

**ACS WASC MID-CYCLE VISIT  
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**HOKKAIDO INTERNATIONAL SCHOOL**

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

**062-0935**

**Date of Original Self-Study  
May 6th-11th, 2018**

**Date of Mid-Cycle Visit  
April 26th-28th, 2021**

**Visiting Committee Members**

Mr. Michael Taylor, Chairperson  
Head of School, Kyoto International School

Mr. Tim Bray, Member  
Director of Professional Development, Cheongna Dalton School

## **I. Introduction**

**Include the following:**

- Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data, the major implications of the data, the identified student learner needs, and the identified school needs.
- Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last visit.
- Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the schoolwide action plan and the preparation of the progress report.

## **II. Progress on Implementation of the Schoolwide Action Plan**

- Based on the school's summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up or growth areas for continuous improvement are aligned and evident in the revised schoolwide action plan.
- Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the schoolwide action plan to strengthen continuous improvement initiatives (include relevant evidence to support findings.)
- Explain why any critical areas for follow-up or growth areas for continuous improvement have not yet been completely addressed, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria of the ACS WASC Focus on Learning manual.)

## **III. Schoolwide Areas of Strength and Critical Areas for Follow-up**

- List the schoolwide areas of strength identified during the current progress visit. (See the ACS WASC Focus on Learning schoolwide criteria.)
- List the critical areas for follow-up that have not yet been completely addressed, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria.)
- List any additional new critical areas for follow-up identified during the current progress visit, if applicable. (See the ACS WASC Focus on Learning schoolwide criteria.)
- Include a copy of the hyperlink to the school's most recent schoolwide action plan.
- Identify any new areas of concerns, if applicable.

## I. Introduction

**The school location, type of school, grades served, school programs, demographics, and student performance data, the major implications of the data, the identified student learner needs, and the identified school needs.**

Hokkaido International School (HIS) is situated in the heart of the city of Sapporo on the island of Hokkaido, the northernmost island of Japan. The school has, for 62 years, provided an international, private education in the region. Whilst the school is incorporated in Portland Oregon, it is defined as a *Gakkouhoujin* (educational corporation) in Japan. There are two campuses, the Sapporo Campus being the main campus and a second campus, the Niseko Campus, in the town of Niseko, 120km from the main campus.

HIS Niseko opened in 2012 to serve the needs of long and short term expatriate families in the region.

The school is governed by a nine-member, self-appointing Executive Board, that is also supported by a Board of Councillors that varies in size from 18-30 members (in accordance to HIS Articles of Incorporation).

HIS was first accredited in 1994 and has had an ongoing cycle up to the last visit in 2018. The school offers a K-12 education that includes boarding students.

### COVID-19 Impact

HIS has identified the impact of COVID-19 on the School Wide Action Plan and school improvement. This included:

- Delayed start to the academic year for the incoming Head of School (HoS)
- Decrease in student numbers, that impacted on budget
- 7 weeks online (5 students remain online as of the Mid-Cycle visit)
- Lack of extracurricular activities, school events, and field trips has been a collateral aspect
- parent engagement in the school community

### WASC Committee

HIS established a WASC committee that is served by voluntary representatives from the Elementary and Secondary divisions, the Head of School, the Principal and Niseko Principal. The committee was formed as part of the Curriculum Team.

### Academic Program

HIS is committed to a multiage, inclusive curriculum that is ELL inclusive and built on essential instructional strategies and collaboration. The school is Early Years to Grade 12. The curriculum across the school is represented by:

- Early Years (ages 3-4) offers *Reggio Emilia*
- Elementary Grades 1-5 offers the *International Primary Curriculum*
- Secondary:
  - Grades 6-8 offers the *International Middle Years Curriculum* (G6 is taught in isolation to transition from Elementary to Secondary School)
  - Grades 9-12 offers the *Advanced Placement (AP)* program through two multiage groups (G9-10 and G11-12).

### Service Learning/ Leadership

HIS has traditionally offered a strong service and leadership program in school.

Multiple opportunities are provided for students to take part. Running from shoveling snow in the community to working with Habitat for humanity. The secondary school also has a Community Service Club coordinated by an elected student council member. In this way projects are offered across the school.

The school created a PLC specifically for Service Learning and Leadership that was entrusted to develop a vision of service across HIS. The group of teachers meet regularly through 2019-20.

### Provision of ELL

The school has a strong focus on English Language Learners (ELL) and is committed to improving support for these students. Some developments that have occurred in 2020-21 include training in the WIDA MODEL administration; adopting a pull out model for ELL provision in secondary school; modification of the current program including recommend texts and increased communications with G2-5; review to determine the most effective delivery for ELL; and distance support provided to new ELL Instructor at Niseko campus.

There are currently 80 students in the ELL program from K-G10.

### Student numbers

HIS Sapporo

| Grade    | EY | K   | 1  | 2   | 3 | 4   | 5  | 6  | 7  | 8 | 9  | 10 | 11 | 12 |
|----------|----|-----|----|-----|---|-----|----|----|----|---|----|----|----|----|
| Milepost |    | MP1 |    | MP2 |   | MP3 |    |    |    |   |    |    |    |    |
| Students | 9  | 13  | 14 | 14  | 7 | 8   | 16 | 12 | 12 | 6 | 11 | 13 | 19 | 13 |

HIS Niseko (36 students)

| Grade    | EY | K | 1 | 2 | 3 | 4 | 5 | 6 |
|----------|----|---|---|---|---|---|---|---|
| Students | 8  | 5 | 7 | 5 | 2 | 5 | 1 | 3 |

## Demographics

### Nationalities across HIS

|                               |                           |                       |
|-------------------------------|---------------------------|-----------------------|
| Australia - 2                 | British - 6               | Canada - 8            |
| China - 7                     | France - 1                | India - 1             |
| Korea - 13                    | Mexico - 1                | New Zealand - 4       |
| Pakistan - 1                  | Russia - 5                | Singapore - 3         |
| Sri Lanka - 1                 | Poland - 2                | Taiwan - 5            |
| Thai - 3                      | The Netherlands - 1       | Turkey - 1            |
| Japan - 57                    | USA - 45                  |                       |
| <b>Total Nationalities 20</b> | <b>Total Students 202</b> | <i>22 April, 2021</i> |

| <b>Elementary (Sapporo)<br/>(14 nationalities)</b> | <b>Elementary (Niseko)<br/>(12 Nationalities)</b> | <b>Secondary<br/>(16 nationalities)</b>                   |
|--|---|---|
| 48% classified as Japanese (both parents)          | 18% both parents Japanese                         | 33% are classified Japanese (both parents)                |
| 29% classified as bicultural (one Japanese parent) | 50% bicultural(one parent Japanese)               | 31% are classified as bicultural (one parent is Japanese) |
| 13% - students classified as foreign               | 32% students classified as foreign                | 32% - students classified as foreign                      |
| Total 81   | Total 36  | Total 86  |

### Assessing School Wide Learner Outcomes

HIS uses the Character Development Graduation Portfolio (CDGP) that utilises the schools core values identified through the HUSKIES when assessing academic and

co-curricula experiences. The HUSKIES are evident in classrooms and hallways throughout the Sapporo campus from the Early Years through to Grade 12.

The Schoolwide Action Plan identifies the relevant Huskies in each of the overarching action areas.

### Analysis of Student Achievement Data

HIS tracks student achievement using data from the following tests and examinations SAT, AP, MAP and DRA

#### *SAT - Evidence-Based Reading and Writing (ERW)*

Students from the 2020 cohort sat the ERW and their mean score was 590 which meets or exceeds the benchmark

**Long-Term Growth: Table**

| Test                              | Test Takers | Students Who Took All Tests | Mean Evidence-Based Reading and Writing Score | Projected Mean Score* | Benchmark |
|-----------------------------------|-------------|-----------------------------|---|-----------------------|-----------|
| PSAT 8/9 Fall 2016 (9th grade)    | Not Tested  |                             |   |                       |           |
| PSAT/NMSQT Fall 2017 (10th grade) | 20          | 12                          | 520   | N/A                   | 430       |
| PSAT/NMSQT Fall 2018 (11th grade) | 23          | 12                          | 560   | 540-570               | 460       |
| SAT Spring 2019 (11th grade)      | 17          | 12                          | 570   | 560-600               | 480       |
| SAT Fall 2019 (12th grade)        | 16          | 12                          | 590   | 560-600               | 480       |

#### *SAT - Math*

Students from the 2020 cohort sat the Math and their mean score was 570 which meets or exceeds the benchmark

**Long-Term Growth: Table**

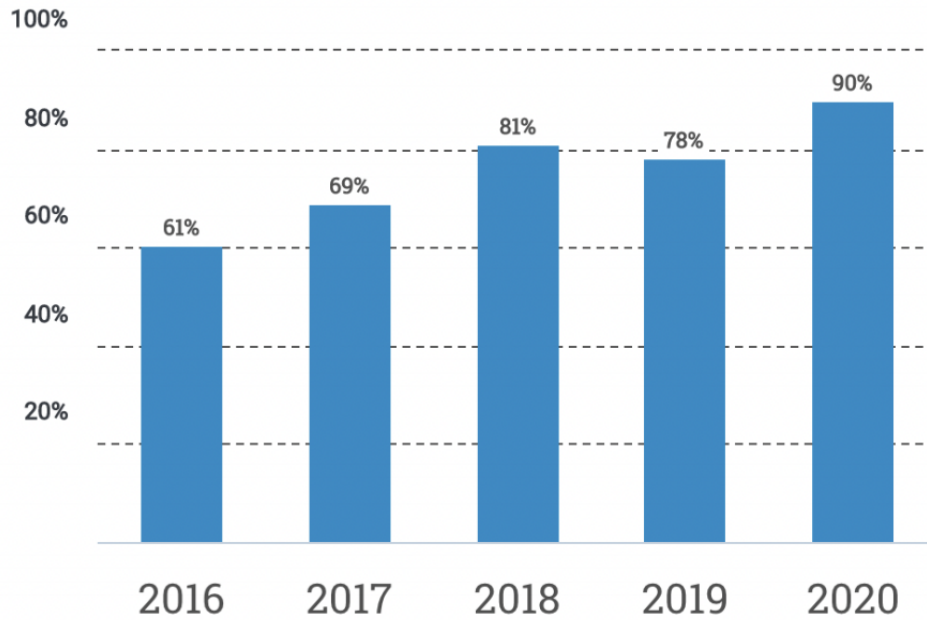
| Test                              | Test Takers | Students Who Took All Tests | Mean Math Score | Projected Mean Score* | Benchmark |
|-----------------------------------|-------------|-----------------------------|-----------------|-----------------------|-----------|
| PSAT 8/9 Fall 2016 (9th grade)    | Not Tested  |                             |                 |                       |           |
| PSAT/NMSQT Fall 2017 (10th grade) | 20          | 12                          | 480             | N/A                   | 480       |
| PSAT/NMSQT Fall 2018 (11th grade) | 23          | 12                          | 540             | 490-530               | 510       |
| SAT Spring 2019 (11th grade)      | 17          | 12                          | 550             | 550-590               | 530       |
| SAT Fall 2019 (12th grade)        | 16          | 12                          | 570             | 540-580               | 530       |

*Advanced Placement (AP) Exam Data 2016-20*

Success in the AP is defined as a score of 3 or greater.



% OF TOTAL AP STUDENTS WITH SCORES 3+

*MAP Testing (Grades 4-10)*

COVID-19 note: Due to campus closure Semester Two 2019-20 MAP test was not conducted. The data available is from Fall 2019 to Fall 2020

**MATH**

| Grade Level (2020-21) | Fall 2020 RIT Mean | Fall 2020 RIT Median | Percentage meeting or exceeding Projected Growth (Fall 19 to Fall 20) | HIS students at or above US and International norms on Fall 2020 MAP Test |
|-----------------------|--------------------|----------------------|---|---|
| 4                     | 206                | 205                  | N/A   | 100%  |
| 5                     | 223                | 225                  | 30%   | 86%   |
| 6                     | 233                | 229                  | 18%   | 100%  |
| 7                     | 228                | 228                  | 27%   | 80%   |
| 8                     | 239                | 236                  | 50%   | 100%  |
| 9                     | 248                | 249                  | 42%   | 100%  |
| 10                    | 252                | 257                  | 57%   | 90%   |

**READING**

| Grade Level (2020-21) | Fall 2020 RIT Mean | Fall 2020 RIT Median | Percentage meeting or exceeding Projected Growth (Fall 19 to Fall 20) | HIS students at or above US and International norms on Fall 2020 MAP Test |
|-----------------------|--------------------|----------------------|---|---|
| 4                     | 202                | 201                  | N/A   | 60%   |
| 5                     | 210                | 212                  | 37%   | 66%   |
| 6                     | 219                | 217                  | 55%   | 84%   |
| 7                     | 215                | 213                  | 54%   | 50%   |
| 8                     | 225                | 220                  | 60%   | 50%   |
| 9                     | 231                | 238                  | 83%   | 66%   |
| 10                    | 235                | 239                  | 58%   | 81%   |

**LANGUAGE USAGE**

| Grade Level (2020-21) | Fall 2020 RIT Mean | Fall 2020 RIT Median | Percentage meeting or exceeding Projected Growth (Fall 19 to Fall 20) | HIS students at or above US and International norms on Fall 2020 MAP Test |
|-----------------------|--------------------|----------------------|---|---|
| 4                     | 198                | 200                  | N/A   | 60%   |
| 5                     | 212                | 211                  | 62%   | 80%   |
| 6                     | 219                | 218                  | 66%   | 84%   |
| 7                     | 216                | 217                  | 35%   | 64%   |
| 8                     | 223                | 220                  | 40%   | 66%   |
| 9                     | 228                | 235                  | 66%   | 66%   |
| 10                    | 234                | 235                  | 67%   | 90%   |

*Analysis of MAP data*

The HIS Curriculum Team, using the newly created Data Analysis Protocol identified the following analysis:

- Small sample size impacts effects
- Recommend teachers use individual scores
- Reading remains an area for growth
- Highlights the needs for ELL in Elementary School
- Students are excelling in math

*DRA Data Elementary (Sapporo)*

The following is the data provided from DRA assessment:



|                    | Mean Score | Median Score | Range   |
|--------------------|------------|--------------|---------|
| Kindergarten       | 2          | 2.5          | 1 ~ 4   |
| Grade 1            | 8          | 6            | 1 ~ 18  |
| Grade 2            | 13         | 12           | 2 ~ 28  |
| Grade 3            | 27         | 30           | 12 ~ 34 |
| MP2 (Sec 1) Gr 2/3 | 20         | 17           | 8 ~ 34  |
| MP2 (Sec 2) Gr 2/3 | 17         | 12           | 2 ~ 34  |
| Grade 4            | 33         | 38           | 20 ~ 40 |
| Grade 5            | 45         | 40           | 30 ~ 60 |
| MP3 (Sec 1) Gr 4/5 | 42         | 40           | 20 ~ 60 |
| MP3 (Sec 2) Gr 4/5 | 39         | 40           | 20 ~ 50 |

**Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last visit.**

**COVID-19** Beginning in January 2020 the impact of global pandemic at HIS resulted in a loss of 27 students during the Academic Year (AY). This resulted in a significant budgetary shortfall that collaterally impacted Professional Development expenditure and substitute teacher coverage. Further the continued nature of the pandemic continues to restrict the provision of school events, extracurricular activities and field trips. This has been evident as of the Mid-Cycle visit. One member of the Dorm Parents is still waiting to enter Japan. The school also revised it's grading policies in line with the provision of online learning, that occurred during the AY

**New head of school** In August 2020 HIS welcomed a new head of school. Through discussions, meetings, and observations with key stakeholders this has led to a positive cultural shift at HIS.

**Organisational Chart** - the school published an organisational chart establishing lines of management throughout HIS. This directly addressed one of the critical areas identified in the previous accreditation visit.

**Curriculum review** - in 2019 the school commenced a curriculum review cycle through the Professional Learning Communities. Initially reviewing Language Arts, Mathematics and Service Learning and Leadership

**Contract psychologist** - The school introduced the service of an external psychologist who has a base availability (by appointment) of eight hours a month and more if necessary. This has been well accepted by the students as came out in the visiting committees meeting with the student council

**Leadership Team** - The school established a Leadership Team comprising the HoS, Principal an Elementary staff representative and a Secondary staff representative. The LT continues to establish itself as part of the school leadership structure.

**Decision Matrix** - The new HoS introduced a Decision Matrix by which the school could quantify and prioritise decision making. This has been embraced by the staff, in discussions across a number of stakeholder groups. It is seen as a positive step in clarifying the decision making process.

**Expansion of dormitory** - The school opened a new wing of the dormitory (2018) that now houses female boarders. This directly leads to improved provision of boarding. Separating male and female boarding students and including renovations to the kitchen.

**Dorm Parent roles** - HIS changed the Dorm Parent model to a rotation that created improved work-life balance. This included two Dorm Parents couples which included one each being a teacher in the school. Further changes included changing the rotation of the Dorm Parents in leading the program and a move to a Wednesday to Wednesday rotation (previously it was Monday to Monday). Child protection training and First Aid & CPR training were provided to all of the Dorm Parents. Dorm Parents organize movie and game nights to support student socialization in the dorms. Regular meetings are now being held with the Dorm Parents and Leadership Team to promote better communication and understanding of dorm needs.

**Online Learning Protocol** - created an online learning protocol to guide learning during the pandemic. This guided the students through learning whilst in a remote environment.

**Child Protection training** - introduced training for all vendors and volunteers including a Vendor Service Provider Agreement. Child protection training has been supplied to the entire staff through online content on Educare website. The training has led to a better understanding among the staff and to the development of age appropriate materials for teaching students about child protection. A code of conduct signed by teachers every year and meetings dedicated to discussion of child protection. The Child Protection Team does yearly campus walkthroughs to assess and manage risk.

**Student Achievement Data Review Protocol** - introduced to improve assessment of student data and appropriate actions. Developed by the Curriculum Team in 2020 this uses DRA and MAP data to guide the continual improvement of student learning

**The expansion of the university counsellors role** - the school expanded to two university counsellors. In meetings with the students it was shared that the expanded program and increased focus was having a positive impact on the students and their educational pathways

**HoS goals** through meetings and discussions with all community stakeholders the HoS established four goals to immediately address in his first year:

- Establishing positive school culture & strong collective trust
- Maintaining community health & safety

- Growing enrollment & ensuring student retention
- Upgrading the school's digital footprint

These have been shared with the staff and are reported on at each Executive Board meeting by the HoS.

**The redevelopment of the school web page** - Undertaken during the current academic year, this has roundly been appreciated by the parent community. Continuing on the approach to make information more accessible and clear.

**Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the schoolwide action plan and the preparation of the progress report.**

The Visiting Committee in meeting with the HIS WASC committee, the Executive Board, the PTA, the academic staff and the office staff established the process for developing the Mid-Cycle Report has been collaborative and inclusive. The school has created a School Wide Action Plan following on from the previous accreditation visit, that address the Critical Areas and the School Wide Resource Plan.

## **II. Progress on Implementation of the Schoolwide Action Plan**

### **Progress on the Critical Areas for follow up**

The 2018 WASC Visiting Committee stated its belief that HIS 'lacks the capacity to effectively manage a comprehensive set of critical areas for follow up...' Consequently the Visiting Committee identified only two critical areas.

#### **Critical Area #1 Leadership and decision making**

- 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.*
- 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.*
- 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.*

#### **Progress**

In response to Critical Area #1 HIS has made some notable progress in the last three years:

- a)
  - i) Creation of three school wide leadership teams:
    - 1) The Leadership Team (LT) comprises representatives across the key areas of the school and includes the HoS and Principal. The roles and responsibilities of the LT have been shared with the school staff.
    - 2) The Curriculum Team has oversight of the HIS curriculum. That includes development of curricula directives, assessment of student data, proposals for future directions, and follow up from the curricula directives coming from the WASC process
    - 3) The WASC Committee to support ongoing school improvement, as was identified in the previous accreditation report.
  - ii) Documenting the roles and responsibilities of all staff with leadership responsibilities. This has created increased trust in the organisation over the last few years and in particular following the arrival of the current HoS
  - iii) Introduced a Leadership Team Decision Making Framework in order to provide transparency to the decision making process
  - iv) The HoS, using school wide stakeholder input, established goals for the current academic year. These are reported back to the Executive Board on their progress and impact on learning outcomes.
- b)
  - i) All Agendas and decisions are made available to staff via the Monday Memo. The school has documented its process for updating policies and procedures and highlighting policies that have been introduced (HIS Online Protocol, HIS Vendor/ Service Provider Agreement,
  - ii) The HoS spends one full day a week at the Niseko Campus to provide support and direction for the school and community
  - iii) HIS has directed resources and time to developing and updating the current guidelines, policies and programs to provide clarity within the community. This includes creating the Organisational Chart; creating the Roles and Responsibilities/ Decision Making/ Reporting documents; and clarifying process such as PD Approval Process
- c)
  - i) The school has created and shared to the community the organizational chart that identifies the lines of management and responsibilities across the organisation.
  - ii) The school webpage has been developed to include clear guidelines on governance and the roles of each individual

**Critical Area #2 Improved support for student personal and academic growth**

- 1. The provision of appropriate guidance counselling services to support students to gain admission to the universities and colleges of their choice*
- 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.*
- 3. The provision of appropriate learning support resources to ensure the school is doing its best to serve the needs of each student.*
- 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.*
- 5. The development of clear schoolwide health and safety procedures, for example a scheduled plan for first aid training for key personnel*
- 6. 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.*

**Progress**

In response to Critical Area #2 HIS has made some notable progress in the last three years:

**1. College Counseling**

As of 2018-19, HIS has two teachers on staff (up from one teacher the year before) providing college counseling to students. Each teacher has one devoted block in their schedule for college counseling as well as significant time to collaborate.

**2. Guidance Counseling**

Bilingual, US trained counselor hired in 2019-20 school year to provide social/emotional counselling support for HIS students once a month for two hours. In 2020-21, the counselor provided professional development for all staff at teacher orientation. She will also present to our students at an upcoming assembly this year. In 2020-21, her contract has been amended to allow for her to be called in for extra hours if needed in an emergency.

**3. Learning Support**

The timing of WIDA testing for students has been changed to better assess student needs. Continued assessment and support of all students enrolled in ELL program ELL fee structure eliminated.

Frequency of administration for WIDA-MODEL as benchmark assessment doubled to 2 times/year.

3 day, whole-school training in the WIDA framework for instruction and assessment delivered by certified an external trainer.

Entrance (acceptance) benchmarks for admission set in place and utilized during admissions decision-making.

ELD assessment scores and progress benchmarks used to identify at-risk students and fed into shared documents for the support team.

Needs assessment undertaken to ascertain current level of understanding/use of various elements from the WIDA framework.

#### 4. Child Protection and Safeguarding

Child protection team concluded an audit of safety procedures, practices and protocols in the dorm and the school.

Adoption of online training for all English-speaking staff and volunteers via EduCare.

Adoption of identifying lanyards for all staff, faculty, PTA members and guests.

Inclusion of Child Safeguarding at HIS section to the school's website.

Introduction of mandatory child protection training for all vendors and volunteers.

Creation of the HIS - Vendor / Service Provider Agreement to ensure quality control and embed child protection into after school and support programs into the future.

Campus Network, Personal Device, and PC Usage Regulations created and added to the school handbook.

#### 5. Schoolwide health and safety procedures

Training about allergic response completed by all faculty and staff.

A plan to provide First Aid Training for all faculty and staff members during orientation.

Campus tours with the entire Child Protection Team to assess risk and make improvements to child safeguarding.

#### 6. Boarding program

Completion of the construction project which allowed the school to bring all dorm students together onto the main campus and into a unified program.

Expansion of the dormitory allowed for the employment of a full time cook whose contract includes daily cleaning of the kitchen.

Expansion allowed for the addition of a second dormitory couple to expand shared oversight of the dorm program.

Osojihonpo was contracted to provide twice-weekly additional cleaning regimes in the dormitory.

Refurbishment of the old dormitory completed over the summer of 2020.

All dorm parents and head of school completed the EduCare online course "An introduction to boarding for international schools"

The Dormitory Handbook was fully revamped in the 2018-19 school year and is annually revisited, revised and updated by the dorm parents and administration.

## HIS School Wide Action Plan

### Schoolwide Action Plan

Following the last accreditation visit HIS has created a School Wide Action Plan that

embraces a clear intent for ongoing school improvement.

The school has clearly linked all areas of to address to a rationale, success criteria, a review timeline and the alignment to the Schoolwide Learner Outcomes (Huskies).

The current plan includes action steps and individuals responsible for the action item. In the current action plan, progress is being tracked and evidence of development identified. The school has made updates for the current academic year. The school has also included Areas for Growth, showing further commitment to ongoing school improvement.

### **Critical areas for follow-up that have not yet been completely addressed**

**Creation of a clear Leadership Team Structure** - The school is working toward further development in this area. The structure is now clear and available to all stakeholders. Importantly, the process for identifying individual responsibility and accountability for assigned tasks and how this is communicated is seen as the next development.

**Curriculum Review Cycle** - the school identified this as an area that has not progressed as far as planned. This was due to campus closure and online learning during the pandemic and State of Emergency in Japan.

**Improve Support for Student Personal and Academic Growth** - originally the school was recruiting a part-time counsellor. As a collateral impact of COVID-19 student numbers have dropped and now the school is moving towards other models to support students for the long term.

**Improve student protection and safety** - scheduling and confirmation of first aid and CPR training for all staff. This is to be confirmed for staff orientation 2021-22.

**Improve Academic Rigor to support student growth** - the school has identified the action areas in the action plan. The Curriculum Committee will need to address the impact on learning and progress as the action plan reflects work up until 2019.

**The Executive Board establishes the Strategic Planning Committee** - whilst the school identifies 'Lots of work is still needed in this area' HIS will be well served by making specific time lines and plans.

### **III. Schoolwide Areas of Strength and Critical Areas for Follow-up**

#### **Framing the Commendations**

The WASC Mid-Cycle Visiting Committee has noted a number of commendations based on what has been observed during the visit and in the lead up. These commendations are built upon from the progress made following the 2018 WASC Visiting Committee

report, as well as work the school initiated to support School wide Learner Outcomes

| <b>Commendations</b>   |
|--|
| HIS leadership for the comprehensive manner with which they have embraced the Mid-Cycle report. The leadership has clearly set out to address all critical areas and recommendations from the 2018 Visiting Committee report. This has led to a more positive school environment both in terms of the staff and student satisfaction.  |
| HIS Executive Board and Leadership Team for improvements to the boarding facilities and the increase in staff to adequately provide safety and support to the students in the program.   |
| HoS on the adoption of more transparent decision-making practices through the use of the Organizational Chart, Shared Decision-Making Framework, and Roles, Responsibilities, and Reporting Document by the school leadership. This has begun to develop a growth mindset amongst the HIS staff.   |
| Leadership Team and Child Protection Team for the work that has been done thus far on Child Protection and Safeguarding; especially with regard to mandatory training for all faculty, staff, volunteers and vendors. In discussions with the PTA it was made evident to the Visiting Team the community feels that HIS continues to create a safe environment for students. |
| Financial Aid Committee for the Financial Assistance Program and the diversity it brings into the school community.  |
| HIS for the development of the Online Learning Protocol in response to Covid-19. The school provided continuity of learning for students, ultimately leading to the return to face-to-face lessons and allowed for the completion of the academic year 2019-20.  |
| Leadership Team and Tech Staff for the improvements to the school's website and communication to the community. In discussion with the PTA, this has led to increased access to essential information in the community and has provided clarity.   |
| The HoS for undertaking an open dialogue with all stakeholders to establish one years goals that have been a focus for schoolwide improvement. These continue to be assessed at the Executive Board level and will contribute to the development of the school's Strategic Plan.   |
| HIS for fostering a nurturing and welcoming culture within the school. In the student focus group, students shared with the Visiting Committee the positive relationships they experience with the staff at HIS. This was highlighted through the role undertaken by the College Counsellors the school now has on staff.  |
| Through classroom observations and interactions, the Visiting Committee commends   |



the teaching staff on the levels of student engagement schoolwide. This was evident in discussions with students, in observations in tasks being undertaken, and review of assessment data.

The Visiting Committee commends the school for the creation of the Husky Legacy Association as the newly formed alumni association of HIS. An early action of the newly formed association was to partner with the college counsellors which was highlighted by students as a successful event.

### **Framing the recommendations**

The leadership of HIS has made every effort to address the previous recommendations from the 2018 accreditation report. The recommendations that have been identified are ongoing and follow up areas from the original recommendations. This is to support the school in its direction over the next three years, prior to the next accreditation visit.

| <b>Recommendations</b>  |
|---|
| HIS continues to develop the Middle School program as an essential link between the Elementary and Secondary Schools through vertical curriculum alignment.   |
| HIS continues to develop learning support for students in all grade levels. This would include the alignment and guidelines for defining support and its provision.   |
| HoS establishes a timeline linked to metrics that will guide the school to increasing the role of social-emotional counselor to support the students.   |
| The Child Protection Team continues developing child protection and safeguarding by completing a child safety manual with clear schoolwide safety procedures. This will support continued alignment and clarity of procedures for the entire community.                           |
| HIS further develops the role of survey data in the community. This would include an annual deployment of surveys and include an Executive Board survey. The possibility of common questions for all stakeholders that forms part of the comparative process could be considered. |
| The Executive Board develops a process for the HoS to identify yearly goals to report back to the board on progress and impact on SLO's.  |
| The Executive Board continues to develop communication and feedback channels with the community. This will reinforce the roles of the Executive Board and support the community's understanding and recognition of the goals of the board.  |
| The Executive Board to renew the community understanding of their roles and responsibilities, including the key role of the auditors, on a yearly basis.  |

HIS develops the current admissions process to better identify students who are entering the school that may require learning support.

The Curriculum Team continues the review cycle with a focus on developing curriculum in subject areas and the impact on improving student learning as an actionable outcome, on an identifiable timeline.