



PROGRESS REPORT 2018-2019

1-15, 5 jo 19 chome
Hiragishi, Toyohira-ku,
Sapporo, Japan
062-0935



Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: General School Data

Hokkaido International School - Sapporo (Main Campus)

1-55 5-jo 19-chome, Toyohira-ku, Hiragishi, Sapporo, 062-0935, JAPAN

Tel: 81-11-893-5000, Fax: 81-11-816-2500, his@his.ac.jp

Head of School: Barry Ratzliff headofschool@his.ac.jp

Principal: Neil Cooke principal@his.ac.jp

Enrollment: 174 (March, 2019)

Hokkaido International School - Niseko

12 Aza Fujimi, Niseko-cho, Abuta-gun, 048-1501, JAPAN

Head of School: Barry Ratzliff headofschool@his.ac.jp

Teacher Administrator: Barry Mernin bmernin@his.ac.jp

Enrollment: 29 (March, 2019)

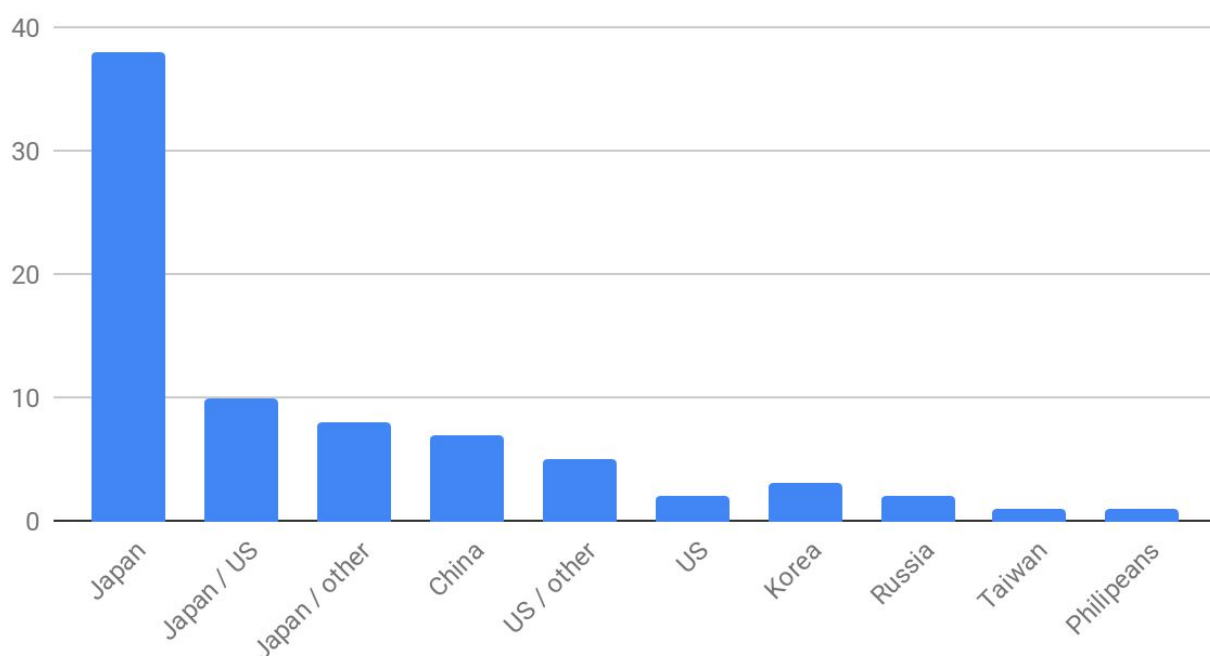
II: Brief School Description

Hokkaido International School is a private, coeducational day / boarding school offering a western-style education from early years through high school (Sapporo campus) and early years to 6th grade (Niseko campus) for the local and international community at large. The school year comprises two semesters extending from mid August to mid June.

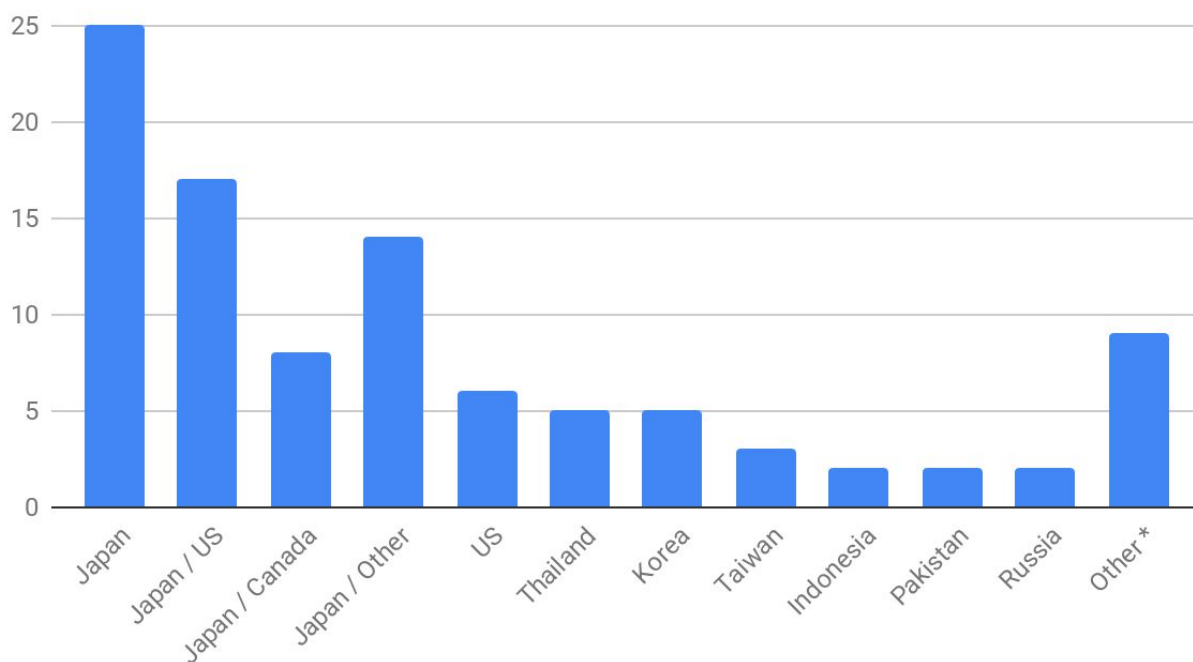
The school is governed by a nine-member, self-appointing Executive Board, which is in turn, supported by a 25-member Board of Councilors. The Executive Board includes the head of school, a representative from the US Consulate, and either current HIS parents, parents of alumni, or other community stakeholders. The Board of Councilors is chosen from members of the international 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 is recognized by the Office of Overseas Schools of the US Department of State.

Students Served (As of Spring 2019)

Sapporo Campus Elementary Demographics (Spring 2019)

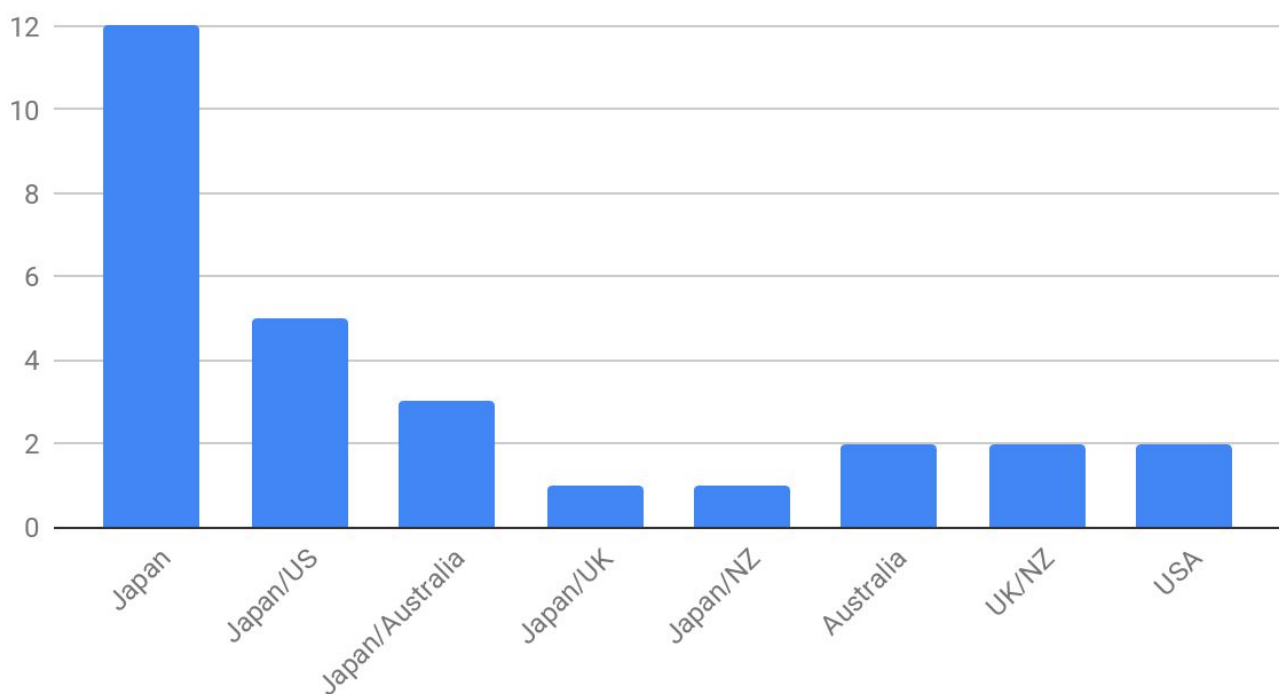


Sapporo Campus Secondary Demographics (Spring 2019)



Japan / Other: Dual citizens of: Australia, Indonesia, Korea, New Zealand, Singapore, UK, Russia
Other (one student each): Bangladesh, China, India, Malaysia, Mexico Peru, Philippines UK, Vietnam

Niseko Campus Demographics (Spring 2019)



Faculty

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

Teacher Data for 2018-2019 (30 teachers)

Age	/30	Years at HIS	/30	Total Years Teaching Experience	/30
25 - 30	4	1 - 5 years	22	1 - 5 years	6
31 - 40	6	6 - 10 years	2	6 - 10 years	11
41+	20	11+ years	6	11+ years	13

Curricular Program

Learning at HIS takes place in multi-age settings from Early Years (ages 3 & 4) through Grade 12. The Early Years program uses the Reggio Emilia approach, in which children, through teacher guided "provocations" inspire students to curiosity, creative play, expression and questioning. At the elementary level the core of the curriculum is defined by the International Primary Curriculum. The middle school follows the International Middle Years Curriculum (IMYC). At the high school level, HIS offers a Western-style, differentiated curriculum giving students the option of taking courses at Developing, Standard, Honors, or AP levels. Starting in 2017, HIS added the AP Capstone program as a culminating experience for academically eager high school students. HIS operates on a rotating block schedule.

English Language Learning

The ELL department at HIS supports student English language needs from the elementary to high school, using a variety of support methods, including a stand-alone ELL class for middle and high school students, individual pull-out supports, and push-in, co-teaching supports for classroom and core subject teachers. Starting in 2018, HIS adopted the WIDA assessment and framework to test and monitor students' English language learning. Student English language ability is considered in determining admission to HIS, but the curriculum supports students at a wide range of English language levels.

Early Years

The Early Years Reggio-Emilia-inspired program for children ages 3 and 4 is built on a foundation of understanding the cognitive, social, emotional, and physical development of young children. We understand that the whole child must be nurtured. This is done by providing an environment that is child centered, experiential, stimulating, creative, and flexible. Activities are designed to offer children opportunities to explore, experiment and discover with hands-on materials. Because children are active learners with innate curiosity, the program ensures that learning objectives are relevant to students and set in a joyful and playful atmosphere. This includes language development, self expression and creativity approached through puppetry, drama, literature, songs, dance, poetry, and games.

HIS Early Years teachers understand that every child is on a unique path of growth, and also has a unique personality and learning style. Therefore, objectives and outcome goals are child specific while aligning with appropriate age-level school standards.

Elementary School

Elementary instruction at HIS follows the IPC (International Primary Curriculum). The central purpose of everything connected with the IPC is student learning. Helping children develop academically, socially and emotionally through a focus on learning is the core goal of this curriculum. The curriculum takes into account the most recent research on the brain and how children learn. Children are encouraged to develop the skills they need to take an active part in the world around them.

The subjects of geography, history, science and society are taught in integrated units. These units will also include some art, ICT (Information and Communication Technology), music and PE. Each unit contains an

international element to raise children's awareness of the world around them. Each subject, in addition to being integrated into a unit, has clearly defined goals for knowledge, skills and understanding, which the children are expected to meet at the end of a milepost.

Middle School

Hokkaido International School's commitment to multiage instruction continues in the middle school years through the integrated units of the International Middle Years Curriculum (IMYC). Grade 6 students are taught separately in order to better transition students from elementary to middle school, and Grades 7-8 students are taught in a multi-age classroom.

The IMYC provides interdisciplinary units on a three year rotation 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). Many Middle School courses can be taken at an honors level.

In addition to their academic coursework, middle school students take a foreign language course--Japanese or Spanish--or an additional ELL course depending on their language needs. For most of the school day, ELL students are mainstreamed into core academic courses, with push-in support provided by the ELL department. Students also take electives including visual art, choir, dance, band (beginner or advanced), and design.

High School

In the high school, the curriculum is designed with the diverse range of learning and English language needs of our students in mind. Students are offered a wide range of course options as well as options within courses to approach the content at different levels of rigor-- including Developing, Standard, Honors, and AP levels.

Language Arts and Social Studies

Students are taught in two multi-age groups in Language Arts and Social Studies classes. Grade 9-10 students complete a two year cycle including Ancient Civilizations and Ancient Literature, followed by Modern World History and Modern Literature. Students are given the option of taking the AP World History exam in 10th grade. For Social Studies credit, Grade 11-12 students have the option of taking AP Human Geography, U.S. History (with an AP option), or AP Psychology. For Language Arts, students have the option of taking an 11-12 Literature course in which students design their own individualized reading and learning program or participating in the AP Capstone Seminar and Research series.

In Language Arts and Social Studies classes, ELL students are supported through push-in and co-teaching methods in their mainstream classes.

Science and Math

All 9th grade students take a 9th grade fundamentals course called the Nature of Science. After this course, 10-12 grade students have the options of taking standard level courses in Biology and Chemistry (offered on a two year rotation) or AP Physics, AP Environmental Science, AP Chemistry and AP Biology (offered in rotation). In math, students will enter into the appropriate course based on their incoming math skills in the following sequence: Algebra, Geometry and Trigonometry, and Algebra II. After completion of Algebra II, students may take Precalculus, Practical Math, and/or AP Calculus.

Outdoor Education and Electives

All high school students participate in 2 outdoor overnight trips throughout the year. Additionally, students may opt to take an 9-10 grade Outdoor Pursuits class or an 11-12 grade Outdoor Leadership class.

High school students must gain 2 language credits through the study of Japanese, Spanish, or if required, an additional block of ELL support. Students also have the following elective options: Publications, Visual Art, AP Art, Choir, Dance, Keyboard, Band (beginner or advanced), Design, and P.E.

Character Development and Extracurricular Involvement

Throughout elementary, middle, and high school, HIS helps students to develop their character--both through explicit instruction and through experiential opportunities. In the elementary school, character education is approached through the lens of the Virtues Project, which dovetails with the schoolwide learner outcomes, or HUSKIES, which are emphasized at the middle and high school levels. At the culmination of high school, students will complete a Character Development Graduation Portfolio, which showcases the ways in which each individual student has grown in their character through their learning and participation in activities at HIS. Additionally, all students must gain extra-curricular involvement credit (EIR) in order to graduate.

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)		
AP Capstone (Research)		
AP Human Geography		
AP Psychology		

Major changes impacting the school improvement process since the last visit / report

- Student enrolment drop from 200 (end of 2017-18) to 170 (beginning of 2018-19);
- Review of the mission/vision/learning statements to better align with current practices and education philosophy;
- Construction and completion of second dormitory (capacity now for 40 students);
- Refinement and adoption of new articles of incorporation;
- Adoption of Educare for child safeguard;
- Adoption of *Campus Network, Personal Device, and PC Usage Regulations*, proposed by IT, reviewed by the leadership team, full faculty and executive board. To be included into the Rules of Employment (Spring 2019);
- Implementation of new security measures across the school (Sign-in for guests, badges for staff, guests and parents).;
- Development of critical Early Childhood definitions for the Reggio Emilia-inspired program (Jan ~ April);
- Announcement by the HoS that he would step down at the end of July 2020 was followed by the establishment of a Head of School Search Committee and the hiring of International School Services to assist the school in that search. As of this report, the search has been narrowed down to 13 candidates;
- Creation of school organizational chart (attached below);
- Completion of a *Roles and Responsibilities, Decision-Making and and Report* document

III: School Accomplishments / Major Recommendation Progress

HIS Action Plan Goals / Critical Areas of Follow-up (from: 2018 Self Study Visiting Committee Report)	Progress Report
<p>Critical Area of Follow-up 1: Leadership and Decision Making</p> <p>a) The Head of School, with the support of the Executive Board, leads the development and adoption of a simple process framework that identifies who is responsible for making decisions, and secondly makes these individuals or groups accountable to the community for the work required.</p> <p>b) Those identified with responsibilities will be required to develop with the support and involvement of the Head of School, appropriate systems, processes and structures so decision making is aligned and the school community has clarity. These systems, processes and structures must be clearly articulated and shared with the school community.</p> <p>c) The development of a clear organizational chart that shows the school's governance and leadership structures, the school decision making processes, and where responsibilities lie. This organizational chart must be communicated with the community and included in the school's next WASC Progress Report.</p>	<p>a) Roles, Responsibilities, Decision-Making & Reporting document created in 2018-2019 which outlines what each staff member is responsible for and to whom they report and are accountable to.</p> <p>b) The developed organizational chart was shared to the entire community and to the full faculty/staff in a special meeting. Combined with the roles and responsibilities document in collaboration with individuals in their areas of responsibility. Recent updates to policies, procedures and systems include:</p> <ul style="list-style-type: none"> ● PD Handbook and Approval Process ● Campus Network, Personal Device, and PC Usage Regulations (added to Rules of Employment) ● Dormitory Handbook updated ● Articles of Incorporation redraft and realignment <p>See the organizational chart inserted below this section of the report.</p> <p>c) In the fall of 2018, school administration and governance developed and adopted an organizational chart that included the establishment of a leadership team through which major decision-making is made at the school. This was presented at a Full Faculty meeting and was published in the staff/faculty weekly Monday Memo. The document was also published to the school community through the school's newsletter and will be put into the school's Community Handbook for 2019-20.</p>
<p>Critical Area of Follow-up 2 Improved Support for Student Personal and Academic Growth</p> <p>1. The provision of appropriate guidance counselling services to support students to gain admission to the universities and colleges of their choice</p> <p>2. The provision and availability of essential socio-emotional counselling support for students across the school, especially for those students participating in the school's boarding program.</p> <p>3. The provision of appropriate learning support resources to ensure the school is doing its best to serve the needs of each student.</p> <p>4. 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.</p> <p>5. The development of clear schoolwide health and safety procedures, for example a scheduled plan for first aid training for key personnel</p> <p>6. The development of a more robust set of practices and procedures to ensure a safe and</p>	<p>1. A student downturn in 2018 ~ 2019 and prioritization of above matters, have delayed our ability to address this in this school year. However, currently HIS has two teachers on staff that have been provided college counseling training. Each teacher has one devoted block in their schedule for college counseling. Small graduating classes of 20 students or less are currently being supported adequately by our college counseling team.</p> <p>2. A student downturn in 2018 ~ 2019 and prioritization of above matters, have delayed our ability to address this in this school year. However, the school utilizes local resources (U.S. trained, English speaking counselor & English-speaking psychiatrist) as much as possible and continues to explore new external counselling support as they arise.</p> <p>3. A student downturn in 2018 ~ 2019 and prioritization of above matters, have delayed our ability to address this in this school year.</p> <p>4. Adoption of online training for all English-speaking staff and volunteers via EduCare. Adoption of online boarding program staff training via EduCare. Comprehensive change to rules governing school building access, including community-wide sign-in procedures, tightened door procedures and shorter times when main doors are open / closed. Adoption of identifying lanyards for all staff, faculty, PTA members and guests.</p>

<p>healthy living environment for all students participating in the boarding program.</p>	<p>5. Plans for first aid training during orientation week in August 2019. 6. Funds approved by the executive board to renovate and upgrade the first floor of the old dorm, including the kitchen.</p>
<p>Action Plan Goal 1 School Systems and Processes 1. Creation of a clear Leadership Team Structure and Organizational Chart for HIS 2. Curriculum review cycle</p>	<p>1. (See above in Critical Area of Follow-up 1 and below the section). 2. 2018-19 Year 1 of curriculum review cycle: a) Curriculum team and full faculty worked on revising our foundational statements. The result is a new Vision Statement and Mission / Learning Statement upon which the school will focus its curriculum review moving forward. b) Documentation / "inventory-taking" of existing curriculum by subject teachers / teams c) Curriculum team set priority subject areas to review in 2019-20 d) Creation of PLC teams to address the following curricular review areas in 2019-20 o K-12 Language Arts o K-12 Mathematics o Leadership and Service Learning Topics to be addressed in curriculum review process: - vertical alignment across the school - ensure common assessment practices / creation of common rubrics - decisions around common teaching approaches - unit plans - scope and sequence design format</p>
<p>Action Plan Goal 2 Academic Rigor and Support for Student Learning 1. Improve Support for Student Personal and Academic Growth at HIS 2. Improve student protection and safety at HIS 3. Improve Academic Rigor to support student growth at HIS</p>	<p>1. Academic Support - New credit recovery policy to allow students an opportunity to demonstrate proficiency beyond the end of the course end date 2. Student Protection (see above) 3. Academic Rigor - Introduction of AP Research in 2018-19 - Several students working towards the AP Capstone Diploma - Introduction of AP Psychology and AP Human Geography in 2019-2020</p>
<p>Action Plan Goal 3 Character/Leadership/Service 1. Schoolwide Service Learning Program (Phase 1 - Internal Service) 2. Schoolwide Student Character Expectations 3. Embedding student leadership throughout HIS</p>	<p>Service Learning PLC formed to begin planning for "phase 1 - Internal service learning" at HIS in 2019-20</p>
<p>Action Plan Goal 4 School-wide Resource Plan 1. Executive Board establishes the Strategic Planning Committee 2. School Schedule Revision 3. Review and update the three-year Physical Plant Resource Plan (Long Range Maintenance Plan). 4. Develop a comprehensive student recruitment plan to ensure an expanding</p>	<p>1. Draft strategic plan process to be presented to the executive board at their August 2019 meeting 2. School Schedule - Current school numbers make it difficult to revise the school schedule at this time. However several options are being discussed and the topic will be returned to during this WASC cycle. 3. Long Range Maintenance Plan continues to be reviewed by building and grounds manager, head of school and administrative assistant.</p>

enrollment to support the growth and development of school programs.
 5. Community Transition and Retention

4. Student Recruitment - Scholarship plan created and advertised to draw female students to the dorm through the Seltzer Memorial Young Women in Leadership Scholarship.
 - HoS Recruitment trip to Beijing - fall 2018
 - Dorm Staff Recruitment trip to school fair in Mie Prefecture - May 2019
 - HoS visiting Sakhalin in May 2019 to recruit students attending Sakhalin International School (which does not have a HS program)
 5. Transition and Retention Plan - In process / Exploratory stage in 2018-19

HIS Organizational Chart

