,” and assessments will be made by teachers. Student responsibility will be separated into its own category with our Commitment Target, replacing the former Late Policy. This can be seen in the latest version of the HIS Community Handbook document. 	<p>Sample Report Card</p> <p>Sample Correlation between Learning Targets and Assessments/Class Activities</p> <p>Character Development Graduation Portfolio Student Work Example</p> <p>Revisions for Community Handbook</p> <p>Elementary report cards</p> <p>Secondary Report Prototype</p> <p>Lesson developed during Lesson Study</p> <p>Unit Plan Template</p> <p>Report Card Templates</p> <p>Sample Correlation between Learning Targets and Assessments/Class Activities</p> <p>Character Development Graduation Portfolio Student Work Example</p> <p>Revisions for Community Handbook</p>

B3.5 Modifications/Decisions based on:

Assessment Data

Indicator: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Prompt: Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.

Findings	Supporting Evidence
<p>This is a growth area for HIS. Although assessment data is collected and analyzed, better use of that data should be used to inform changes and make decisions about curriculum. In the future, the curriculum team intends for HIS to improve in the use of student data to inform instructional practice, professional development, and resource allocation.</p> <p>MAP HIS is beginning to make progress in the use of MAP to inform instruction and classroom decisions. At the beginning of school year, there was an all-staff in-house PD on using MAP data effectively. This information is also shared with parents.</p> <p>DRA See findings and evidence referenced in B1 regarding the use of DRA to inform instruction for individual students. Teachers cite DRA as being of help in forming reading groups, and identifying individual, small group, and class-wide learning needs. An example of changes: deciding to focus on root vocabulary based on class scores during the MAP Language exam from the prior year.</p> <p>PSAT/SAT The decision was made in 2017-2018 that all students in grade 8 to grade 11 would take the grade appropriate level of PSAT test starting in 2018-2019. HIS would pay for these tests to ensure universal testing. This is being done in order to drive up numbers of students taking (and student success on) the SAT in junior/senior year.</p> <p>CDGP The Character Development Graduation Portfolio (CDGP) is new, as of 2016-2017. In looking at student participation and submission results, we made a decision to increase high school time so that teacher advisors and student advisees have more facetime. Our goal is to increase character development across our school, infusing this into our culture.</p> <p>In analysing the work produced by the students participating in the CDGP, it was understood that more time needed to be created in the schedule for the project to have positive meaning. We are therefore, making plans to increase the frequency of character development meetings throughout the school year to create a culture of whole-student development.</p> <p>The secondary-wide Commitment Target, which replaces the former Late Policy, separates behavior and academics, enabling teachers to respond appropriately.</p>	<p>How to Use MAP Data (Teachers)</p> <p>How to Use MAP Data (Parents)</p> <p>LA Decisions 2015-16</p> <p>MS First Steps into the CDGP</p> <p>Former Late Policy vs. Commitment Target</p> <p>CDGP Examples</p> <p>Curriculum Team Meeting notes (decision on PSAT)</p>

B3.6 Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

Prompt: To what extent is student feedback an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards?

Findings	Supporting Evidence
<p>While HIS collects some student feedback in the form of, personal interviews, conferences, and written reflections, more work is needed in this area. Although a system for end of unit surveys were put in place a few years ago, their use is uneven and inconsistent.</p> <p>In light of new assessment procedures and policies of the last couple of years, end of unit surveys should be rewritten to reflect new methodologies.</p> <p>Schoolwide professional development in metacognition has also given rise to new ways for us to direct the student feedback and reflection process.</p>	<p>Academic Support Plan Tracking as of March 2017</p> <p>Academic Coaching</p> <p>Academic Coaching Guidelines</p> <p>Teacher Survey Question #22</p>

<p>The Character Development Graduation Portfolio (CDGP) has become a method to assess high school student understanding and attainment of the schoolwide learning results (HUSKIES)</p> <p>Teachers frequently use conferencing and check-ins to monitor student progress. These meetings are useful for clarification of learning goals and assignment requirements and also give a place for teachers and students to communicate misunderstandings and/or strategies for improvement. Students who continue to struggle may enter the Academic Support Plan (established 2016). This plan is monitored by the principal and overseen by teachers in mentoring roles where conferencing and opportunities for student feedback may continue. This support plan has evolved recently (2017-2018) into a paid Academic Coaching role in order to provide even better support.</p> <ul style="list-style-type: none"> • Teachers use a variety of feedback strategies after their lessons and units of study. For example: <ul style="list-style-type: none"> • Children present learning • IPC Self evaluation, Knowledge Harvest • Show and Tell Peer and Self assessment • Peer and Adult feedback on writing units 	
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B3.7 Teacher Monitoring

Indicator: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

Prompt: Evaluate the effectiveness of the teacher monitoring process over time and the use of student feedback as appropriate to determine whether academic standards have been met.

Findings	Supporting Evidence
<p>At HIS, teachers monitor student progress over time and utilize that data to determine whether academic standards have been met. In secondary, all subject teachers assess student development using learning targets identified within the gradebook component of the student information system Alma. In elementary, these learning targets are laid out on semester reports and on IPC quarterly reports.</p> <p>As mentioned above, student feedback and end of unit surveys continues to be an <u>area of growth</u> for HIS</p> <p>Monitoring of student progress: Student progress is monitored over time by teachers in several ways:</p> <ul style="list-style-type: none"> - Progress reports, IPC reports, Semester reports - ELL reports - ELL year on year running progres documentation - Some teachers have proposed and or are initiating an interview process based on the metacognitive model 	<p>HIS ELL Enrollment List Running Document</p> <p>Secondary report card sample</p> <p>Elementary report card sample</p> <p>Academic Learning Targets</p>

Category B. Curriculum, Instruction, and Assessment: Strengths and Growth Needs

HIS provides a challenging environment that promotes whole-student development through interdisciplinary study and hands-on learning. Student achievement is captured through assessments that operate on a continuum of levels and range from DRA to MAP to the school-specific character development portfolio. These areas of strength can be solidified through more clearly defined schoolwide processes which are monitored and reflected upon. In particular, curriculum should be developed through consistent procedures which are guided by the goal of enhancement of student learning. Resource allocation should be anchored in curricular priorities that are informed by student needs.

Category B: Curriculum, Instruction, and Assessment: Areas of Strength

- Holistic approach to learning
- Use of current educational research through whole-school PD and reading
- Growing integration of global concepts, perceptions and issues through assessment of HUSKIES, CDGP, IPC, IMYC, etc.
- Integration among disciplines
- Experiential and multidisciplinary learning
- Challenging and varied instructional strategies to enhance active learning
- In-house and external assessments demonstrate student achievement (performance on MAP, AP, PSAT)

Category B: Curriculum, Instruction, and Assessment: Areas of Growth

- **Curriculum review cycle** would be beneficial to both see what parts of the curriculum need to be shored up, and which parts need to be reconsidered and redeveloped
- **Resource management:** HIS is in need of a comprehensive resource management plan that would clearly map out the upcoming needs of the school in terms of the following resource, sustainability (Retention) and development needs:
- **Application and enrollment:** Review and consider possible changes to current practices. Answer the questions: who are our students, what students do we accept, and how can we best meet their needs?
- **Schoolwide student feedback:** Need to put systems in place to collect and make use of student feedback to improve student learning
- **Alumni follow-up studies:** No process to survey alumni are doing after they leave HIS to gain insight to the effectiveness of HIS in preparing students beyond graduation.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Criteria C1 Summary:

Students at HIS have access to support services either provided through the school directly or through referral in the community. In the years ahead, HIS hopes to provide more onsite counseling services to support both day students and the boarding program.

Activities and opportunities exist at the school and within the greater community for students to achieve the HUSKIES through curricular and co-curricular programming. As the community service and school leadership components of the school curriculum expand in the next WASC cycle, HIS intends for the co-curricular program to more directly and purposefully address the HUSKIES.

C1.1 Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

Prompt: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Findings	Supporting Evidence
<p>In the elementary and in secondary, teachers refer students of concern to the principal and/or the head of school. As well, students of concern are discussed at team meetings to gain some consensus on what the needs are. In secondary, if relevant, students are referred to the academic coach for after-school tutoring. The principal will then usually contacts parents.</p> <p>HIS has an established processes for intervening when students struggle with certain academic challenges or English acquisition. However, mental health needs remain a growth area for the school. It is understood that it would be ideal to have a counselor at the school. As with many small schools, this has been a difficult to establish at HIS in terms of resourcing and scheduling. In the absence of an in house counselor, outside referral services are used. If needed students are referred to various support services available in Sapporo and throughout Japan, such as TEL (Tokyo English Lifeline). Perhaps the most needed area is psychiatry and psychological counseling, which can now be accessed locally in English.</p> <p>The following is a list of other areas of support or support services at HIS:</p> <ul style="list-style-type: none"> - The principal manages student progress on online courses. - Students can be referred to the language support team for ELL services - HIS has a college advisor who receives training through the state department. The college counselor visits classrooms, holds meetings with the students, sets up college representative visits. - Medical concerns are documented in the student information system (previously PowerSchool, now Alma), and collected on a master Health Needs List. - Teachers refer students of academic and/or behavioral concern to the school principal or head of school. - Team meeting conversations about students of concern - Secondary students who fall behind or who generally need more support are referred to 	<p>Referral Services</p> <p>College Counseling Google Classroom</p> <p>ELL Parent Orientation Template</p> <p>ELL Milepost Orientation Template</p> <p>College Board</p> <p>Academic Support Plan Process</p> <p>Academic Coaching Guidelines</p> <p>Online Student Contract</p> <p>HIS Student & Staff Protection Policy & Protocol</p> <p>HIS Code of Conduct</p>

<p>after school study hall with support plan, and subject teacher office hours.</p> <ul style="list-style-type: none"> - Virtues Project - The Virtues Project is the school's character development approach and contains practices to address emotional needs and conflict resolution. - Homeroom teachers provide initial level of support to students. <p>In conjunction with work being done through JCIS, the school established a Child Safety Committee which meets quarterly to discuss child safety. This committee was also charged with developing the staff Code of Conduct.</p>	
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C1.2 School Support Systems

Indicator: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Prompt: Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?

Findings	Supporting Evidence
<p>The student support systems and referral process at HIS (see above in C1.1 for details) is generally seen as adequate for the school's needs and are generally consistent with services offered at schools of its size. Parent responses to survey questions seem to back this up.</p> <p>Nevertheless, there are times that the school wishes we could directly address a student issue "in house" and provide the higher level of support services that a larger school can.</p> <p>To illustrate this point, there have been times within the last accreditation cycle where students have needed to be "counseled out" because HIS has not been able to provide specifically needed support for either their educational, developmental, or psychological needs.</p>	<p>Referral Services</p> <p>Parent Survey</p> <p>Administrative records</p>

C1.3 Strategies Used for Student Growth/Development

Indicator: 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. Examples of strategies include: level of teacher involvement with all 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.

Prompt: Evaluate the effectiveness of the types of strategies 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.

Findings	Supporting Evidence
<p>Hokkaido International School has in place strategies to develop personalized approaches to learning and alternative instructional approaches.</p> <ul style="list-style-type: none"> - Parent/Teacher/Student conferences provide opportunity for intervention when and if academic difficulties arise. - Academic Coaching is provided three times a week for students who are referred through the students of concern meeting process. - Elementary mileposts and divisional team meetings (Elementary & Secondary) discussions that lead to scheduled Parent Teacher Student Conferences where individual 	<p>Academic Coach Guidelines</p> <p>Online Course Contract</p> <p>ELL Program Documentation</p> <p>2017-2018 ELL plan</p>

<p>learning and emotional support needs are addressed.</p> <ul style="list-style-type: none"> - High school student volunteers offer homework support to students. - The ELL program supports students acquiring English proficiency through push-in and pull-out lessons. - Character Development Graduation Portfolio provides student reflection time and a structure through which students can monitor their development as learners and as individuals through the CDGP rubric and conferencing with their CDGP mentor teacher - HIS allows online coursework options for students in grades 11 and 12 for students who wish to pursue course options not offered at the school - Teachers analyse MAP results to individualize instruction. There has been in school PD on this, however this is still seen as a growth area. Principal is a 3 day workshop in order to provide greater support to teachers on this matter 	<p>Using MAP results presentations</p> <p>Academic Coaching Documentation</p> <p>Referral Services</p>
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C1.4 Support Services and Learning

Indicator: 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.

Prompt: Evaluate the extent to which 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. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs.

Findings	Supporting Evidence
<p>School administration, curriculum team and all teachers work cooperatively to help ensure that support services are delivered to identified students in need.</p> <ul style="list-style-type: none"> - Secondary students who fall behind or who generally need more support are referred to after school study hall with a support plan, and subject teacher office hours. - An academic coach is available to supervise, guide and support students in need. - When needs are identified that may stand in the way of learning, be they emotional or academic in nature, students are referred to Sapporo or Japan-based services where support may be found. Most recently these have included the TELL organization, child protection services, English-based psychiatric and psychological services and play therapy (See the Referral Services list). - Beginning in 2017-2018, the ELL Coordinator devoted one block (170 to 250 minutes per week) of time to collaboration and support to the Grade 9-10 Language Arts and Social Studies class teacher in order to enhance differentiation strategies in these mainstream classes. - Elementary and secondary ELL students are assessed for ELL needs and followed up on for two years after exiting the program. Homeroom teachers confer with ELL teachers regarding these students. - Niseko has hired a part time ELL teacher for two students. 	<p>Academic Coaching Documentation</p> <p>2017-2018 ELL plan</p> <p>Referral Services</p>

C1.5 Co-Curricular Activities

Indicator: 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.

Prompt: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes, i.e., the global competencies. How effective are these efforts?

Findings	Supporting Evidence
<p>HIS is has a reasonably wide selection of extra-curricular activities throughout the school, throughout the year. Activities such as ACT club (community service) and AdHoc (Outdoor Education and Appreciation) are two obvious examples of addressing the HUSKIES (Honest Learners and Leaders, Understanding Collaborators, Solution Creators, Knowledgeable Thinkers, Internationally Minded Citizens, Effective Communicators, Socially & Personally Responsible). One goal for our upcoming action plan cycle is to more purposefully link school curriculum, critical learner needs and the schoolwide learner outcomes to the after school offerings at HIS.</p> <p>Parent and Student Survey Results: Statement: Sports programming provides adequate opportunities for students to participate. Parents 84% agree or strongly agree Students 68% agree or strongly agree Statement: The school offers a variety of activities for student involvement. Parents 73% agree or strongly agree Students 61% agree or strongly agree</p> <p>The IPC/IMYC introduces big ideas through thematic units with entry points learning trips and exit points.</p> <p>The Student Council and ACT Service Club work together to plan and carry out service opportunities.</p> <p>The students of grade 11 participate in an overseas service trip to a developing country. The trips link directly to HIS's position as a center for leadership development and to prepare young minds for global engagement.</p> <ul style="list-style-type: none"> • In 2016-2017, Grade 11 students went to Sri Lanka to support a variety of high-need communities. Prior to the trip, students wrote letters to local businesses, NGOs, consulates and embassies to raise money and needed supplies. They were able to donate 600,000 JPY in addition to reading glasses, Braille books, and sports equipment. • In 2015-2016, Grade 11 students went to Vietnam to help construct two houses through Habitat for Humanity, along with other service opportunities within the country. • In 2015-2016, Grade 12 students went to Okinawa to volunteer in an environmental survey and clean-up. <p>Students in Milepost 1 regularly visit a senior care center. They reflect on these visits and their impact through the HUSKIES (our school learning outcomes). There are cross-curricular links with Japanese, music and LA as well as real-world applications.</p> <p>Hokkaido Trail Establishment and Maintenance (H-TEAM) is the high school service-learning club that maintains local overgrown hiking trails.</p> <p>Many secondary students volunteer at the Annual Terry Fox Run. This event is strongly promoted at HIS and our students take on leadership roles in the organizing committee.</p> <p>EY Niseko visits the local childcare (Yoji Centre) for an English book read-aloud once a</p>	<p>What is IPC?</p> <p>What is the IMYC? Screencast (HIS produced)</p> <p>IPC notebooks</p> <p>IPC displays</p> <p>Unit Plans</p> <p>Sri Lanka Agenda</p> <p>Sri Lanka Booklet</p> <p>2016 Vietnam HFH</p> <p>MP1 website</p> <p>H-TEAM</p> <p>MP1 Niseko Website</p> <p>The CDGP Infographic The CDGP Rubric The CDGP Info Page A CDGP Student Example</p> <p>Daisetsuzan</p> <p>Soranuma</p> <p>Niseko Jozankei</p> <p>Takino Dommomori</p> <p>Example of a Middle School student-driven overnight planning document</p> <p>Husky Express Beach Cleanup Trip Summary</p> <p>http://www.terryfox.org/Run/</p>

<p>month and participates in songs and dances with the children. MP1 Niseko also visits the local library for a community read aloud once a month. MP1/3 Niseko have cultural exchange with two Niseko Primary Schools and the Kuromatsunai Primary school once a year.</p> <p>In 2016-2017 the school began the Character Development Graduation Portfolio (CDGP). Students are tasked to evidence their character development via artifacts, which may include curricular and co-curricular activities.</p> <p>The Secondary Overnight Program fosters leadership in the students, having them work in small groups on challenge activities and outdoor skills. All secondary students participate in two overnights each year.</p> <p>The Elementary Overnight/Outdoor Education Trip fosters friendship, communication, collaboration and leadership in the students across the Mileposts.</p> <p>HIS Niseko PTA created an afterschool learning group conducted in English that welcomes neighborhood children outside of the school population.</p> <p>Cross country challenge, skate days, ski days are co-curricular activities supporting PE learning. In Niseko the hiking, trail running, snowshoeing, skiing, and snowboarding trips are also examples of such endeavors.</p> <p>The Kitara Concert involves a lot of leadership and group work opportunities for all students to produce the concert in all aspects involving multiple disciplines including: designing, writing, choreography, etc.</p> <p>More than 50% of students in the secondary are involved in at least one sports team per year.</p>	
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C1.6 Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.

Prompt: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings	Supporting Evidence
<p>An assessment of the level of involvement in co-curricular activities is included in the principal's annual report</p> <p>EIR credits (Extracurricular Involvement Requirement) are required for graduation.</p> <p>The CDGP (Character Development Graduation Portfolio), a graduation requirement for all high school students. One of the key ingredients in this project is involvement in curricular and cocurricular activities.</p> <p>The high school service trip gives students the opportunity for co-curricular involvement- See C1.5 for more details.</p> <p>Students take the Publications and Media class in which they work on the HIS Yearbook,</p>	<p>Annual Report 2016-2017</p> <p>Annual Report 2015-2016</p> <p>Annual Report 2014-2015</p> <p>EIR Guidelines for Students</p> <p>EIR Student Register Form</p> <p>CDGP Google Classroom</p> <p>The CDGP Infographic</p> <p>The CDGP Rubric</p>

the Pulse (school newspaper), and the HIS Newscast.	The CDGP Info Page
Leadership and character building trip opportunities are built into the school year at all grade levels.	A CDGP Student Example
We have an array of school wide sporting events (cross country days, ski days, ice skating days, sports day).	
Elementary, high school, and middle school after school clubs and activities allow for student involvement in co-curricular activities.	

C1.7 Student Perceptions

Indicator: 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.

Prompt: Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Findings	Supporting Evidence
<p>According to the findings on student support services in the student survey, most students generally agree that:</p> <ul style="list-style-type: none"> - teachers support their efforts - 65% agree or strongly agree - Teachers respect the students - 70% agree or strongly agree - there is at least one adult at HIS they can talk to - 56% agree or strongly agree - that the curriculum provides opportunities for students of all abilities to learn - 76% agree or strongly agree - that students have opportunities to participate in our sports program - 68% agree or strongly agree <p>Follow-up interviews and descriptive surveys indicated that HIS was seen as a “caring”, “homey”, “relaxed”, “friendly”, and “close-knit”. However, a repeated wish was that HIS have a person on staff for counseling.</p>	<p>Student survey (p.36 of chapter 1)</p> <p>Student Survey Results June 2017</p> <p>Student Follow-up Survey Results January 2018</p>

C2. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students.

Criteria C2 Summary:

Parent and community engagement at HIS is actively encouraged and sought after through involvement in school wide events and as a resource to support student learning. Parents are kept informed of student progress and achievement of the academic standards/HUSKIES and school policies through orientation sessions and online communications. Nevertheless, survey data and anecdotal evidence illustrate that there are several misunderstood areas of school importance.

C2.1 Regular Parent Involvement

Indicator: 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 online parents.

Prompt: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

Findings	Supporting Evidence
<p>The school uses email, bulletins through the student information system, and weekly updates through the “Husky Express Newsletter” (on the school website) to communicate directly with parents about school events, community issues, academic achievement and school organization.</p> <p>The PTA is one of the main avenues for parent involvement in the school and is one way that language barriers for some parents can be overcome (parents acting as interpreters for other parents). The PTA supports school programming through yearly grants (funded by PTA fees and fundraising at fall festival and spring bazaar).</p> <p>On the opening day, there is an opening address to the community, PTA introduction, library volunteer recruiting, community buffet.</p> <p>There are also monthly student led elementary assemblies attended by many parents. The Fall Festival & Spring Bazaar are mainly organized by the PTA and open to the wider Sapporo community for involvement and attendance.</p> <p>Musical Performances such as the Kitara Concert and Winter Celebration are organized by the HIS music department with assistance from the PTA. The entire HIS community is invited to attend.</p> <p>The HIS Multicultural Fair is organized by the Japanese and Spanish department parental participation and support.</p> <p>Our library volunteers are mainly parents, who help with logistics and organization within the library and interact with the students during the checkout process.</p> <p>Many parents are invited to help judge HIS Reads.</p> <p>School sports events such as the Sports Day, Cross Country Day, Ski Days, and Ice Skating Days involve help from the parents through either coaching or logistics.</p> <p>Greater engagement of non-English speaking parents remains a challenge at HIS. However, redevelopment of the school website includes plans for multi-language translation into Japanese, Russian, Chinese, and Korean.</p>	<p>PTA Website</p> <p>PTA Meeting Minutes</p> <p>HIS website (see Husky Express Newsletter Archive)</p> <p>Individual Class websites</p> <p>HIS Reads Judging Information Sheet with links to HIS Reads competition</p>

C2.2 Use of Community Resources

Indicator: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Prompt: How effective is the school use of community resources to support students?

Findings	Supporting Evidence
<p>HIS uses community resources in many ways to support student learning and other needs. Parent and local community expertise is drawn upon to support classroom learning. Local field trip options are utilized. Links are made with local organizations to provide opportunities for community service.</p> <p>Below is a list of some ways HIS uses community resources to support students:</p> <ul style="list-style-type: none"> - The US Consulate supports HIS through board membership and student visits. - The recent service learning group (Class of 2018), reached out to local businesses, 	<p>IMYC Entry Point Letter</p> <p>Photo from the talk</p> <p>Sample Letter to Businesses</p> <p>NAC indoor rock climbing</p>

<p>NGOs and Consulates/Embassies for donations.</p> <ul style="list-style-type: none"> - Elementary connects IPC units of study through visits to community facilities, government offices and businesses. - The choir/music classes perform for the General Assembly of the America-Japan Society Hokkaido (Nichibei Kyokai). - The 2017 Student Council participate in discussion sessions with local students and adult community leaders. - HIS partners up with local schools to enhance our sports program. - International Club members participate in a monthly educational and activity exchange with local high schools. - HIS works with the Niseko Adventure Center (NAC), Hokkaido Core, and the Niseko Village in various activities and outdoor education training. - The Publications and Media class called upon local businesses to purchase advertisements to help support the school yearbook. - The high school art class had a local professional potter come in and do a two day pottery workshop. - The HIS Ski/ Snowboard club runs ski nights at Fu's and Bankei ski areas. - The local group "Urespa Club," affiliated with Sapporo University, presented to elementary and middle schools about Hokkaido's native Ainu peoples' language and culture. - Local parents and professionals run after school activities, give presentations and/ or career talks to students. - H-TEAM coordinates with Sapporo Central Workers Mountaineering Club to undertake trail maintenance. - HIS has established partnerships with two universities (Temple University of Japan and State University of New York at Stony Brook) - HIS established connections with local and national community services to support psychological/psychiatric care in English. - HIS is a member the prefecture's main child protection associations and annually attends information and training sessions. 	<p>center</p> <p>Niseko FA Program slideshow</p> <p>2016-2017 HIS Yearbook</p> <p>Career Workshops presented by HIS parents</p> <p>Pottery Studio</p> <p>Bankei ski area</p> <p>Fu's ski area</p> <p>H-TEAM</p> <p>Photo from guitar/ukulele club</p> <p>Referral Services</p>
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C2.3 Parents/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes 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 partners in the learning.

Prompt: Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students demonstrating global competencies.

Findings	Supporting Evidence
<p>HIS has effective strategies in place to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.</p> <p>HIS HUSKIES (schoolwide learning outcomes) are published in many school wide documentation and web materials. As well, the HUSKIES are built into our curriculum and assessment practices. Parent information sessions are held each year to explain HIS curriculum and the essential learning outcomes of the school.</p>	<p>Parent Coffee Mornings</p> <p>Information packets on MAP/PSAT results</p> <p>Husky Express (HEx)</p> <p>HIS Promotional Video</p> <p>Open house</p> <p>Science fair</p> <p>Elementary Assemblies,</p> <p>Performance art at Sapporo</p>

<p>As well, opportunities are provided throughout the year for parents to enhance their understanding of other school programs and policies. They take the form of events such as the coffee afternoons/mornings and the open house. HIS also has a promotional video that summaries what HIS is all about. On top of that, a weekly newsletter, Husky Express (HEx), is being sent out to the community.</p> <p>Parents get an idea of student achievement through events such as the parent-teacher conferences, elementary assemblies and various sports events. They also get informed through learning reports, Google Classroom, and Alma Student Information System.</p>	<p>Concert Hall (Kitara)</p> <p>Sport games</p> <p>Sports Day</p> <p>Parent-Teacher Conference</p> <p>Learning Reports</p> <p>Google Classroom</p> <p>Alma SIS</p> <p>Class email news</p> <p>Class Websites.</p>
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Category C. Support for Student Personal and Academic Growth: Strengths and Growth Needs

HIS monitors student needs and concerns, and provides appropriate support through ELL services, our character development (HUSKIES) program, academic support plan and differentiated instruction. Parents offer their support to several key events such as the Fall Festival and the Spring Bazaar, as well as the Winter Celebration. The school also uses local community resources to support learning and co-curricular activities. HIS offers a wide variety of co-curricular activities outside the classroom through day and overnight outdoor trips. We are working on connecting these activities to service learning and our character development program. While students in general feel that we have a supportive and caring community, HIS could benefit from additional personnel to enhance support.

Category C: Support for Student Personal and Academic Growth: Areas of Strength
<p>Broad community involvement</p> <p>School utilizes many resources available in the broader community</p> <p>Outdoor and leadership programs and taking advantage of our natural environment</p> <p>High level of student involvement in co-curricular activities</p> <p>Student support and referral services are sufficient for a school the size of HIS</p> <p>HIS offers students unique opportunities to express themselves through the performing arts</p>

Category C: Support for Student Personal and Academic Growth: Areas of Growth
<p>HIS should monitor and review improvements seen in 2018-2019 in college counseling support for students followed by the addition of devoted time (addition of one extra college counseling block).</p> <p>Following review by the college counseling team and administration, recommendations should be made for further revision to the program by the mid-cycle report in 2021.</p> <p>HIS should more consistently and uniformly track students referred for outside counseling.</p> <p>HIS should keep consistent and thorough records of students who have been identified as requiring emotional support. The school needs to develop a clear intervention and referral process (with documentation) for students' emotional and behavioral needs. Monitoring systems (admin and staff) need to be in place to follow and evaluate</p>

the effectiveness of strategies being used and decisions made.

In reviewing data from this inquiry, answer the questions: How well are meeting the needs of our students and how can we do better?

HIS needs to better identify students who have exceptional needs and either find ways to provide support in house or aid families to find outside services suitable for their needs.

The ELL department and administration needs to come to a common understanding of the staffing needs required to provide suitable support at HIS. Common understanding is also needed about the English level at which students are no longer clients of the ELL department but rather can be served through regular classroom differentiation.

Staffing of the ELL department should be consistent with support provided at similar sized international schools in Japan with similar demographics.

Explore scheduling options that would allow ELL classes to take place at times other than during Japanese or Spanish language courses. Given the compelling research on the positive impacts of mother tongue development on second language acquisition, ELL students need the opportunity to build their Japanese and Spanish language skills, especially students who speak one of these languages already.

Category D: Resource Management and Development

D1. Resources Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.

Criteria D1 Summary:

Resources at HIS are allocated to meet the school's purpose, student achievement of the academic standards and the HUSKIES, and to the hiring, nurturing, and ongoing professional development of a well-qualified staff. HIS has in place procedures and practices for developing an annual budget, conducting an annual audit, and conducting quality business and accounting practices. Through the yearly budgeting and planning process, policies and procedures are in place to ensure that technology, materials, and equipment essential to instruction are acquired and maintained as needed. Due to growth in student numbers in the secondary (particularly in high school), HIS Sapporo is beginning to outgrow the current campus. If it wishes to maintain (or expand) its current program of study, new alternatives will need to be explored.

D1.1 Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings	Supporting Evidence
Resources at HIS are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards. School leadership and staff collaborate to ensure this goal.	Budget Planning Process at HIS
Each spring (Feb/March) budget letters are shared with teachers, outlining the budget process and how input will be sought from divisions within the school. Budget planning sheets, representing natural sections of the school, are then shared to teachers with oversight in those areas and teaching partners and team leaders then work with one another to plan for the following year (basing decisions on upcoming needs and three years of historic data). These documents are then shared back to the business office for insertion into a draft budget.	Budget planning sheets
School administrations tracks teacher PD goals which have been established through the Professional Observation/Evaluation process of the school. These goals are (from 2017) shared with the Curriculum Committee as a point of reference for shaping PD decisions in future years.	Draft budget and budget copies (Business Office)
Resources were allocated for PD to support the AP Diploma program. A faculty member took PD on the Capstone Seminar Workshop and has implemented the course in 2017-2018. Capstone Research course will be added in 2018-2019.	Professional Observation-Based PD Goals (document)
The school's programmatic and population growth (particularly in 2016-2017) again highlight the need for a facilities expansion to meet the vision, mission and HUSKIES of the school. The Building & Grounds Committee was commissioned in 2017 to "...consider expansion (dorm & building) within the context of growth. Oversee maintenance of school building and expansion of dormitories and maintenance." Teachers from our pillar programs (Piazza-Outdoor Ed. & Sugino-Music) were asked to sit on the B&G Committee and have spearheaded, with school admin, much of the work of interviewing teachers and staff for	Executive Board minutes (website & office)
	Building & Grounds Committee minutes (Office)
	Draft design of new Educational Building
	Draft plans in Art Room
	Interview notes from the B&G
	Wednesday Collaboration (2017-2018)
	Curriculum Committee Minutes 2016~2017

<p>input on design plans for future building.</p> <p>The Discovering Design class, under the guidance of their teacher, a former architect, was asked to come up with initial plans for the dormitory project.</p> <p>The Building and Grounds Committee reflected school-wide input on the future building into draft floor plans that have been handed off to consulting architects.</p> <p>Financial and time resource needs to implement Lesson Study (the school's adopted PLC protocol) have been incorporated into the school's budget, calendars and collaborative time decisions based upon input from the four key LS facilitators who are all members of the CC.</p> <p>The acting administrator in Niseko is on the curriculum committee to ensure that curriculum information is represented as school wide initiatives.</p>	<p>Elementary_Budget_Letter 2017</p> <p>Secondary Budget Letter (2017-2018)</p>
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D1.2 Practices

Indicator: 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.

Prompt: Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Findings	Supporting Evidence
<p>HIS has in place procedures and practices for developing an annual budget, conducting an annual audit, and at conducting quality business and accounting practices, including protections against mishandling of institutional funds.</p> <p>Audit reports, and the Executive Board's financial reports on audits, and reports from Nakagawa Accounting, all ensure quality business and accounting practices. The Executive Board auditors are charged with annually submitting documents to the Governor's office related to the proper auditing procedures and recommendations that have emerged from that process.</p> <p>The business office has established protocols on money handling, including budget request procedures for staff, that protect against the mishandling of institutional funds.</p> <p>Teacher classroom budgets are transparent and available to all staff to ensure accountability and the sharing of resources.</p>	<p>Budget Planning Process at HIS</p> <p>Elementary_Budget_Letter 2017</p> <p>Secondary Budget Letter (2017-2018)</p>

D1.3 Facilities

Indicator: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.

Prompt: Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals and educational program.

Findings	Supporting Evidence
<p>Due to growth in student numbers in the secondary (particularly in high school), HIS Sapporo is beginning to outgrow the current campus if it wishes to maintain its current program, or indeed expand that program (as would be preferred to match the school's desired learner goals into the future).</p> <p>To accommodate an increased student population and improve facilities, plans are being considered to either purchase one of two (or both) pieces of land sitting adjacent to the campus that would provide needed road access that would allow development of an</p>	<p>B&G Committee minutes</p> <p>Long Range Maintenance Plan</p> <p>Record of investments made into school building</p>

<p>extension to the current building.</p> <p>Construction of a dormitory expansion has commenced, consolidating the boarding program into one building on campus and stabilizing the current and future growth of the boarding population.</p> <p>The ongoing maintenance of school facilities is planned and budgeted in the Long Range Maintenance Plan.</p> <p>An outside company has been given an initial contract to do quarterly intensive cleaning of the school as of 2017-2018.</p> <p>Some other recent actions to ensure safety:</p> <ul style="list-style-type: none"> - Securing of library safety stacks - New evacuation procedures for a mid-winter fire, including agreement with Takadai Elementary School to make use of their gym as an evacuation location. - Redeveloped Emergency Handbook - Niseko parent/admin work team worked to remove potentially dangerous snow cornices from the edges of the school building. - A recent meeting with police department representatives resulted in HIS being provided with up-to-date police safety reports, the same as public schools in the city. HIS greatly appreciates the support received from local police. <p>(Niseko) From 2015-2016 the interior (general condition) and exterior (entrance, garden and ground) at HIS Niseko are significantly cleaner and more presentable. This has both increased teacher motivation and improved child safety.</p>	<p>projects</p> <p>EB minutes</p> <p>Refer to building maintenance manager</p> <p>List of Things Done</p>
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D1.4 Instructional Materials and Equipment

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

Prompt: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction.

Findings	Supporting Evidence
<p>Through the yearly budgeting and planning process, policies and procedures are in place to ensure that technology, materials, and equipment essential to instruction are acquired and maintained as needed.</p> <p>General procedures for budgeting requests are in place; however, there is a need for clarification about the processes and expectations for different kinds of budget requests (room/plant vs. classroom hardware vs. technology vs. textbooks vs. expendable materials vs. events, etc.).</p> <p>Upgrades to the school's technological infrastructure are ongoing, including a WiFi and network upgrade in 2016 and the installation of new wall-mounted projectors in 2017. Next year's IT budget plan is for leasing teacher computers to ensure routine maintenance and replacement.</p> <p>Various departments investigate and request educational software. For example, NoRedInk and Albert.io.</p>	<p>Executive Board Strategic Policies</p> <p>Technological Upgrades 2017-2018</p> <p>WiFi and network upgrade 2016 (confirm with IT Coordinator)</p> <p>Budget Planning Process at HIS</p> <p>Secondary Budget Request Form 2016~2017</p> <p>Budgeting requests Niseko</p>

Niseko has an adequate resource supply of mathematics textbooks and manipulatives to support the Maths in Focus Program. HIS Niseko independently subscribes to RAZ kids, an ebook reading program and to the Mathletics to support math learning in MP1. Niseko uses OSMO gaming technologies to support literacy, numeracy, and coding.

D1.5 Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, such as online instruction and college/career.

Findings	Supporting Evidence
<p>Professional development is decided by schoolwide PD initiatives to support instructional and curricular programming as proposed by the administration and the curriculum team. PD in this way is usually acting upon needs identified in the previous WASC report and are embedded in the 6 year action plan. Schoolwide professional development in Lesson Study and in WIDA, for example, came about in this way and was provided by school PD funds.</p> <p>As well as the above, all teachers are provided with a PD allowance for yearly use to stay current with educational best practices. Applications for use of these funds are made to the head of school. Unused funds can accumulate for up to two years.</p> <p>The school outlines its hiring practices on the employment page of the school's website. The school uses TIE Online to advertise positions and the school hires based upon TIE Online hiring guidelines.</p> <p>Housing, contract, professional development, and other school commitments aim to attract and retain well-qualified teaching staff.</p> <p>Lesson Study provides a protocol for ongoing professional development as an embedded practice, fostering a Professional Learning Community.</p>	<p>Employment Handbook (in development)</p> <p>Teacher Housing Handbook</p> <p>Professional Development Experiences</p> <p>Employment page</p> <p>Budgetary commitments to teacher compensation and PD (PD Handbook)</p> <p>Lesson Study Teams</p>

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Resource Criterion: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement.

Findings	Supporting Evidence
<p>Sapporo</p> <ul style="list-style-type: none"> The resources criterion is being addressed to a medium degree through forethought about the growth in programs and population. A long-term strategic plan (beyond plant maintenance needs) needs to be formulated. New programs include the AP Capstone program and Reggio-based EY. Population growth is being addressed through work on a new educational building and expansion of the dormitory. Technological upgrades to classrooms and the school's network infrastructure have allowed increased use of online classroom resources and a shift towards digital literacy and competence. <p>Niseko</p>	<p>Lesson Study Teams</p> <p>PD Handbook</p> <p>Draft design of new Educational Building</p> <p>Secondary Budget Request Form 2016~2017</p> <p>Elementary Budget Letter</p>

<ul style="list-style-type: none"> Details of the curriculum in Niseko are shared with school stakeholders through a curriculum information session. Lesson Study (PLCs) across both campuses supports teachers to improve their practice. A Reggio Emilia inspired EY program has been established with budget allocated to the physical and human resourcing of this program. The acting administrator has paid careful attention to the beautification of the school, improving teacher motivation and student safety. 	2018 Lesson Study Teams PD experiences Niseko Action Plan
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Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings	Supporting Evidence
<p>Sapporo</p> <ul style="list-style-type: none"> The revamped ELL program and WIDA framework provide support for the need to develop transdisciplinary reading skills. New space created by the construction projects will allow for an expansion of the faculty, allowing more planning time to address the critical learner needs in planning and instruction. <p>Niseko</p> <ul style="list-style-type: none"> Reggio Emilia inspired EY program actualized. ELL support program actualized. The acting administration presents weekly HUSKIES awards to students showing showing positive dispositions of character. 	

D2. Resource Planning Criterion

The governing authority and the school leadership execute responsible resource planning for the future.

Criteria D2 Summary:

HIS's governing authority and the school leadership responsibly plan the school's resources for the future. The Executive Board's Strategic Planning Committee will oversee the new master resource plan being developed for the next WASC cycle as part of the 2018-2024 action plan. Stakeholders are involved in future planning for the school through several committees. Marketing strategies are effective for supporting the implementation of the developmental program.

D2.1 Long-Range Resource Plan

Indicator: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

Prompt: Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning.

Findings	Supporting Evidence
The Executive Board's Strategic Planning Committee is tasked with putting together a long-range resource plan. The Long-Range Maintenance Plan is the first step. Some topics below (D2.1, D2.2) will be important to the development of the plan; processes to examine, review, and revise the plan will also need to be developed.	Long Range Maintenance Plan Plans for the dorm

<p>The Strategic Planning Committee has the duty to consider:</p> <ul style="list-style-type: none"> (1) developing an ongoing relationship with a student recruiter; (2) supporting the school in redevelopment of the school's printed promotional materials; (3) supporting the school in creating additional promotional videos; (4) the branding and marketing needs of HIS Niseko; (5) the Strategic Policies & Goals of the EB & Five Year Plan — Recruiting & Facilities Plan, Niseko <p>The Building and Grounds Committee (BGC) examines the future needs of the school based on student population growth and dormitory growth, and is responsible for planning the building expansions for the school and the dorm.</p> <p>The Head of School has visited Sakhalin International School (Nov. 2015) to promote the school and its boarding programs.</p> <p>HIS Niseko Specific:</p> <p>The projected Niseko student population is a common topic of discussion to ensure availability of resources for different season programs and electronic subscriptions. To ensure a safe and quality education, Niseko been informed that 10 students at the EY level would be an appropriate class size. Sapporo has up to 15 students in the EY class per teacher.</p> <p>Niseko staff and PTA have school beautification as a regular point of discussion. The Niseko Action Plan is in place to support the school's vision, mission, and student learning.</p>	<p>Draft plans for school building extension</p> <p>Building and Grounds Committee</p> <p>HIS Niseko Executive Report- October 2017</p> <p>Notes from PTA Meeting- September 9, 2016</p> <p>Niseko Action Plan</p> <p>Niseko Meeting Minutes</p>
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D2.2 Use of Research and Information

Indicator: The school uses research and information to form the master resource plan.

Prompt: To what extent does the school leadership and staff use research and information to form the long-range plan?

Findings	Supporting Evidence
<p>The school doesn't currently have a master resource plan, but below are some of the findings that should be considered when developing one during the next WASC cycle as part of the 2018-2024 action plan</p> <ul style="list-style-type: none"> - With the building entering its 20th year in 2015, school administration and the Building and Grounds coordinator, conducted research with the help of local firms to project costs for maintaining the building into the distant future. These costs are and will continue to be annually referenced when planning and building the budget. - Branding Project and Branding Committee have developed action plans to help focus and align the various projects of the school - The school's ELL team conducted and included cost planning for the introduction of the WIDA framework and assessments for a revamped ELL program. - Building & Grounds Committee interview of staff about facilities needs <p>What does the research say about facility/classroom organization and needs regarding, for example:</p> <ul style="list-style-type: none"> ○ primary/elementary classroom sizes ○ music practice facilities ○ science facilities—classrooms that can accommodate both lectures and lab activities ○ how facilities and space affect learning in other subjects 	<p>Long Range Maintenance Plan</p> <p>Branding Action Plan (2015-2016)</p> <p>Branding Action Plan (2016-2017)</p> <p>ELL Budget planning sheets</p> <p>BGC Interview Results</p> <p>Curriculum Committee Minutes 2015-2016</p> <p>Curriculum Committee Minutes 2017-2018</p>

EY teachers visited Reggio Emilia-inspired programs at other international schools. EY in Sapporo and Niseko acquired physical resources for the classroom to support Reggio Emilia-inspired program. This was taken from the 2016-2017 and 2017-2018 budget. The school furthermore committed additional PD expenditures to provide Reggio training to both the current EY teacher in Niseko and the incoming EY teacher for the main school (summer 2017).

- (Niseko) The PTA has promoted discussion about the establishment of a Niseko Middle School to ensure continued education for current and future primary school students.

D2.3 Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt: Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.

Findings	Supporting Evidence
<p>Stakeholders are involved in the various committees and planning groups highlighted in D2.1 and D2.2.</p> <p>Some examples:</p> <p>Branding Project and Branding Committee with a variety of faculty from all levels of the school</p> <p>Strategic Planning Committee (EB) is made up with administrators, executive board members and teachers. To ensure the involvement of stakeholders from across both campuses, the Strategic Planning Committee (EB) contains members of the Niseko community. Note: the strategic planning committee will be taking on oversight of the branding action plan starting in 2018.</p> <p>Building & Grounds Committee is made up of Head of School, two Board Members, Facilities Manager, and two teachers.</p> <p>Curriculum Committee has a representative sample of teachers from across the school. Many decisions made at the curriculum team level are taken up for future school planning initiatives.</p> <p>The PTA Steering Committee provides valuable insights and proposals at their monthly meetings. The steering committee is made up of parents from across the sections of the school.</p>	<p>Branding Action Plan (2015-2016)</p> <p>Branding Action Plan (2016-2017)</p> <p>Niseko Action Plan</p> <p>Curriculum Committee Minutes</p> <p>PTA Steering Committee Protocols</p>

D2.4 Informing

Indicator: The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Findings	Supporting Evidence
<p>Internal and External Audit. The results of the internal audit are summarised by external auditors. The Executive Board auditors review this document and then submit it to the Hokkaido Government Academic Affairs Division Department (Gakujika).</p> <p>(Niseko) The Niseko acting administrator compiles a monthly report to the Board concerning the financial status and circumstances of the Niseko campus, including significant activities and connections with the community.</p>	<p>Annual reports by the auditors to the Governor's Office - School office</p> <p>Auditors' reports to the Finance Committee (EB) and the BoC - School Office</p> <p>HIS Niseko Executive Board Report - See EB Minutes</p>

D2.5 Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program.

Prompt: How effective are the marketing strategies to support the implementation of the developmental program?

Findings	Supporting Evidence
<p>Promotional videos have been produced, with both school-wide and specific focuses, including the Outdoor Education and highlighting the HUSKIES (the schoolwide learning results). A new promotional video featuring the dormitory program is planned for 2017-2018.</p> <p>Redevelopment of the school website includes plans for multi-language translation into Japanese, Russian, Chinese, and Korean.</p> <p>Registration with TABS (The Association of Boarding Schools) will ensure a wider promotional base for the dormitory, and requires maintaining boarding student levels at 20% of the high school student population for 3 years.</p> <p>(Niseko) Ski Company Alliance: A bumper sticker was co-produced by Hokkaido Core and Niseko HIS for the 2017-2018 season to promote our school and the ski company.</p> <p>(Niseko) The Niseko Action Plan has been established to assist in the longevity of the Niseko campus.</p> <p>(Niseko) Niseko parents and the Niseko acting administrator are part of the marketing committee that focus on steps to promote the Niseko campus.</p>	<p>HIS Promotional Video 2016</p> <p>OE Promotional Video 2013</p> <p>2017-8 Notes from the HIS Niseko Financial Assistance Meeting</p> <p>HIS Niseko PTA Liaison Meeting Agenda and Notes Fall 2017</p> <p>Niseko Action Plan</p> <p>Video Link (Niseko School)</p>

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

Findings	Supporting Evidence
<p>Sapporo</p> <ul style="list-style-type: none"> The school has a Long Range Maintenance Plan, documenting the school's plant improvement needs and associated cost estimates through 2025. The Building and Grounds Committee examines the future facilities needs of the school based on student population growth and dormitory growth. This committee is composed of the Head of School, two Board Members, the Facilities Manager, and two teachers. The school's Executive Board has established a Strategic Planning Committee with the following duties: To consider (1) developing an ongoing relationship with a student recruiter, (2) supporting the school in redevelopment of the school's printed promotional materials, and (3) supporting the school in creating additional promotional videos (4) Consider the branding and marketing needs of HIS Niseko. (5) Consider the Strategic Policies & Goals of the Executive Board and Five Year Plan — including Recruiting and Facilities Plans and Niseko. The facilities and resources for Early Years in Sapporo and Niseko have been redeveloped based on the research findings of the Reggio Emilia program. The results of the school's internal audit are verified and summarised by external auditors. Phred Kaufman and Shoji Mitarai review this document and then submit it to the Hokkaido Government Academic Affairs Division Department (Gakujika). The school has a Communications Coordinator who chairs a Branding Committee to work with the Strategic Planning Committee, described above. The major accomplishments include a standardization of the school's visual branding (logos, etc.) and the redevelopment of the school website. 	<p>Long Range Maintenance Plan</p> <p>Building and Grounds Committee</p> <p>Annual reports by the auditors to the Governor's Office</p> <p>Auditors' reports to the Finance Committee (EB) and the BoC</p> <p>Branding Committee Minutes 2016-2017</p> <p>HIS Niseko Executive Report- October 2017</p> <p>Notes from PTA Meeting-</p>

<p>Niseko</p> <ul style="list-style-type: none"> • The degree in which the concept of a Niseko middle school remains at discussion phase. • Simple steps towards school beautification have been actualized are continuing. • The relationship between Niseko HIS and Hokkaido Core has laid the foundation for a Ski/Snowboard Program. Professional instructors teach skiing and snowboarding, a human resource not available to this degree from our staff. • From 2017-2018, students with a need for ELL support have access to ELL assistance. • Members of the Niseko community support the Strategic Planning Committee. 	<p>September 9, 2016 Niseko Action Plan Niseko minutes Skiing and Boarding Program HIS Niseko 2017-2018 ELL Planning Documents Committee is established but has yet to meet</p>
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Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

Findings	Supporting Evidence
<p>Sapporo</p> <ul style="list-style-type: none"> • Through the work on revamping the school's ELL curriculum and testing tools, the school increases its ability to positively impact overall student reading competency. • The Branding Committee's work deals with promoting HIS as a center for leadership, which strengthens the critical learner need of HUSKIES. • The current lack of space and understaffing in areas of the school is preventing teachers from being able to address the students' critical learner needs. This is being addressed by the Building & Grounds Committee. 	

Category D. Resource Management and Development: Strengths and Growth Needs

Hokkaido International School's governing authority and its administrative leadership executes responsible resource planning for the future.

Category D: Resource Management and Development: Areas of Strength
<p>Sapporo</p> <ul style="list-style-type: none"> - Stakeholders are broadly involved in the process of working with the B&G committee for facilities expansion - Foundational areas of the school are receiving financial investment and strategic thinking - Proactive maintenance of facilities through the use of a Long-Range Maintenance Plan <p>Niseko</p> <ul style="list-style-type: none"> - The size and unique context of the Niseko school has allowed the Niseko school to promote the ideals and direction of the organization (Sapporo and Niseko) - Proactive engagement with the parents has helped to improve branding and develop financial support

Category D: Resource Management and Development: Areas of Growth
<p>Sapporo</p> <ul style="list-style-type: none"> - The school would benefit from a comprehensive strategic plan into which resource planning would fit - A process for regular examination of the comprehensive strategic plan should be simultaneously developed to ensure sustainability - Allocation of time, as resource, to ensure that instruction and programming are adequately informed through the teacher observation process, external assessments, and collaborative reflection - The school would benefit from a strategic review of staffing in conjunction with the comprehensive plan, to ensure that all areas of program and support are effectively staffed <p>Niseko</p> <ul style="list-style-type: none"> - Niseko would benefit from the establishment of an overarching organisation document to record projected student numbers, action plans and human resources. This document could also house a record of critical current, historical information and future projections about HIS Niseko. - Acting administration and staff have many areas of responsibility and would like to be able to focus more on specific teaching duties. Outsourcing specialist classes to facilitate this change are a topic of discussion to allow more time towards teaching responsibilities and planning. - A strategic plan that addresses the implementation and maintenance of technology resources in Niseko would ensure that equipment is updated and appropriate for continual usage. - Current and increasing tuition costs are inhibitive for many local community families to send their children to HIS Niseko. It is also inhibitive for some families to continue sending their children to our school. The Niseko financial program has enabled some families to join Niseko but it is not yet obvious if assistance amount allows students to be retained.

Category F: 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.

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

Findings:

HIS Dorm Program Mission — As an arm of Hokkaido International School, the mission of Hokkaido International School Dormitory is to provide students with a safe, healthy and supportive home and family-like environment, in order that residents may reach their potential as students, athletes and individuals who are achieving the educational outcomes of the school.

The above Mission Statement was created in the 2008~2009 academic school year. It was passed by the EB sometime that year. It helps to establish the purpose of the dorm program as one that supports the school's HUSKIES learning outcomes.

Criteria: 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.

Findings

The EB has approved all three dorm handbooks (Dormitory Handbook, Dorm 2 Handbook, HIS Dormitory Parent Handbook). Along with the other handbooks of the school, the EB should annually pass each of the handbooks and any updates that are made to reflect the changing needs of the program. This should form an annual component of the Board's oversight of this program.

Criteria: 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.

Findings

This is a potential growth area. While the handbooks are available, there has been little formal presentation of the dormitory program to the community nor how the dormitories add value to the school's overall goals and purposes. It would be valuable to have Coffee Morning explanations of the program. The next promotional video, which began filming this spring, will focus entirely on promoting the dormitory program. This will also have the wider impact of giving our community a better understanding of the dorm itself.

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

Findings

While the handbooks go a long way to developing this, there is a need to more pervasively study the dorm program and better define aspects of health and safety and ensure that we have covered all procedures that would be expected of a fully developed boarding program. HIS needs to invest itself in joining boarding school organizations that would allow us to access specific professional development. Aiming to join organizations such as TABS (The Association of Boarding Schools) could be an important goal of the school.

Criteria: 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.

Findings

We can better develop orientation week to more specifically support the staffing aspect of the boarding program. Having a head of school has been a boarding coordinator is of great help but for the long term, membership in associations through which PD experiences could be offered to future dorm coordinators, would be another valuable aspect HIS could draw upon.

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

Findings

See above. Also, there has been no formalized evaluation process for the dormitory coordinators at HIS. Professional learning has largely been in the hands of the school's administration and through the hand off process of the previous dormitory parents. The development of a dorm parent handbook was a helpful step in the right direction but for future sustainability, PD opportunities and a more extensive handbook/training process would be of great help if HIS is to maintain a larger dormitory program.

Criteria: There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.

Findings

Some changes to the role of Administrative Assistant allowed for a shifting of office responsibilities to include support of the dormitory program. This addresses an essential need of the dorm program that has been lacking in the past. HIS has struggled to support the dorm parents with language and cultural assistance as well as with the time to help them navigate banking, cell phones and the medical system, all of which are critical to the functioning of the dormitory program.

Criteria: The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.

Findings

This has improved greatly with wider understandings. In the past vegan, vegetarian, food allergies and religious dietary needs were largely unsupported in the dormitory, however, we have been able sustain cooks and staff who are supportive of the needs of dorm students. In the future, counselling - so essential to the diverse needs of a dormitory program - should be a focus of the school.

Criteria: 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.

Findings

Dormitory parents have written emailed "Dormitory Doings" newsletters on a bi-monthly basis as a means of communicating with parents. Parents are expected to annually read, understand and sign off on the dorm handbook.

Criteria: 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.

Findings

There is need for growth here. The dorm program is in need of greater support during the weekend with greater chaperones outings that would support students as they learn about Japanese culture and Hokkaido. Further to that is a need for HIS to have professional counselling on staff to support dormitory needs.

Criteria: 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.

Findings

The Executive Board and the school should develop long-range plans for the dormitory through specifically incorporating it as a component of long-range, strategic plans.

Criteria: 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.

Findings

HIS meets the physical needs of its students in their living quarters, however, it is clear that with a growing program the kitchen, dining, and living areas of the main dormitory will be inadequate and will need upgrading within the development plans for a new dorm wing.

Supporting Evidence

[Dormitory 1 Handbook](#)

[Dormitory 2 Handbook](#)

Samples of dorm parent email and "Dorm Doings" newsletters

Job description for 2017-2018 interim Dorm 1 position as we transition to a more supported, two-person coordinator position for new Dorm 2

Minutes of the B&G Committee

Executive Board Minutes

Interview with B&G Committee

The dormitory program is in a period of transition. A new dorm is being built this year and will open in the school year 2018-2019. At the same time, the existing dormitory requires upgrades to its first floor kitchen, dining and living areas to adequately support the growing dormitory population. Systems have been developed over the last couple of years to provide better support both to the student boarders and to the dormitory supervisors.

The dormitory program, supported and overseen by the executive board and the school administration, has policies in place that reflect the school's purpose. These policies are responsive to and respectful of the diversity and personal academic needs of the students and are supportive of student achievement of the HUSKIES.

The supervisors of boarding program work closely and communicate regularly with parents and guardians to support the students.

Dorm supervisors provide academic and personal support, communicate with teachers and provide emotional support and advocacy. Improving the dorm's counseling component remains an area of growth.

The Executive Board, on advice from the school administration, develops long-range plans for the dormitory to ensure it remains in keeping and is supportive of the school purpose.

Category F. Boarding Program: Strengths and Growth Needs

Category F: Boarding Program: Areas of Strength

- New purpose built facilities completed for use in 2018-2019
- Stable meal service daily for breakfast and dinner
- Comprehensive policies in place and available to all boarding students and their parents in the dormitory handbooks
- Commitment to additional staff in 2018-2019

Category F: Boarding Program: Areas of Growth

- Need to develop, formalize and act on plans to redevelop the first floor of dormitory 1 (kitchen, dining and living areas).
- Need to create a better balance for the lives of teachers who have taken on the dormitory supervision role.
- Need to create an activity program for dormitory students to ensure social engagement and healthy lifestyle
- Need to provide more options for counseling for our dormitory students to attend better their well being.

2017 WASC Criteria on Child Protection (Updates from Focus on Learning - 2017 Edition)

A3 School Leadership

WASC Indicator: Child Protection - The school has clearly defined leadership responsibilities for child safety and duty of care.

- Legally, leadership's responsibility in child protection is to immediately report on to Sapporo authorities, any reported cases of abuse. The Child Protection Team at HIS is reviewing all 11 new indicators in the updated WASC accreditation manual to determine whether all aspects of child protection have been met within our context.
(HoS Report 2017-04-12)
- Through our membership in local child protection groups, we were 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.
(HoS Report - 2017-08-25)

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.

- All incoming teachers have completed online child protection training and have either completed background checks or are in the process of finalizing them.
(HoS Report - 2017-08-25)

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.

- Admin will collaborate with the Child Protection team to review new indicators on child protection and determine where/whether HIS has further work to complete.
(HoS Report 2017-04-12)
- All incoming teachers have completed online child protection training and have either completed background checks or are in the process of finalizing them.
(HoS Report - 2017-08-25)
- Admin will collaborate with the Child Protection team to review new indicators on child protection and determine where/whether HIS has further work to complete.
(HoS Report 2017-04-12)

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.

- Admin will collaborate with the Child Protection team to review new indicators on child protection and determine where/whether HIS has further work to complete.
(HoS Report 2017-04-12)
- During Orientation Week, all teachers re-read and signed the school's staff-developed Code of Conduct.
(HoS Report - 2017-08-25)

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

- Admin will collaborate with the Child Protection team to review new indicators on child protection and determine where/whether HIS has further work to complete.
(HoS Report 2017-04-12)
- During Orientation Week, all teachers re-read and signed the school's staff-developed Code of Conduct.
(HoS Report - 2017-08-25)

A6 Resource Criterion

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.

- In keeping with other school practices, we are working to re-open the handicap bathroom and doubling its role as the primary faculty bathroom for the first floor.
(HoS Report 2017-04-12)

D1 Resources Criterion

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.

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

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.

- Admin collaborated with the Child Protection team to review new indicators on child protection and determine where/whether HIS has further work to complete. (HoS Report 2017-04-12)
- See attached Child Protection Team meeting notes from April 6, 2017 below

Supporting Evidence

[Child Abuse Report Form](#)

[HIS Code of Conduct](#)

[HIS Student & Staff Protection Policy & Protocol](#)

[HoS Reports \(within Executive Board Minutes\)](#)

[Referral Services](#)

[Training program on child protection \(Darkness to Light\)](#)

Follow-up

The above criteria will be referred to the Child Protection Team for follow-up over the next 3 years before the mid-cycle report and visit in 2021 (See attached Child Protection Team meeting notes from April 6, 2017 below)

**Minutes of Child Protection Team Meeting:
April 6, 2017**

The Child Protection Team met to review updates to the WASC Accreditation Manual that pertain to child protection. Below are indicated the sections that the team feel we have fully addressed or which will need attention down the road as we head into our main accreditation year.

The team also brainstormed things that should be considered physical safety issues around the school.

Identified areas for growth with form the team's ongoing agenda.

In Section A1 Leadership Criterion

WASC Indicator: Child Protection - The school has clearly defined leadership responsibilities for child safety and duty of care.

- OK

In Section A4 Staff Criterion:

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.

- NEEDS WORK

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.

- DONE

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

- DONE

In Section A6 Resource Criterion

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.

- NEEDS WORK - The first floor handicap bathroom needs to become the main staff and handicap bathroom.

In section D1 Resources Criterion

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, commercial exploitation, and inappropriate behaviour of children towards other children.

- DONE

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.

- NEEDS WORK
- Sapporo City provides child protection training for school volunteers
- All staff must complete the [Darkness to Light training program](#) for child protection

- Also looking into the benefits of utilising training resources at [Educare](#)

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.

- NEEDS WORK/(Japanese Resources)

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

- Some work needed - See above.

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.

- DONE - HIS follows legal parameters. Immediate call is made to local child protection agency. Documentation is kept - [Child Abuse Report Form](#)

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.

- DONE

Child Safety issues to consider in future meetings:

- gym use
- playground
- science lab
- club (ski club)
- protocol for dealing with injury
- injury report form
- to students (need to introduce abuse protocols to teachers)
- do we have our emergency kits together
- put the report form and injury form in emergency kits

Other Conversations

- sex education reflection (sex ed formally introduced to curriculum in 2017-2018).

Chapter V: Prioritized Areas of Growth Needs/School-wide Action Plan

Prioritized Areas of Growth Needs

In 2015, the HIS community came together and, based on a year long branding study, created the following statement upon which future school improvement goals could be set:

Hokkaido International School stands as a center for leadership development, complementing academic rigor with character enrichment to prepare young minds for global engagement and lifelong personal achievement.

In this 60th anniversary year, HIS commits to actualizing the ideals in this statement by our 70th anniversary in 2028.

With that end in mind, the WASC Leadership Team recommends the following **prioritized growth needs for HIS**:

- Creation of a clear Leadership Team Structure and Organizational Chart for HIS
- Improve Support for Student Personal and Academic Growth at HIS
- Improve student protection and safety at HIS
- Improve academic rigor through school-wide focus on reading fluency/comprehension, critical thinking, and transferable skills
- Develop and promote a broad understanding of school systems and processes in particular:
 - application and enrollment,
 - curriculum review cycle,
 - professional development monitoring,
 - student support,
 - teacher evaluation,
 - alumni follow-up
- Implement HUSKIES-focused, service, character, and leadership programs throughout HIS
- Create a comprehensive school-wide resource plan supportive of the above goals
- As needed, explore possible revision of school academic schedules to allow for more flexibility and to accommodate proposed changes to the curriculum and programs

School Systems and Processes

Overarching Goals: Creation of a clear Leadership Team Structure and Organizational Chart for HIS. Develop and promote a broad understanding of school systems, processes and decision making at HIS. Begin a systematized process for curriculum review.					
Rationale: There is a perception that HIS has an organizational inability to make effective, timely, and informed decisions. There is a sense of a lack of accountability and no agreed structure on how decisions are made. There is still a lot of gaps in the written curriculum that needs attention. The curriculum needs to be better housed and mapped. There is a recognized need to revise the curriculum in several areas of the school					
What will successful implementation look like? Greater community understanding and smooth working of school systems and decision making processes. HIS will have a curriculum review cycle.					
Overview of Review process: There are built in systems to review progress within the action plan. Where applicable there is leadership team and curriculum team oversight.					
HUSKIES addressed: Understanding Collaborators who: contribute to the betterment of groups • analyze, evaluate and synthesize information • work well with diverse individuals and situations Effective Communicators who: actively and empathetically listen, speak and discuss • read and write critically and effectively					
Tasks	Action Steps	Staff Responsible	Start/End Dates	Resources PD /Budget/Time)	Evidence of Accomplishment
Creation of a clear Leadership Team Structure and Organizational Chart for HIS	- Creation of the structure of the Leadership Team	HoS / EB	May 15	Professional Reading Resources for Admin, EB and LT members	Established LT Structure and Membership
	- Reorganization of Curriculum Team and clarification of its roles	HoS / CC / EB	June 15		Established, published and community-wide explained Organizational Chart
	- Investigate and draft a Organization Chart to reflect the needs of HIS	HoS / LT / EB	June 15		
	- Creation of the school organizational chart	LT	Aug 9		
	- Sharing with the school community.	Admin	Sept/Oct		Agenda / Minutes of LT
	- Leadership Team Agenda Items (2018-19) <ul style="list-style-type: none"> Joint LT & CC Meeting to consider the place and value of LS as a means of investigating the impact of learning and to consider the role of PLCs Application & Enrollment Monitoring PD & PD Process @ HIS Teacher Eval and Observation Process Alumni Follow-up Student Support 	LT	Throughout 2018-19 and beyond		
	- Reflection/Review of how the functioning of the LT has gone / Potential Revisions	LT / CC / All	May / June (2019)		
Curriculum review cycle	Curriculum Team Oversight Implement the following proposed cycle of review 1. Year 1 Pre-review: documenting what we are already doing (teachers updating/submitting current unit plans/calendars) - Subject areas are set for priority review based on year 1 discussions - Recommendations for <u>school schedule changes</u> are made - Recommendations made for the composition of lesson study groups (PLCs) to meet needs of the curriculum review cycle going forward 2. Year 2: Review: review and analyze current curriculum in vertical subject teams using standard framework/Align with Lesson Study Groups	1. Principal and HoS set deadlines Teachers 2. Teachers (aligned with	2018-2019 2019-2020	Devoted collaboration time PD Days Possible PD Costs as required Purchase of new instructional materials if required (subject to	- Mechanism in place to review curriculum with regularity and with deliberate consideration of student learning needs. - If needed/ feasible, school schedule changes are made based on proven curricular needs

<ul style="list-style-type: none"> Alignment Rigorous and Relevant High Expectations for All Dynamic Teaching Assessment 	<ul style="list-style-type: none"> Alignment Rigorous and Relevant High Expectations for All Dynamic Teaching Assessment 	lesson study groups)		approval of curriculum team and admin).	(to support student learning)
	3. Year 3: Develop/Change Vertical subject teams (teachers) work on changing curriculum based on needs observed during review year.	3. Vertical subject teams (teachers)	2020-2021		
	4. Year 4: Implement/Revise Individual subject teachers/collaborating teachers implement changes to curriculum scope and sequence/ pedagogical approach, using teacher observation and lesson study process as a mechanism to reflect and revise on implementation.	4. Individual subject teachers	2021-2022		
	5. Year 5: Reflection/review (or start process over again) Vertical subject teams meet again on Wednesday mornings to reflect and continue process. Principal devotes meeting times to curricular review.	5. Vertical subject teams (teachers) Principal	2022-2023		

Academic Rigor and Support for Student Learning

Overarching Goals:

Improve academic rigor by focusing on improving critical reading and writing skills—including foundational language skills across the school. The provision of appropriate guidance, socio-emotional counselling and learning support resources to support students. Particular emphasis for socio-emotional counselling to be provided for the boarding program.

The development of clear and comprehensive child protection policies, practices, and procedures that demonstrate to the community that HIS is fully committed to the safety and well-being of each student.

The development of clear schoolwide health and safety procedures, for example a scheduled plan for first aid training for key personnel

The development of a more robust set of practices and procedures to ensure a safe and healthy living environment for all students participating in the boarding program.

Rationale:

Difference between student performance in LA (humanities) and mathematics, science. Previous whole school efforts at reading & writing across the curriculum point to ongoing needs. Desire to instill in students an intrinsic motivation (seen as currently lacking)

Recognized need to address the social/Emotional needs of HIS students as well as provide better support for graduates transitioning to university.

What will successful implementation look like? Student habits of mind and critical thinking will change twofold to acquire the following understandings: foundational application of the listening, speaking, reading and writing (the 4 language skills) are universal across the curriculum; genre-specific uses of the 4 language skills are required for success within each of the curricular areas.

Students keep growing in pursuit of their highest potential academically and creatively.

Students are provided with greater support in all areas - social/emotional / college / academic

Overview of Review process: There are built in systems to review progress within the action plan. Where applicable there is leadership team check-ins semesterly or yearly.

HUSKIES addressed: ALL

Tasks	Action Steps	Staff Responsible	Start/End Dates	Resources (PD / Budget/Time)	Evidence of Accomplishment
Improve Support for Student Personal and Academic Growth at HIS	- Determine the role (job description) of the counselor (Social/Emotional & Guidance Counselor)	Admin /	Summer / Fall 2018	Budget preparation through specific tuition % increases (1 ~ 2%)	HIS has a hired a counselor with a clearly identified role that aligns with the identified needs of the school's student population
	- guidance counselor				
	- social/emotional counselor				
	- learning academic & behavior support resources				
	- Sign up for Search Associates to seek a dual role counselor	HoS	Spring 2018	Budget \$4000 for SA	
	- Financial planning [percentage increase(s)] dedicated to searching for and hiring a counselor	HoS / Finance Committee	Fall 2018	Counseling Room identified	
		LC / CC			

	<ul style="list-style-type: none"> - Investigate training options for all staff in support of student emotional and social needs / Staff-wide reading - Hire counselor (to begin contract in 2019-2020) 	HoS	Fall 2018 Fall 2018		
Improve student protection and safety at HIS	<ul style="list-style-type: none"> - Child Protection Team conducts an audit of dormitory and school safety practices, procedures and protocols - School admin identifies training programs and professionals to annually maintain child protection awareness across the school - Create a Child Safety Manual (building on the components that have already been developed in 2017-18) - The development of clear schoolwide health and safety procedures, for example a scheduled plan for first aid training for key personnel 	Child Protection Team Admin Child Protection Team creates draft Child Protection Team	Fall 2018 for audit Fall 2018 2018-2019 2018-2019	Budget ¥100,000 - CP Training Stipend for interim child protection team leader	HIS has a fully developed Child Protection Manual, developed with the initial groundwork of the Child Protection Team and completed under the leadership of the school counselor Clear annual CP training Clearer responsibilities for dorm oversight in dorm manager and student manuals
Improve Academic Rigor to support student growth at HIS	<ul style="list-style-type: none"> - Curriculum Team Agenda Items (to be prioritized in 2018 ~ 19) <ul style="list-style-type: none"> • Implement use of MAP data in the classroom lesson planning (training / follow-up / conferencing) • Creation of common writing rubric across the school, common language and norming • Work on vertical alignment of curriculum • Cross-disciplinary Skills (HUSKIES w/ emphasis on motivation) • Explore ways to increase student critical thinking and ability to transfer skills from one discipline to another • Oversee curriculum review cycle (see above) • Assess changes in student motivation since the introduction of new assessment policy in 2017-2018 • Lead reflection on the new secondary assessment policy • Create a foundational statement to aid understanding by all stakeholders about what we mean by target based grading 	Curriculum Team	2018-2019 onward	Schedule CC Time Schedule Wednesday morning collaborative time PD Reading expenditures from misc. Ed. budget	Items for CC follow up will be itemed in the CC Agenda/Minutes Doc., prioritized for discussion/decision Notes of achievement in minutes of CC Initiatives in place to address improvement of academic rigor through school-wide focus on reading fluency/ comprehension, critical thinking, and transferable skills

Character/Leadership/Service

Overarching Goal: Implement service, character, and leadership programs at HIS—schoolwide and progressive—starting by reframing, refining, and augmenting what we already do

Rationale: To further foster character, leadership and service in HIS students.

What will successful implementation look like? Having authentic school wide service learning opportunities so that students can experience, reflect and report on their learning.

Overview of Review process: There are built in systems to review progress within the action plan. Where applicable there is curriculum team oversight and/or administration check-ins semestery or yearly. Curricular review cycle (referenced above) will also serve this purpose.

HUSKIES addressed: All HUSKIES

Tasks	Action Steps	Staff Responsible	Start/End Dates	Resources (PD / Budget/Time)	Evidence of Accomplishment
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Schoolwide Service Learning Program (Phase 1 - Internal Service)	1. Develop a progressive K-12 plan 2. Develop procedures for planning services. 3. Setting up guidelines for teachers to facilitate the process. 4. Implement program 5. Reflection	1. Curriculum 2. Curriculum 3. Curriculum 4. HR teachers 5. All Staff	Year 2 Year 3 Year 3 Year 4 to 6 Year 4 to 6		1-4 Document containing the scaffolding of how the "phase 1" service learning program will unfold at each level. 5. Documentation of all staff involved with "phase 1" through either a Google Doc or survey.
Schoolwide Student Character Expectations	1. Develop/revise student expectations and consequences. 2. Announce the expectations to students/parents/staff. 3. Develop agreements for sports teams/ activities/trips derived from the above. 4. Develop agreements for the dorm. 5. Implement positive reinforcement system for student exemplar student behavior (acknowledgement, rewards) and consequences for behavior violations. 6. Revision/ implementation of Behavior plan for students in need.	1. Curriculum Team 2. Administration 3. Curriculum Team in collaboration with coaches 4. Dorm parents 5. Administration and teachers 6. Administration and teachers	Year 1 Year 1 Year 1 Year 1 Year 1 and following years Year 1 and following years	Scheduled Time for relevant meetings:	1- 4 Documents containing the revisions of expectations are available and understood to all concerned stakeholders. 5 Awards and recognition will be given at Assemblies and in classrooms for exemplar behavior and/or for growth in behavior 5 Discipline violations/concerns will have documentation
Embedding student leadership throughout HIS	1. "Leadership" group exploration on teaching and implementing leadership throughout the curriculum and the school community. 2. Developing what leadership is at each level of HIS (Elementary, middle school, high school and the exemplar level). 3. Creating a scaffolding/ guidelines for how to teach/ implement leadership at the various levels. 4. Develop guidelines for how to involve students in leadership throughout school activities and events. 5. Implement Leadership "standards" across the school. 6. Reflection	Administration Curriculum Team, Outdoor Ed staff Leadership PLC/Leadership Standards Team All staff	Year 2 Year 2 Year 3 - 6 Year 3 - 6 Year 3 - 6 Year 6	Professional Development in Leadership	PD administered to staff Documentation outlining what leadership looks like at each level and the expectations for students at each level and guidelines for how to guide students through leadership at the levels.

School-wide Resource Plan

Overarching Goal: Create a comprehensive three year school-wide resource management plan with the following four tasks:

- Physical plant
- Personnel and time
- Student recruitment, transition, and retention
- Niseko Development

Rationale: HIS is in need of a comprehensive resource management plan that would clearly map out the upcoming needs of the school in terms of the following resource, sustainability (Retention) and development needs: HIS Sapporo physical plant expansion, staffing & scheduling, and long-range development of the Niseko campus.

This plan should furthermore incorporate a retention plan that would involve all staff in the school in clearly defined roles and/or actions with the purpose of establishing and maintaining positive impressions about the school (Telling the school's story for us).

What will successful implementation look like? The development plan is in place, is annually presented and updated and is being followed up on by relevant stakeholders (overseen by the Strategic Planning Committee).

Overview of Review process: The Resource Plan is a guiding document for the school is reviewed yearly by the Strategic Planning Committee (a committee established and empowered by the executive board. The Strategic Planning Committee also regularly updates the

executive board on progress.					
HUSKIES addressed: General promotion of all HUSKIES.					
Tasks	Action Steps	Staff Responsible	Start/End Dates	Resources (PD /Budget/Time)	Evidence of Accomplishment
Executive Board establishes the Strategic Planning Committee	1. HoS chairs the committee 2. Chair and EB recruit membership to the committee 3. Although the strategic planning committee will have other tasks, part of its role will be to oversee the execution of this school wide resource plan for both Sapporo and Niseko campuses and to continue to develop the overall strategic action plan. 4. Strategic Planning Committee receives recommendations from Niseko campus for long-term planning. Care is taken to address the needs of both campuses. 4. Committee meets 6 times per year	HoS EB representatives Teacher representatives Potential other representatives: - Business Manager - B&G Manager	2018-2019 Onward	- Attendance at ELC specific workshops/ sessions on Strategic Planning w/ Board Chair (Fall 2018) Professional Readings Scheduled time for meetings (once monthly)	Strategic Planning Committee is in place and oversees the implementation of the school-wide resources plan below.
School Schedule Revision	- Feasibility Study: Research, collect data, study needs fed back from curriculum committee review cycle, CC meetings on scheduling, and team meetings, to make recommendations on schedule changes (this data used to drive Strategic Planning, including facilities, personnel and resource/budget plans) - Develop a personnel and time resource plan based upon the data collection process from above.	Strategic Planning Committee Administration/ Curriculum Team/School Schedule Revision Committee Principal	2018-2019 2018-2019 2019-2020 (stage 1) 2020-2021 (stage 2)		A new school schedule that addresses recognised curriculum needs and / or allows for proposed curriculum changes A single resource plan document outlining the personnel and time priorities of the school, including a time schedule of the steps for addressing those priorities.
Review and update the three-year Physical Plant Resource Plan (Long Range Maintenance Plan).	Replace heating pipes 3rd floor (Summer 2018) Heating Pipes Stage Two Tile check /replacement Dormitory kitchen upgrade and 1st floor restructuring	Admin/Maintenance/B&G Committee	March 2018 Planning for August 2018 Start/August 15 End Date/ March 2019 Planning for August 2019 Start/August 15 End Date	- CIDF or Budgeted funding - EB Decision	- Piping replaced on the 3rd floor - Hot water piping replaced on the 1st and 2nd floor - Building tile repairs completed - First floor of old dormitory to have: - physically expanded kitchen to include (2nd) Restaurant stove, Industrial dishwasher, - Expansion of living room into current Japanese room. // new flooring // Replace wallpapering in living room
Develop a comprehensive student	Elementary School:	Recruitment Trips to HK,	Fall 2018	Scheduled time for team meetings and	A resource plan for each level of the school's program and

recruitment plan to ensure an expanding enrollment to support the growth and development of school programs.	Identify populations to recruit from (Local bicultural & internationally-minded populations & Expat families)	Sakhalin & Taiwan Recruitment Planning Teams -- ES & SS (Admin/EB/ELL/ES/SS Teachers)	Fall 2019	marketing budget line items (advertising/travel etc.)	an schedule of planned events for school promotion.
Community Transition and Retention	-Welcoming Letter -Information Sessions -Support during time at school -Follow up after students leave HIS -Develop checklist of transition procedures. -Develop clearly defined transition procedures by homeroom teacher and peer mentor, both for start-of-year and mid-year transitions.	Admin & Office Dorm Parents Homeroom Teachers Peer Mentor	Spring 2019	Relevant office staff meeting time scheduled from September 2019	Full developed checklists of transition procedures for various participants in the transition and retention plan: - Admin/Office - PTA - Principal - HR Teachers - Etc. Routine outflow of email and/relevant information that is monitored through inclusion of admin (HoS & Principal)

Appendices

Annual Reports/WASC Interim Progress Reports

- [Annual Report 2016-2017](#)
- [Annual Report 2015-2016](#)
- [Annual Report 2014-2015](#)
- [WASC Interim Progress Report 2016 - 2017](#)
- [WASC Interim Progress Report 2015 - 2016](#)
- [WASC Mid-Cycle Report 2015](#)

Assorted:

- [Graduation Requirements \(Pg 35 of Community Handbook\)](#)
- [HIS Sapporo Master Schedule](#)
- [HIS Niseko Master Schedule](#)
- [List of Things Done \(2011-2018\)](#)
- [School Profile](#)

Assessment/HUSKIES

- [CDGP Google Classroom](#)
- [CDGP Infographic](#)
- [CDGP Rubric](#)
- [CDGP Info Page](#)
- [CDGP Student Example](#)
- [Character Development Graduation Portfolios \(Tracking\)](#)
- [EIR Credit Requirements and Guidelines](#)
- [EIR Student Register Form](#)
- [End of Year Awards](#)
- [HIS Reads Rubrics](#) (direct links to HUSKIES) and selection criteria
- [HIS Reads Judging Information Sheet with links to HIS Reads competition](#)
- [How to Use MAP Data \(Teachers\)](#)
- [How to Use MAP Data \(Parents\)](#)
- [IMYC Entry Point Letter](#)
- [IPC Science Report Template](#)
- [IPC Social Studies Template](#)
- [Oral history project](#)
- [Pathways rubrics](#)
- [Parent Orientation Session August 2017](#)
- [Report Card Templates](#)
- [Rubrics for assessing the HUSKIES](#)
- [Using MAP data to inform instruction presentation](#)
- [Writing Rubric Development Folder](#)

Communications

- [Communication and Conflict Resolution Protocol](#)
- [Communications Protocol](#)
- [Daily Updates](#)
- [Emailing Best Practices](#)
- [HIS Promotional Video 2016](#)
- [Husky Express](#)
- [Monday Memo](#)
- [OE Promotional Video 2013](#)

- [Parent Coffee Mornings](#)
- [Parent Presentation on new grading system](#)
- [PTA Website](#)
- [School Website](#)
- [Video Link \(Niseko\)](#)

Curriculum

- [Action Plan \(Curriculum Committee\) 2015-2018](#)
- [Academic Learning Targets](#)
- [Amplification of the ELD Standards](#)
- [Articulation of K - 12 Standards](#)
- [AP Capstone Presentation for Students](#)
- [AP Capstone Application Answers](#)
- [CDGP Infographic](#)
- [CDGP Rubric](#)
- [CDGP Info Page](#)
- [Entry Point Letter](#)
- [Example HS Writing Rubric](#)
- [Example of Socratic seminar assessment with student reflection on performance](#)
- [Example of unit assessments and rubrics for U.S. History](#)
- [Example Unit Plans from MS](#)
- [Exit Point digital work examples](#)
- [HIS Reads Information](#)
- [HIS Curricular Commitments](#)
- [IMYC 3-year Rotation](#)
- [IMYC Homepage](#)
- [IPC Homepage](#)
- [Kitara Concert Leadership Team](#)
- [LA Decisions 2015-2016](#)
- [MS Overnight Student-driven Planning](#)
- [MS Unit Plan with HUSKIES](#)
- [Online Course Student Contract](#)
- [Outdoor Leadership syllabus](#)
- [Outdoor Leadership Expectations for students](#)
- [Sample of MS Unit Plans across subjects \(folder\)](#)
- [Scope and Sequence 6-8](#)
- [Scope & Sequence 9-10](#)
- [Scope & Sequence 11-12](#)
- [Singapore Math Teaching Mathematics in a Problem Solving Approach](#)
- [What is the IMYC? Screencast](#) (HIS produced)
- [WIDA "Can do Descriptors"](#)
- [Workshop approach to writing](#)

Governance

- [Board Training - Marc Frankel 2016/1/16](#)
- [Executive Board Minutes](#)
- [Executive Board Parent Survey](#)
- [Executive Board Strategic Policies](#)
- [Executive Board Teacher Survey](#)
- [International School Trustees Handbook](#)
- [Notes from October EB Meeting on Teacher/Parent survey](#)

- [Nominating Committee Protocols](#)

Handbooks

- [Community Handbook 2017-2018](#)
- [Dormitory 1 Handbook](#)
- [Dormitory 2 Handbook](#)
- [Emergency Handbook](#)
- [PD Handbook](#)
- [School website](#)
- [Teacher Housing Handbook](#)
- [Teacher Orientation Handbook \(2017\)](#)

Programs

- [AdHoc History](#)
- [AdHoc Participation](#)
- [Direct Service Learning at HIS](#)
- [Kitara Leadership Team](#)
- [Outdoors/Daisetsuzan](#)
- [Outdoors/Dominnomori](#)
- [Outdoors/Jozankei](#)
- [Outdoors/Niseko](#)
- [Outdoors/Soranuma](#)
- [Outdoors/Takino](#)
- [Service Learning PD & PD Feedback Notes](#)

Protocols/Policies/By-Laws

- [Articles of Incorporation](#)
- [Assessment Policy change in 2016-2017](#)
- [Budget Planning Process at HIS](#)
- [By-Laws](#)
- [Code of Conduct](#)
- [Conflict Resolution at HIS](#)
- [Conflict Resolution Protocol](#)
- [Elementary Budget Letter 2017](#)
- [Essential Instructional Practices](#)
- [Executive Board Minutes](#)
- [Executive Board Strategic Policies](#)
- [HIS Curricular Commitments](#)
- [Long Range Maintenance Plan](#)
- [Nominating Committee Protocols](#)
- [Procedures and Protocols Folder](#)
- [PTA Protocols](#)
- [Secondary Budget Letter \(2017-2018\)](#)

School Foundational Statements/Schoolwide Learner Results

- [Documentation - transition from TADS to HUSKIES](#)
- [Foundational School Statements \(on school website\)](#)
- [HUSKIES Document](#)
- [HUSKIES posters](#)
- [Positioning Statement \(definition, differentiation, deliverable\)](#)

Service Learning

- [2016 Vietnam HFH/Global Village Report](#)
- [2018 Junior Service Trip Details](#)
- [H-TEAM \(Trail Maintenance\)](#)
- [Junior year service learning trip documentation - Sri Lanka 2017](#)
- [MP1 Service Learning - MP1](#)
- [MP1 website](#)
- [Service Learning Planning Spreadsheet](#)
- [Sri Lanka Booklet](#)
- [Working Doc detailing responsibilities for advisor to service trip](#)

Student Support

- [Academic Coaching Folder](#)
- [Academic Coaching Guidelines](#)
- [Academic Support Plan Process](#)
- [Academic Support Plan Tracking as of March 2017](#)
- [Aspiring Athletes and Careers Agreement](#)
- [Career Workshops presented by HIS parents](#)
- [College Board](#)
- [College Counseling Google Classroom](#)
- [ELL Enrollment List Running Document](#)
- [ELL Parent Orientation Template](#)
- [ELL Milepost Orientation Template](#)
- [ELL Plan 2017-2018](#)
- [HIS Code of Conduct](#)
- [HIS Student & Staff Protection Policy & Protocol](#)
- [HIS Catalog of College Acceptance](#)
- [Niseko Financial Assistance Program slideshow](#)
- [Office Hours for Student Support](#)
- [Online Student Contract](#)
- [Referral Services](#)
- [Upfront planning to support grieving process \(in Monday Memo\)](#)
- [Using MAP results presentations](#)

Surveys

- [After School Activities Survey \(ES Parents\) \(Responses\)](#)
- [After School Activities Survey \(MS Parents\) \(Responses\)](#)
- [Club Activities Survey \(MS Students\) \(Responses\)](#)
- [Survey Folder](#)
- [Parent Survey Results June 2017](#)
- [Parent Follow-up Survey Results January 2018](#)
- [Parent Executive Board Survey Regarding Role of EB November 2017](#)
- [Student Survey Results June 2017](#)
- [Student Follow-up Survey Results January 2018](#)
- [Teacher Survey Results June 2017](#)
- [Teacher Executive Board Survey Regarding Role of EB November 2017](#)
- [Teacher and Parent Survey - Reflection Notes from October Executive Board Meeting](#)

Teachers/Professional Development

- [Danielson Framework Domains](#)
- [ELL Essential Strategies](#)

- [Essential Instructional Practice](#)
- [Essential Professional Reading List](#)
- [Hiring Checklists](#)
- [HIS Standards for Teachers](#)
- [Lesson Study Adaptations](#)
- [Literacy PD Kobe 2016-2017](#)
- [MAP presentation to teachers](#)
- [Professional Development Experiences](#)
- [Teacher Orientation 2017](#)
- [Teacher Orientation 2016](#)
- [Teacher Orientation 2015](#)
- [Teacher Observation Record 2017-2018](#)
- [New Teacher Orientation Handbook 2017](#)
- [Rojas PD](#)
- [WIDA](#)

Team Meetings

- [Curriculum Committee 2017~2018](#)
- [Curriculum Committee 2016~2017](#)
- [Curriculum Committee 2015~2016](#)
- [Curriculum Committee Action Plan 2015~2018](#)
- [Elementary Team Meetings](#)
- [Executive Board Minutes](#)
- [Full Faculty Team Meetings](#)
- [HISNiseko Monday Meeting Minutes](#)
- [Secondary Team Meetings](#)
- [Wednesday Collaboration Planning](#)

