



Self Study Report 2023-2024

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

April 7th-11th, 2024



Accrediting Commission for Schools
Western Association of Schools and Colleges

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Preface - HIS WASC Self-Study Preparation Schedule August 2022 - February 2024

WASC Leadership Team:

Head of School
Sapporo Principal (WASC Coordinator)
Niseko Principal
HIS Leadership Team

- Anne Boudreau
- Justin Rankin

Curriculum Team

- Laura Harmon
- Eugene Sim
- Nick Fazio
- Jared Pangier
- Merek Sinclair
- Ali Gabrenya

Home Groups:

Secondary Team
Elementary Team
Niseko Campus Team
Executive Board
Parent Teacher Association
Office Staff
Student Reps

Focus Groups:

A: Organization of Student Learning
B: Curriculum Instruction and Assessment
C: Support for Student Social-emotional and Academic Growth
D: School Culture, Child Protection, and Parent/ Community Involvement
E: Residential Life

Focus Groups

A: Organization for Student Learning	B: Curriculum, Assessment & Instruction	C: Support for Student Personal and Academic Growth	D: School Culture, Child Protection, and Parent/ Community Involvement	E: Residential Life
Boudreau (Leadership Team)	Harmon (Curriculum Team)	Fazio (College Counselor)	Harmon (SEL Counselor)	MacLean (Dorm Parent)
Rankin (Leadership Team)	Sim (Curriculum Team)	Harmon (College Counselor)	Fazio (Child Protection)	Nagy (Dorm Parent)
Pangier (Teacher)	Fazio (Curriculum Team)	Mernin (Inclusion coord)	Manjyome (Child Protection)	Tricia (Dorm Parent)
Churiki (Teacher)	Pangier (Curriculum Team)	Beatty (Academic Coach)	Beatty (Child Protection)	Harmon (SEL Counselor)
Brown (Teacher)	Sinclair (Curriculum Team)	Rankin (Athletic Director)	Roberts (Child Protection)	Beatty (Former Dorm Parent)
Cribari (Teacher)	Gabrenya (Curriculum Team)	K Sugino (Stud. Council Advisor)	Bailey (Teacher)	Piazza (Teacher)
Schlosser (HoS)	Schlosser (HoS)	McRaith (Teacher)	Watson (Teacher)	Gamertsfelder (Teacher)
Cooke (Sapporo admin)	Cooke (Sapporo admin)	Durante (ELL)	Timney (Teacher)	Kaizawa (Teacher/office)
Spagnoli (Niseko admin)	Spagnoli (Niseko admin)	Schlosser (HoS)	Schlosser (HoS)	Schlosser (HoS)
		Cooke (Sapporo admin)	Cooke (Sapporo admin)	Cooke (Sapporo admin)
		Spagnoli (Niseko admin)	Spagnoli (Niseko admin)	

Home Groups

Sapporo Secondary Team
Sapporo Elementary Team
Niseko Team
Admin

Timeline for the Self-Study:

When	Tasks	Who
October 2022 October 2023 October 2024	3 years of Perception Data Collected Surveys to the school Community (Parents, Students, and Staff)	WASC Coordinator
November 2022 - January 2023	- Determine WASC Leadership Team / Set Meeting Schedule - Develop a timeline for self-study - Set up home group and focus group structure and composition	WASC Coordinator <i>(in consultation with HoS and the WASC Leadership Team)</i>
November 2022 - January 2023	Prepare rough drafts of: - Ch 1 Progress Report (update from mid-cycle and annual reports) - Ch 2 Student/Community Profile and Supporting Data and Findings	WASC Coordinator <i>(in consultation with HoS and the Leadership Team)</i>
February 2023	Student Council Meeting / Question and Answer Session - Review of past student survey results - Explaining WASC Process	WASC Coordinator <i>Input from:</i> - <i>Student Representatives</i>
February 2023 - June 2023 (Including WASC PD Day on April 11)	Receive cross-community feedback about and input on the draft of: - Ch 1 Progress Report - Ch 2 Student/Community Profile and Supporting Data and Findings	WASC Coordinator <i>Input from:</i> - <i>Full Faculty (home groups)</i> - <i>PTA (at April and May meetings)</i>
April 2023 - June 2023 - WASC PD Day (April 11) - Six Wednesday morning collaboration blocks - Four Thursday after-school meeting times	Ch 3: Self-Study Findings B: Curriculum, Instruction, and Assessment - All Curricular Home Groups - Focus Group for B: Curriculum, Instruction, and Assessment (Standing Curriculum Team)	Criteria B Focus Group: - Curriculum Team Criteria B Home Groups: - Secondary Team - Elementary Team - Niseko Team
September 2023 - December 2023 Meeting Rotations Fall 2023	A: Organization for Student Learning B: Curriculum, Instruction, and Assessment (*note below) C: Support for Student Personal and Academic Growth D: School Culture, Child Protection, and Parent/ Community Involvement E: Residential Life <i>* Drafted in semester 2, 2023. Curriculum Team (Focus Group) finalizes Category B</i>	- Home Groups - Focus Groups
December 2023 - January 2024	Complete the final draft of Self Study Findings (Ch 3) Begin drafting Summary from Analysis of Identified Major Student Learner Needs (Ch 4)	WASC Coordinator WASC Leadership Team Focus Group Leaders / Writers
December 2023	Complete Summary from Analysis of Identified Major Student Learner Needs (Ch 4) - Based on the school profile, progress report, and focus group findings	Data Team WASC Leadership Team Feedback from stakeholders
December 2023	Parent Meeting / Question and Answer Session - Reviewing Chapter 3 and Chapter 4 findings - Reviewing Parent Survey Results	WASC Coordinator PTA Leadership
January/February 2024 - WASC PD Day (February 12)	Ch 5 Schoolwide Action Plan • Define growth targets • Establish an ongoing follow-up process to monitor progress	WASC Leadership Team All Stakeholders
February 2024	Student Council Meeting / Question and Answer Session	WASC Coordinator

	<ul style="list-style-type: none"> - Reviewing the year's WASC Process - Review of current year student survey results - Review of WASC Report content - Collection of feedback and recommendations for future 	Student Leadership
February 2024	Parent Meeting / Question and Answer Session <ul style="list-style-type: none"> - Reviewing the year's WASC Process - Review of current year parent survey results - Review of WASC Report content - Collection of feedback and recommendations for future 	WASC Coordinator HoS PTA Leadership Parent Community
February 25, 2024	Complete the Final Draft of the Self-Study Report and send it to WASC	WASC Coordinator
April 7-11 2024	WASC Accreditation Visit	All



Chapter I: Progress Report

HIS Action Plan Goals & Critical Areas of Follow-up (from 2018 Self Study Visiting Committee Report)	Progress Report Accomplishments
<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's 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>	<ul style="list-style-type: none"> - Creation of the Roles, Responsibilities, Decision-Making & Reporting Document - Introduction of the Leadership Team Decision-Making Framework - Greater clarity of different stipended roles in the school through the HIS Stipends Summary Sheet - Specific roles of each position in the school have better clarity now with detailed HIS Job Descriptions - Creation of the Administration Roles & Responsibilities document - Developed HIS Organizational Chart which clarifies the school's governance and leadership structures, decision-making processes, and where responsibility lies. This document, along with the Roles, Responsibilities, Decision-Making & Reporting Document, has been shared with the entire community. - After an exhaustive consultation process with the HIS community and consulting experts, the Head of School and the Executive Board created a five-year Strategic Plan 2022-2027 (closely aligned with many aspects of the WASC Action Plan). - Continued building of a comprehensive New Teacher Handbook - Ongoing work on the completion of a new ELL Handbook - Continued updates to the Child Safety Handbook, Dormitory Handbook, and Community Handbook have helped clarify roles, responsibilities, and organization at HIS. - Creation of a new Teacher Leadership Structure introduced in 2023-24
<p>Progress Report: The Executive Board, administration, and staff are proud of the swift actions taken on this critical area of follow-up. HIS dedicated itself to the goal of clarifying the leadership structure and decision-making processes by prioritizing it in the schoolwide action plan, ensuring that all stakeholders have a clear and comprehensive understanding of these essential aspects of our educational community.</p>	
<p>Critical Area of Follow-up 2 Improved Support for Student Personal and Academic Growth</p> <p>1. The provision of appropriate guidance counseling services to support students in gaining admission to the universities and colleges of their choice</p>	<ul style="list-style-type: none"> - Expanded college counseling department at HIS (two-counselor team) - A new position was created for a social and emotional counselor at HIS with a devoted counseling block to support students' socio-emotional needs on site. This teacher was provided with PD training last summer (2021), receiving international school counselor certification through the PTC's Counselor Training Center. - Devoted counseling office (college and socio-emotional) created on the second floor in time for the 2022-23 school year.

<p>2. The provision and availability of essential socio-emotional counseling 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 healthy living environment for all students participating in the boarding program.</p>	<ul style="list-style-type: none"> - Devoted homeroom curricular time set aside for college and career readiness utilizing materials provided through the Unifrog platform - Devoted homeroom curricular time set aside for social and emotional learning topics utilizing materials provided through the Unifrog platform - This on-site social-emotional support is on top of the school's existing contract with a local professional counselor to address the more complex or extreme student needs. - When particular student learning needs are realized, after consultation with the administration, teachers provide a modified level of differentiated instruction in the classrooms (in addition to existing differentiation centered on "developing," "standard," and "honors"). - Formalize our process for planning supports/modifications for students with special learning differences/learning needs. Each student would have a "Husky Support" team tasked with considering such plans & decisions. It will be made up of some standing members (e.g., elementary rep, secondary rep, administrator, counselor) as well as one or two members specific to the student (e.g., homeroom teacher, parent). - Addition of the position of Inclusion Coordinator in the school year 2023-24. - Academic Coaching is available twice a week to secondary students requiring additional support - especially those put onto a Husky Support plan. - Teachers provide regular office hours to support struggling students after school and at lunch - Credit recovery policy allows students to demonstrate proficiency beyond the end of the course or preemptively during the semester through project and test redos. HIS believes in the principle of mastery learning. - Robust COVID-19 Response and Procedures successfully kept HIS students healthy while the school remained open for in-person learning. HIS recognizes the importance of in-person learning for student mental health and well-being. - Child safeguarding training provided to teaching staff and administration by EduCare. - Japanese support staff and parent volunteers receive safety training through ChildSafeguarding.com because of the availability of tutorials in Japanese (and other languages). - School building tech upgrades in 2022-23 improved firewalls and digital security as a whole - Plans for first aid training have been discussed at Leadership Team and Curriculum Team Meetings. Finding such English training in Sapporo is difficult; however, something will again be arranged for 2024-25. - As Covid pandemic restrictions eased in 2022-23, after-school activities will be up and running again. As these start up, outside instructors and coaches will be subject to the rules and conditions laid out in the HIS Vendor / Service Provider Agreement - Dorm Safety and Healthy Living <ul style="list-style-type: none"> - Completed installation of security cameras - Began using "REACH" check in / check out system to increase student safety &
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	<p>efficiency of student monitoring</p> <ul style="list-style-type: none"> - Implementation of Resident Assistant program to engage student leadership in overseeing dormitory student life and provide two-way feedback between students and administration / dormitory parents - Provision of several new student trips and activities, increase of offerings such as movie & game nights / cooking club / etc. to build community culture - Regular meetings between RA and Head of School regarding dormitory student life to supplement ongoing admin / dormitory coordinator meetings
<p>Progress Report: The school has been considerably effective in addressing the critical areas of follow up centered around Improved support for student personal and academic growth:</p> <ol style="list-style-type: none"> 1. It has successfully enhanced guidance counseling services to support students in gaining admission to universities and colleges of their choice. 2. Essential socio-emotional counseling support is readily available for all students, with a focus also on supporting those in the school's boarding program. 3. The school has implemented appropriate learning support resources, ensuring a tailored approach to meet the diverse needs of students. 4. Clear and comprehensive child protection policies, practices, and procedures have been developed, underscoring the school's commitment to the safety and well-being of every student. 5. A well-structured schoolwide health and safety plan, including scheduled training for key personnel, has been established to ensure a secure environment. 6. The school has significantly strengthened practices and procedures to ensure a safe and healthy living environment for all students involved in the boarding program. 	
<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>Organizational Structure - Regarding Leadership Team Structure and Organizational Chart, see the Critical Area of Follow-up 1 section above.</p> <p>Curriculum Review Cycles - 2019-2020 - Curriculum review groups convened for the following subjects/programs: - K-12 Language Arts - K-12 Mathematics - Leadership and Service Learning</p> <p>- 2020-2021 - The above groups were carried over for one more year because of the loss of time to the Covid pandemic.</p> <p>- 2021-2022 - The following curriculum review groups began work - K-12 Social Studies - ELL Department - Leadership and Service Learning (half year) - Pillar Programs (half year) - Music and Arts - Outdoor Education - Leadership, Character Development & Service Learning</p> <p>- Summer 2022 - Staff member contracted to do an inventory and organize all existing curriculum, report back appropriate teachers/departments about existing gaps and needs</p> <p>- 2022-2023 - The following curriculum review groups began work - K-12 Science - Diversity, Equity, Inclusion, Justice (DEIJ) - Pillar Programs - HUSKIES Program (integration with trips and planning for yearly HUSKIES week / Service Learning)</p>
<p>Action Plan Goal 2</p>	<p>- Regarding advancements in academic support initiatives at HIS, see above in</p>

<p>Academic Rigor and Support for Student Learning</p> <p>1. Improve Support for Student Personal and Academic Growth at HIS</p> <p>2. Improve student protection and safety at HIS</p> <p>3. Improve Academic Rigor to support student growth at HIS</p>	<p><i>critical area of followup 2</i></p> <ul style="list-style-type: none"> - Regarding advancements in student protection and safety at HIS, see above in <i>critical area of followup 2</i> - Regarding advancements in support for student growth and academic rigor at HIS <ul style="list-style-type: none"> - Introduction of PreAP English in 2021-2022 - Record level of students challenging rigorous programs of study with at least three AP courses per year in high school in 2021-2022 - Record level of students taking and performing high on SAT exams - Revived commitment to the IMYC program in middle school starting in 2021-2022
<p>Action Plan Goal 3 Character / Leadership / Service</p> <p>1. Schoolwide Service Learning Program (Phase 1 - Internal Service)</p> <p>2. Schoolwide Student Character Expectations</p> <p>3. Embedding student leadership throughout HIS</p>	<p>Service Learning</p> <ul style="list-style-type: none"> - After a year of PLC work devoted to planning and designing the vision for service learning at HIS, June 2022 saw our first HUSKIES week, a school-wide service learning experience connected to three sustainable development goals - Each year sees HUSKIES week gain more traction. Currently, five SDG groups are preparing service initiatives and trips centering around issues such as sustainability, organic farming, national parks trail preservation, and childhood well-being. <p>Character / Leadership</p> <ul style="list-style-type: none"> - The development of our character and leadership program at HIS was taken up in 2022-2023 by the Pillars Professional Learning Community, who worked together to standardize our language as we described the pillars. The staff is using this centering language as a way to honor the pillars in all we do. The ongoing goals for the PLC, beginning in the school year 2023-2024, are as follows: <ul style="list-style-type: none"> Goal 1: To highlight how important the pillars have been to HIS in the past and how important we want them to be as we move forward. Goal 2: To be on the same page (common language and vision) Goal 3: To share past pillar events and potential events through a color-coded calendar so that all staff see how the pillars were honored in the past. Goal 4: To share individual passions that relate to pillars and likely pillar events so that current staff can support the pillars. Goal 5: To begin organizing groups around the pillars and pillar events. Goal 6: Make initial plans for follow-up meetings that bring in other parties (e.g. parents, StuCo, students) Goal 7: Next-step meetings should continue to build upon Goals 1-6 so that we create a culture centered on pillars, which is supported by pillar-focused events.
<p>Action Plan Goal 4 School-wide Resource Plan</p> <p>1. Executive Board establishes the Strategic Planning Committee</p> <p>2. School Schedule Revision Considerations</p> <p>3. Review and update the three-year Physical Plant Resource Plan (Long Range Maintenance Plan).</p> <p>4. Develop a comprehensive student recruitment plan to ensure an expanding enrollment to support the growth and</p>	<p>Strategic Plan</p> <ul style="list-style-type: none"> - The Head of School and the Executive Board have, after an exhaustive consultation process with the HIS community and with consulting experts, created a five-year Strategic Plan (closely aligned with many aspects of the WASC Action Plan. The HIS Strategic Plan is scheduled over five years (2022-2027). - The Strategic Plan is closely aligned with many aspects of the WASC Action plan.. The end date of the SP will correspond with the 2027 WASC Mid Cycle report and visit. See HIS Strategic Plan / WASC Action Plan Cross-Reference Document - The full HIS Strategic Plan can be viewed on the school website here <p>School Schedule</p> <ul style="list-style-type: none"> - Not currently a high priority for the school. Among other issues, student numbers in various cohorts continue to make it difficult to revise the school schedule at this time. However, several options have been discussed, and the topic could be returned to during the next WASC cycle. <p>Long Range Maintenance Plan</p>

<p>development of school programs.</p> <p>5. Community Transition and Retention</p>	<ul style="list-style-type: none"> - Continues to be reviewed and revised by the building and grounds manager, head of school, administrative assistant, and the executive board. - 2022 onwards: Many decisions for the Long Range Maintenance Plan will be made based on the Strategic Plan (see above) - August 2022: A new building and grounds manager joined our staff in a full-time position. Building maintenance projects have, as a result, been dealt with in a far more timely manner. <p>Student Recruitment</p> <ul style="list-style-type: none"> - Initiatives to address student recruitment were complicated during the COVID-19 pandemic. The international students previously counted on to fill our new dorm building (and, by extension, our high school) did not come to HIS in anywhere near their normal numbers - <i>A growth area:</i> This is definitely a growth area for us as we consider ways to recruit suitable candidate students from within Japan - Note the Executive Board has affirmed this importance as well by placing it in the new Strategic Plan <p>Transition and Retention Plan</p> <p>Several advancements have been made in the following areas:</p> <ul style="list-style-type: none"> -Welcoming Letter: a more streamlined and efficient process is now in place when accepting students to the school. -Information Sessions: In-person information sessions are being held again after an extended period of having to rely on online meetings (which were not as effective). In 2023-24, the plan was to bring back regular “coffee mornings.” -Support during the time at school: Continued provision of after-school academic coaching, Inclusion and ELL support, and social and emotional counseling -Follow up after students leave HIS: This will be one of the important functions of our new Husky Legacy Association moving forward. -Develop a checklist of transition procedures: More defined processes are now in place. There are still some improvements to be made, however. Need a review process. -Develop clearly defined transition procedures by homeroom teacher and peer mentor, both for start-of-year and mid-year transitions: Work is underway on this with the school counselor. Student support meetings are held regularly as part of elementary and secondary team meetings.
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Chapter II: Student/Community Profile and Supporting Data and Findings

HIS Schoolwide Learner Outcomes - The “HUSKIES”

<p>Honest Learners and Leaders who <i>• manage their lives with integrity • make ethical and moral choices • are self-motivated and self-directed • set high standards</i></p>
<p>Understanding Collaborators who <i>• contribute to the betterment of groups • analyze, evaluate and synthesize information • work well with diverse individuals and situations • actively participate in service</i></p>
<p>Solution Creators who <i>• persevere • self reflect • demonstrate resilience and flexibility • strive for innovation</i></p>
<p>Knowledgeable Thinkers who <i>• show curiosity and interest in their world • are confident and explore new experiences • demonstrate purposeful creativity • use multiple resources for research</i></p>
<p>Internationally Minded Citizens who <i>• 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</i></p>
<p>Effective Communicators who <i>• actively and empathetically listen, speak and discuss • read and write critically and effectively • purposefully use technology • express themselves through the arts</i></p>
<p>Socially and Personally Responsible Individuals who <i>• take ownership for their identity and actions • demonstrate reliability and commitment • manage personal resources • pursue physical and mental health</i></p>

HIS Vision Statement

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

HIS Mission Statement

At HIS we believe in:

- *global engagement*
- *growth for all*
- *repeated positive struggle*
- *the need for lasting connections between knowledge, skills and understandings*
- *experiential learning*
- *learner-centered experiences*
- *character-rich environment*

GENERAL SCHOOL DESCRIPTION:

- In 2023-24, HIS celebrates 64 years of providing private, co-ed international day and boarding education in Sapporo
- Governed by a nine-member, self-appointing Executive Board supported by a Board of Councillors that according to [HIS Articles of Incorporation](#) may range in size from 18 to 30.
- 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 Councillors is chosen from staff reps and members of the extended school community who are interested in the existence of an international school in Hokkaido - in particular, in Sapporo and Niseko.
- The school is incorporated in Portland, Oregon, USA, and exists in Japan under *Gakkohoujin* (Educational Corporation) status.

- HIS received initial WASC accreditation in 1994 and was subsequently granted four more consecutive 6-year terms (2000, 2006, 2012, and 2018).

SCHOOL SETTING - Sapporo Campus

- The main campus of HIS is situated in Sapporo City, Japan's fifth largest city with 1.9 million people.
- Sapporo is the prefecture's administrative, educational, cultural, and business capital but does not have a large industrial base and is not a location for major foreign investment.
- 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.

SCHOOL SETTING - Niseko Campus

- The HIS Niseko campus is located in the center of the town of Niseko. The town is located approximately 100 km south of Sapporo and is surrounded by mountains, most notably Mt. Niseko-Annupuri mountain, from which Niseko Town takes its name. There are approximately 5,000 year-round residents living in Niseko Town; additionally, there are approximately 1,200 foreign passport holders living in the area.
- Due to its central location, students at the school have access to a variety of town facilities, including a gym, community center, and swimming pool. Teachers embrace the many opportunities to connect the taught curriculum with place-based and outdoor education experiences. The school is in close proximity to the local elementary, middle, and high schools, and students from HIS Niseko regularly interact and collaborate with students at each of these schools.

FACILITIES - Sapporo Campus

- 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.
- Two dormitory buildings are located on campus, one built in 1995 and the second completed in 2018.
- 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. A running track encircles the field. A play equipment area with a rubberized surface and three equipment storage buildings exist.
- [HIS FACILITIES REPAIRS 2021-2024](#)
- [TECHNOLOGY UPGRADES 2021-2024](#)
- Aside from a small basement level containing the boiler and heating equipment, the school consists of the following rooms and spaces:

School Building (Sapporo)

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 | <ul style="list-style-type: none"> • Early Years room(s) with separate bathroom facilities • Milepost 1 classrooms • Communications Office • Toilets and wheelchair-accessible toilet |
|--|---|

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 | <ul style="list-style-type: none"> • Elementary storage room • Mobile computer lab • Staff & Student bathrooms • Milepost 2 & 3 classrooms • Middle school classroom • 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) | <ul style="list-style-type: none"> • Language Arts Room • Japanese language classroom • Social Studies Room • Math Room • Science Lab • Music Room (semi-soundproofed) • Toilets |
|--|---|

Fourth Floor

- | | |
|--|--|
| <ul style="list-style-type: none"> • Gymnasium with stage • Ball storage room • Changing Rooms • Weight room/PE teacher's office | <ul style="list-style-type: none"> • Balconied 5th 'level' above the gym • Sound booth above stage left • Balcony storage spaces • Toilets |
|--|--|

Old Dormitory (Sapporo) (built in 1995) consists of the following rooms and spaces:

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 	<ul style="list-style-type: none"> Common living/dining room Common kitchen Dormitory coordinator's apartment (2 bedrooms, living room, kitchen, utility, and bathroom)
Second Floor	
<ul style="list-style-type: none"> Residential floor (5 rooms, 2 residents per room) - 10 student maximum Luggage storage room 	<ul style="list-style-type: none"> Bathroom (complete with shower room, bathtub room and washer/dryer facilities)
Third Floor	
<ul style="list-style-type: none"> Residential floor (5 rooms, 2 residents per room) - 10 student maximum Luggage storage room 	<ul style="list-style-type: none"> Bathroom (complete with shower room, bathtub room, and washer/dryer facilities)

New Dormitory (Sapporo) (built in 2018) consists of the following rooms and spaces:

Ground Floor	
<ul style="list-style-type: none"> Main entrance, shoe boxes, and entry hall 	<ul style="list-style-type: none"> Ski and snowboard storage and bike storage spaces
Second Floor	
<ul style="list-style-type: none"> Residential floor (4 rooms, 2 residents per room) - 8 student maximum Common living room/kitchenette Luggage storage room 	<ul style="list-style-type: none"> Bathroom (complete with shower room and washer/dryer facilities) Dormitory coordinator's apartment (1 bedroom, living room, kitchen, utility, and bathroom)
Third Floor	
<ul style="list-style-type: none"> Residential floor (6 rooms, 2 residents per room) - 12 student maximum Common living room/kitchenette Study Hall / Balcony 	<ul style="list-style-type: none"> Luggage storage room Bathroom (complete with shower room and washer/dryer facilities)

FACILITIES - Niseko Campus

- The HIS Niseko Campus is situated in the heart of Niseko Town, perched on a hill in a neighborhood shared by the Niseko Elementary School. From this vantage point, students and faculty can walk to town and utilize many of the facilities available to residents. This includes the following, all of which are a short walk from the school building:
 - The Chomin Center - This is the town's community center. HIS Niseko regularly holds parent meetings at the community center and utilizes the auditorium for beginning/end-of-year celebrations, concerts, and school-related gatherings. Many HIS students take after-school classes, such as dance or tae kwon do, which are held at the Chomin Center.
 - The Niseko Town Gymnasium and Tennis Courts - HIS Niseko uses the gymnasium weekly for PE classes.
 - The Niseko Town swimming pool - HIS Niseko uses the swimming pool in the fall for swimming lessons during PE class
 - The Niseko Town Park Golf and outdoor running track - HIS Niseko students participate in an annual track & field day event and an annual Park Golf event at the town's facilities.
- HIS faculty regularly plans activities and field trips for students to nearby locations in the area, including the local rivers, mountains, outdoor ropes course, art museum, and community park.
- The town of Niseko wholly owns the main school building on campus and the learning annex. The main building is a single, one-story building with three classrooms and one modular classroom. There is a front office, a copier room, student bathrooms, and one bathroom to accommodate physical disabilities. A kitchen and a small principal office also serve as a materials closet. There is an attic storage unit. A small gravel parking lot and outdoor storage shed are on the premises.
- Teachers and staff at the school have access to a [Maintenance Repair Request](#) form to support a regular rotation of maintenance upkeep on campus. This is a [record of current and recent repairs](#).

HIS Niseko - Main Building	Future Improvements
<ul style="list-style-type: none"> ○ 3 Classrooms: EY, MP1, MP3 ○ 1 Modular Classroom: Japanese ○ 1 MultiPurpose Room with a small library on the “stage” ○ 1 Male and 1 Female student bathroom ○ 1 Front Office and entryway ○ 1 Administrator Office/Closet ○ 1 kitchen ○ 1 Copier Room 	- Review the current custodial contract - some areas of the building need attention
HIS Niseko Learning Annex	
<ul style="list-style-type: none"> ○ 2 classrooms: Middle School and MP2 ○ 2 student bathroom facilities ○ 2 sink areas ○ 2 outdoor storage units 	- Review the current custodial contract
HIS Niseko School Grounds	
<ul style="list-style-type: none"> ○ 1 playing field - grass and dirt ○ Paved driveway and gravel parking lot (unusable in winter due to snow) ○ 1 storage shed 	- Consider upgrades to the play area and landscaping
HIS Niseko Heating and Air Conditioning	
<ul style="list-style-type: none"> ○ Heating unit in each classroom ○ 2 heating units in the MPR ○ Heating serviced annually ○ No AC at this time - the town has proposed installing AC for 2024-2025 	

LONG RANGE STRATEGIC PLAN - UPDATES & SUCCESSES

HIS Strategic Plan

WASC / HIS Strategic Plan Cross Reference

HIS has made significant strides in various areas of the strategic plan over the past two years, showcasing a comprehensive approach toward the outlined goals. Here are a few examples within each focus area:

FOCUS AREA 1: Curricular Alignment and Academic Excellence:

- IPC & IMYC Professional Development sessions held
- A data team created to develop common assessment practices
- Fully implemented 1-to-1 devices for elementary students; upgraded projectors and other learning technology
- Added micro libraries for the Sapporo campus
- Deep collaborative professional development work continues across all outlined areas

FOCUS AREA 2: Socio-emotional Learning & Child Protection:

- Successfully conducted HUSKIES service week, including travel across Hokkaido and Japan
- Completed child protection handbook
- Implemented new child protection training with childsafeguarding.com
- Purchased and confirmed Character Strong curriculum to support elementary-level socio-emotional learning

FOCUS AREA 3: Learning Support & Inclusion:

- Changed the ELL coordinator role to Inclusion coordinator, reflecting an expansive vision for ELL support
- Successfully recruited and supported highly skilled and experienced staff from around the world, adding to our collective expertise in this area
- Approved a schoolwide DEIJ policy, showcasing commitment to cultural competence
- Ongoing work to bring in new supplemental support services to the school for students with specific needs

FOCUS AREA 4: Growth and Sustainability:

- Launched a new digital marketing campaign and an online application portal
- Initiated a detailed plan for a full building renovation in Sapporo, to be launched in Summer 2024, after community-wide input and collaboration with architects
- Opened a new building in Niseko (Learning Annex)
- Continued improvements to staff salaries and benefits
- Continued contributions to the scholarship endowment fund
- Post-pandemic relaunch of the summer school program with historic enrollment and revenue highs— directly

leading to increased school visibility and enrollment

PROGRAMS

K-12 program with curricular commitments to:

- Multiage instruction
- Differentiation
- ELL inclusion in the mainstream (as well as pull-out services)
- Collaborative planning

Early Years Program

- Regio Emilia Inspired program for children ages 3 and 4
- Uses the [HIS EY Curriculum](#) - inspired by the New Zealand early years curriculum Te Whariki - as a framework for learning outcomes.
- Uses EYFS Framework as a guide to accommodate children's learning and development.
- Our image of the child
 - Communicators of a Hundred Languages
 - Experiential Sensorial Explorers
 - Curious Investigative Learners
 - Sophisticated Creative Thinkers
 - Social Interactive Collaborators
- Inquiry projects stem from children's interests and are directed by both the children and the teachers
- In line with the HIS Pillar program, EY embeds outdoor learning within its program.

Elementary School Curriculum

- Characterized by the International Primary Curriculum (IPC).
- IPC brings together science, social studies, and the arts in multiage classrooms.
- In addition, elementary assesses Common Core standards in language arts and mathematics.
- Mathematics is taught using *Singapore Math* materials and instructional methods.
- Lucy Calkins' Reading and Writing Workshop was also introduced to align with the IPC program.
- Elementary Assemblies designed to highlight student learning and provide leadership opportunities for the MP3 students
- Elementary school does a lot of outdoor activities to complement their in-class learning

Secondary School Curriculum

- At the secondary level, the school offers multiage instruction at the middle school and high school levels (though for core subjects, grade 6 is taught in isolation as a bridge between elementary and secondary)
- Honors, standard, and developing levels are offered in middle school and high school
- Courses in AP are offered on an annual or two-year-rotational basis (see outline below)

Middle School:

- In Middle School, a blend of the IMYC and the workshop approach is used. Science and social studies are the subjects that utilize the IMYC the most (aligned with Next Gen and Common Core standards). The other subjects (Language Arts, Art, Performing Arts, P.E., and Second Languages) provide overlap through the Big Ideas of Units of Study throughout the year.
- As in elementary, mathematics is taught according to Common Core standards using *Singapore Math* materials and instructional methods
- The program's central "Big Ideas" provide connection points between subjects, which helps students transition from elementary to middle school.
- Niseko: Middle School program added in 2021.

High School:

- The four-year high school curriculum at HIS is taught through two main multiage groupings: Grades 9 and 10 and Grades 11 and 12.
- In 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 and options within courses to approach the content at different levels of rigor-- including Developing, Standard, Honors, and AP levels.

AP Program:

Annually	Alternating Years
Studio Art	Physics
World History	Chemistry
Japanese	Biology
Calculus	Environmental Science
Human Geography	English Literature & Composition
Computer Science	English Language & Composition
Capstone Seminar	US History
Capstone Research	European History

Service Learning / Leadership

- 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:
- The secondary school has a Community Service Club with an officer elected to the student council to coordinate service project planning across the school.
- In **2021-2022**, the first Huskies Service Week plan was executed. Secondary students designed local service initiatives based on the school's chosen SDGs: #3, #10, #13. On a 3-day rotation in June, secondary students shared information with elementary students, followed by interactive activities that ranged from soap making to healthy diets.
- In **2022-2023**, as COVID-19 travel restrictions were loosened, high school students planned service learning that included trips as far away as Kyoto and Okinawa. The service projects are all student-driven and supported by staff mentors. Students research community needs, create plans to meet needs with active service, report their plans and service initiatives to the community, and reflect on their learning. Information for the trips is organized using the student [Process and Reflection Portfolios](#) (PREP) template.

Outdoor Program

- Outdoor Pursuits for 9th and 10th grade
- Outdoor Leadership for 11th and 12th grade (*currently not being offered*)
- Overnights in Nature: twice yearly for secondary, once a year in spring for MP3
- Two-night extended senior trip to Daisetsuzan in the Fall
- Outdoor Leadership Certificate with the six requirements of Leadership Experience, OL Courses, Service, Outdoor Exemplar, Solo Project, and Senior Reflection (*currently not being offered*)
- Adventure Hokkaido Outdoor Club: an extracurricular club that goes on a variety of outings in all seasons
- MS Entry and Exit Points are designed to develop leadership skills and promote outdoor appreciation
- Curricular Integration through other subjects and events is often tied into outdoor experiences

Arts and Music Program

- The music department produces a 2-hour musical concert each year off campus in a professional public hall.
- All students, from MP1 to grade 12, participate in either the performance or the production
- The repertoire: international folk songs to musical medleys to rock classics
- Usually performed by more than one grade or class.
- Secondary students not enrolled in the music program: backstage crew, control, photographers, videographers, light, and sound engineering.
- Collaboration with the art and design department to create the large stage-set structures
- Opportunity for student leadership through production leadership team
- Annual Middle School art show (aligning with cross-curricular IMYC units)
- Support for school-wide events with decoration and entertainment
- Collaboration with outside arts organizations and invited artists
- On-campus collaborative art projects

Assessing the HUSKIES (HIS Essential School-wide Learning Results)**Secondary - Character Development Graduation Portfolio (CDGP)**

- The HUSKIES are the school's essential schoolwide learning results
- With this in mind, the school developed the **Character Development Graduation Portfolio** centered around student understanding and application of the HUSKIES to their own lives and learning.
- The CDGP centers HIS academic and co-curricular experiences at HIS on the HUSKIES

- A student-driven project challenging students to grow their character through a reflective process supported by artifacts from their lives—both in and out of school.
- 14 out of the 28 HUSKIES standards chosen by students to reflect on within the CDGP in their four years of high school
- Students can call on real-world experience to substantiate their ongoing development as globally-minded citizens intent on positive change
- Starting in 2019-2020, the decision was made to also incorporate CDGP assignments into high school class assessments

Secondary - HUSKIES assessment on Reports

Each secondary course is assessed on academic targets, character targets, and a commitment target.

- The **academic targets** represent what proficiencies students must achieve to pass a course. The language and content of these academic targets are informed by approved curriculum standards for the course (for example, Common Core or Nex Gen) - see [HIS Secondary Assessment Policy](#)
- The teacher chooses the character targets from the 28 HUSKIES standards of HIS. The character targets chosen are most often academic and reflect the skills, attributes, and qualities required for success in the course.
- The **commitment target** is common to all courses: "*Commitment: Demonstrate dedication and commitment by meeting deadlines and coming to class prepared and on time*".

Early Years and Elementary - Assessment on Report Cards

- In elementary, the HUSKIES are assessed twice yearly on semester report cards
- HUSKIES and Virtues Language (as well as Virtues Project strategies) are used regularly from EY through MP3.

AP Capstone

- The AP Capstone Seminar course was added to the high school program in 2017-18. The AP Capstone Research course was added in 2018-19.
- The QUEST framework promotes critical and creative thinking skills while nurturing learner connections.
- 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." Our inquiry-based approach prepares students to be leaders capable of independent growth.
- Along with service learning is usually outdoor experience, HIS sees the development of research and writing skills as central to the attainment of the school's vision statement.
- 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 student-centered approach connects well with our school culture and our multi-aged, collaborative learning environment.
- Student involvement in the AP Capstone program is one of the ways HIS hopes to further develop transferable critical thinking skills

Differentiation

- Differentiation is a key curricular commitment at HIS
- Teachers differentiate assignments and present material through specific groupings within class time.
- Units in middle school and high school include learning activities differentiated for the inclusion of all students: *honors, standard, developing, and ELL*.
- Certain students may be identified with special needs by the Husky Support team. In this case, a plan will be written up and a "modified" program of study might be created in any affected subjects. An inclusion coordinator has been added in 2023-24 to help with accommodations.
- In middle school and in some high school classes content texts are mostly offered at two ability levels.
- In elementary school, differentiation is a natural result of the workshop approach.

Secondary Homerooms

- The secondary school provides an advisory homeroom program through 20-minute sessions, three times a week (Monday, Thursday, and Friday)
- Secondary school assembly on Tuesdays 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.

- Student Council helps educate students on the HUSKIES and the character traits of the *Virtues Project* at weekly student assemblies
- New revisions to the [homeroom curriculum](#) were introduced in Spring 2021. This is still in its draft form, but with the addition of our subscription to the [Unifrog](#), we are in the process of creating a sequence of [topics aligned with resources](#) for our secondary homeroom curriculum.

(Elementary) Reading / Writing Workshop

- Elementary teaches literacy using the workshop approach, supported by the Teachers College “Units of Study” as a resource.
- Allows for differentiation and sensitivity to the wide range of language skills of our students.
- Support for language arts teachers with many professional development opportunities.
- Elementary teachers also apply the workshop approach to teaching math, and IPC

HIS Niseko Campus - A unique school setting for the expanding resort business community

- HIS Niseko offers students a unique learning experience due to the size of the school and the location of the school, situated in the mountains of the Shiribeshi SubPrefecture of Hokkaido. The region draws an international, entrepreneurial clientele to the area, and HIS Niseko offers the only Western, English-language instructional school in this region. Students at the school can experience a very small school setting where curricular choices and experiences are tailored to both student and place. Students at the school interact with multi-grade levels each day during recess, assemblies, and school-wide activities.
- During the current WASC cycle, HIS Niseko has established a middle school in addition to the primary school. The middle school offers the IMYC curriculum integrated with Science SDGs, Big Ideas, and Essential Questions. The standards for science, social studies, and math align with the common core and follow a three-year cycle for grades 6, 7, and 8. Singapore math curriculum provides a bridge from elementary to high school. The curriculum design is anchored with a place-based approach that includes outdoor education and community involvement as regular features of students' work.
- The primary grade teachers utilize the Lucy Calkins workshop model to develop literacy skills in writing and reading; additionally, the MP1 classroom engages with a structured literacy phonics program based in New Zealand. This year, the school added an MP2 classroom teacher. The grade-level teachers are working to align the K-3 reading curriculum; this is an area of growth during the current school year.
- HIS Niseko added a specialist teacher for music education, PE, and Japanese grammar, writing, and language during the current WASC cycle. The current school principal is able to provide a school-wide art education in collaboration with the scope and sequence of the IPC and IMYC curriculum.
- Additionally, the faculty prioritizes and seeks out place-based experiential learning activities that align with the entry and exit points of the IPC and IMYC curriculum. The region offers numerous opportunities to enrich the HIS Pillars curriculum. A few highlights include:
 - Examining the salmon rehabilitation fisheries in place along local rivers
 - Investigating landforms along the coast of the town of Rankoshi
 - Learning about flora and fauna while hiking in the local Annapuri mountain range
 - Engaging with local eco-tourism efforts at the Niseko Hilton hotel
 - Participating in coastal beautification and clean up at the beaches in Iwanai

HIS ELL SUPPORT PROGRAM (Overview 2021 - 2024)

In the years since our mid-cycle report, the HIS ELL program has continued to develop and expand, pursuing targeted, research-based approaches, appropriately supported by professional development. HIS is a member of the WIDA International School Consortium, which asks member schools to “develop inclusive programs that build on the assets of all learners while transforming the conversation about what multilingual students can do.” Given the linguistic diversity of our student body, we believe that a strong English Language Learner program is a critical component of our overall efficacy in supporting student learning K-12. We continue to believe that every teacher is an ELL teacher, and we have a shared responsibility for supporting student language acquisition and development. Several major programmatic updates from the past three years are noted below.

Logistical changes / Major developments

A key recent development in our programmatic structure at HIS has been the introduction of an Inclusion Coordinator and the nesting of ELL support within a more expansive vision for learning support at the school. The individual in this role is responsible for developing and implementing inclusion policies, coordinating inclusive education services, providing

professional development, collaborating with staff & community in support of student learning, and advocating for inclusive education school-wide. They also retain the responsibility of ELL Coordinator, including reporting & data-driven organization of targeted learning support. We have also continued to expand our use of WIDA's research-based standards and assessments, as well as teacher professional development, to inform our school's practices.

Our 5-year Strategic Plan, which was launched in 2022, names ELL and Inclusion as one of 4 major priority areas. Our guiding statement for that area is: Every HIS student's individual learning needs are supported through structured learning environments and effective differentiated teaching practices. Every teacher is an ELL teacher, and every teacher provides learning support for students with diverse identities and educational needs.

Staffing changes

Our strategic planning process prompted the programmatic updates summarized above (envisioning ELL support within a broader Inclusion framework and staffing an Inclusion Coordinator). In addition, we have had the opportunity to bring in several highly skilled new staff members who are working on ELL support, and we have added an ELL Teaching Assistant position. Currently, we have a total of four teachers working on ELL K-12 at the Sapporo campus, including the Inclusion Coordinator. In Niseko, the principal continues to provide both coordination and direct learning support for students during designated blocks of time. We are consistent across both campuses in using a standardized WIDA assessment process to gauge student learning needs and target appropriate supports.

Instruction and support changes

Our ELL team has more regularly distributed WIDA MODEL “CAN-DO” portraits and provided specific information for core-subject teachers in order to support their differentiated instruction. We have also piloted the use of a new curriculum for our secondary ELL support class. Our Inclusion Coordinator has played a key leadership role in providing instructional support for teachers and deepening practice school-wide. This has included weekly communication for all staff in the Monday Memo about topics such as incorporating “language deep dives,” providing “RACES” writing support for students, and what it means to become a “totally inclusive school”—to name just a few examples. Broadly speaking, our model for ELL Support has remained consistent, using a mix of both push-in and pull-out support strategies to meet student needs, as well as providing a small number of stand-alone ELL support classes for secondary students. However, the shared vision for ELL support provided by our strategic plan and led by our new Inclusion Coordinator has helped spur major programmatic development & improvement.

Areas of growth

- Provide staff-wide professional development in WIDA MODEL best practices for ELL support
- More deeply assess our current reading & literacy instructional practices at the elementary level and how ELL support plays a role
- Continue to adjust ELL teacher contact time in response to enrollment changes
- Improve the flow of ELL testing at the point of intake to ensure we have key language data for students regardless of how students are admitted (remotely, in-person, in-country / out of country, etc.).

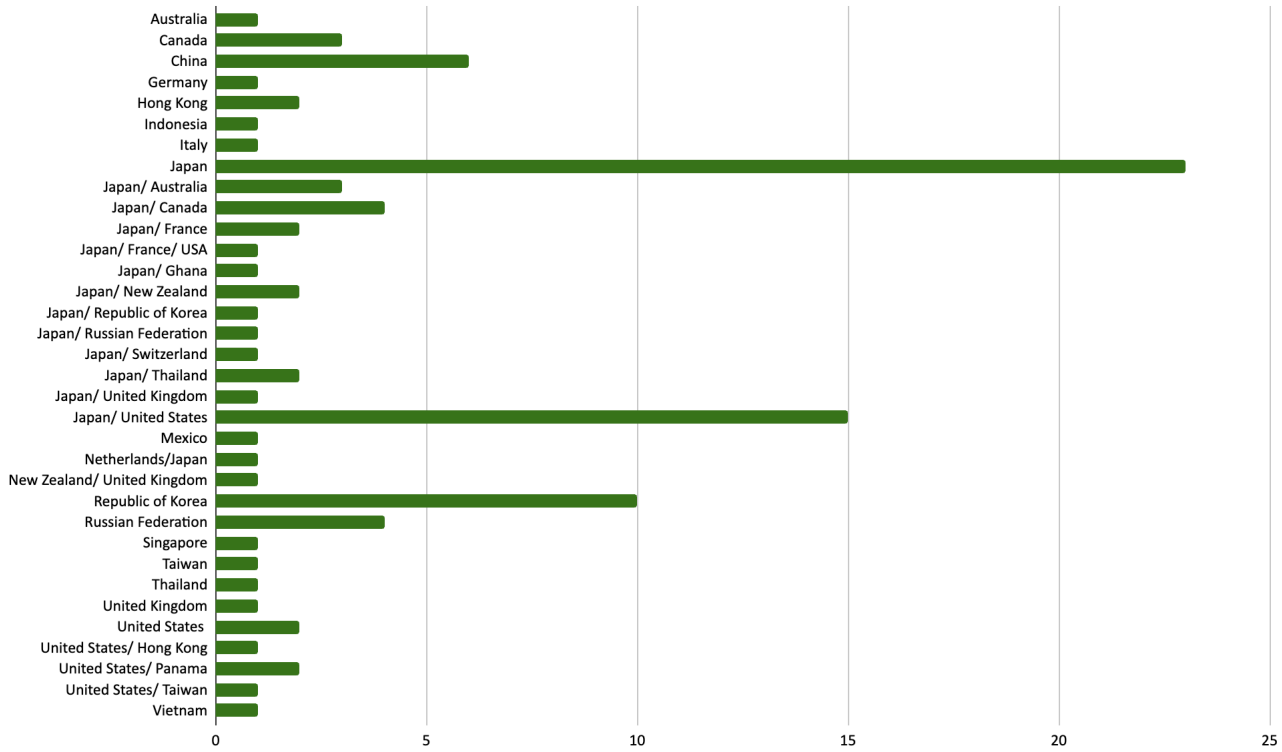
The proportion of Students served

ELL/Inclusion Students receiving services in each grade as of January 2024

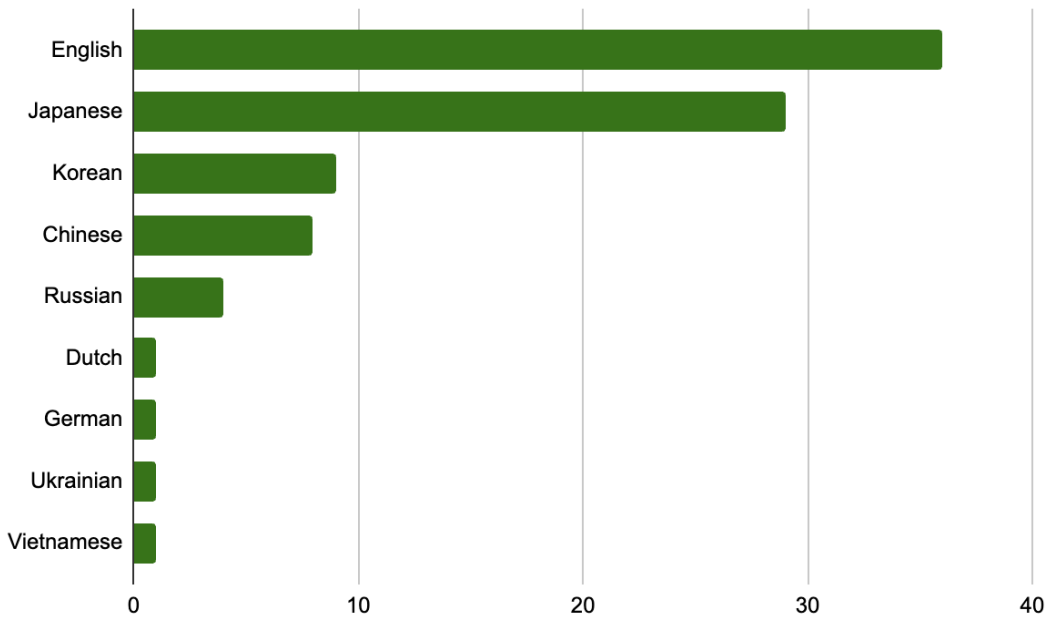
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students served	8	4	7	2	2	3	3	6	9	2	1			Total 47

DEMOGRAPHIC DATA

Students: Secondary (Sapporo Campus) - January 2024



Self-Identified First Language (Secondary)

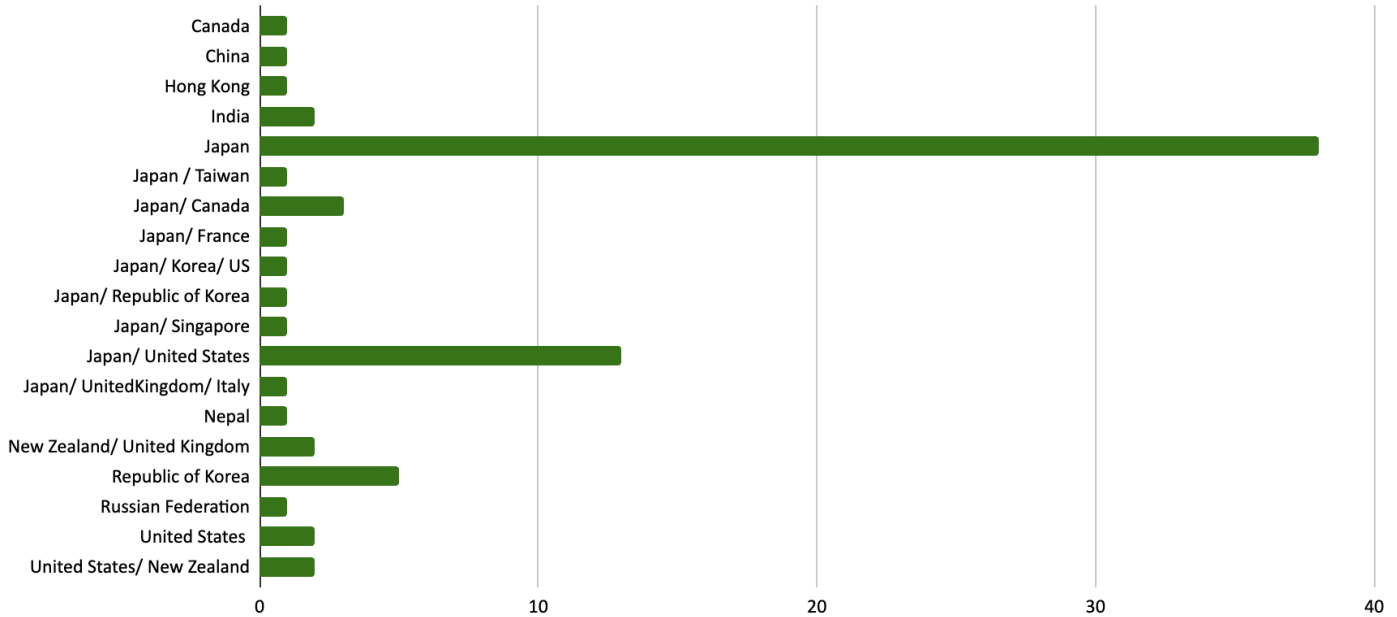


Secondary Demographics Analysis and Implications

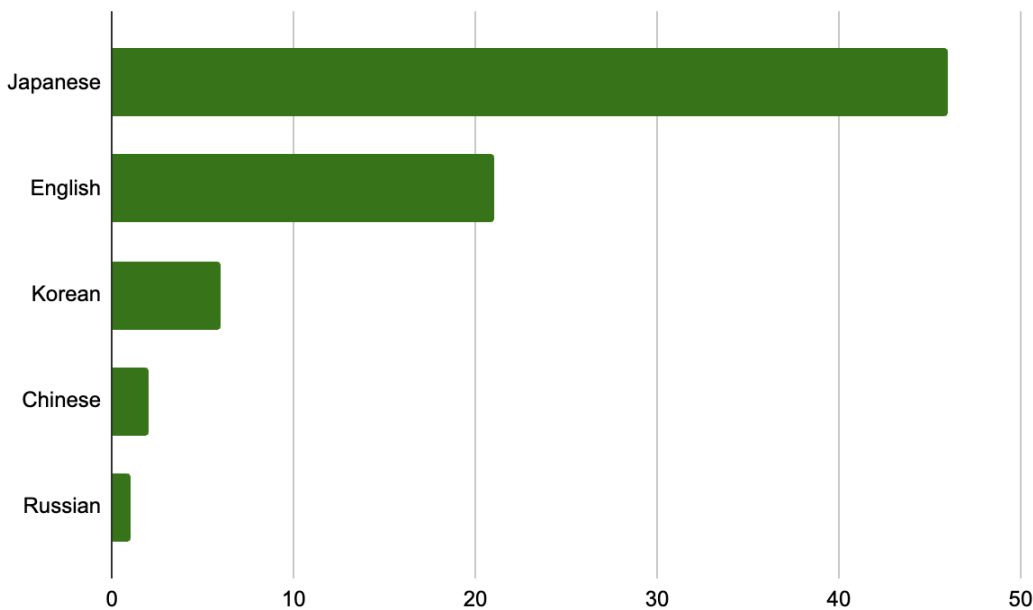
- Demographics have remained relatively stable, with the US & Japan as the two largest passport groups and a

wide variety of other nationalities and language backgrounds represented outside of those two (Korean and Chinese being two other relatively large groups of note).

Students: Elementary School (Sapporo Campus) - January 2024



Self-Identified First Language (Elementary)



Elementary Demographics Analysis and Implications

- Demographics have remained relatively stable, with the US & Japan as the two largest passport groups and a wide variety of other nationalities and language backgrounds represented outside of those two (Korean and Chinese being two other relatively large groups of note).

- Following the trend at international schools in Japan and the region, host country students represent a significant portion of our elementary school's population.
- With Japanese (and other languages) being the first language for roughly two-thirds of students, ELL support is an essential aspect of the elementary school program.

2020-2024 Dorm Demographics - December 2024

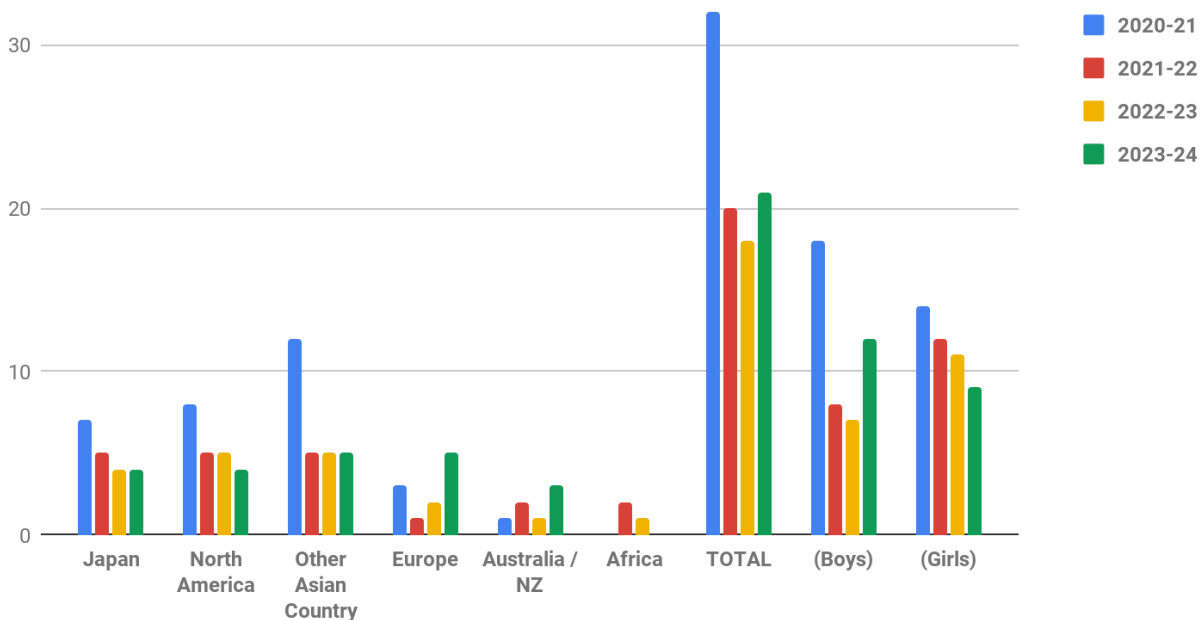
Dormitory Residents 2020 - 2024

2020-21 (March)		2021-22 (March)		2022-23 (March)		2023-24 (Dec)	
Passport	Totals	Passport	Totals	Passport	Totals	Passport	Totals
United States	7	United States	5	United States	5	United States	3
Japan	7	Japan	5	Japan	4	Japan	4
UK	1	Taiwan	1	Taiwan	1	Taiwan	1
Taiwan	2	Pakistan	1	NZ	1	NZ	2
Pakistan	1	Russia	1	China	3	China	1
Thailand	5	NZ	1	Nigeria	1	UK	1
Russia	1	China	3	Cyprus	1	Australia	1
Russia / Australia	2	Egypt	1	Thailand	1	Thailand	1
India	1	Australia	1	Ukraine	1	Italy	2
NZ	1	Nigeria	1			Germany	1
Mexico	1					Russia	1
China	3					Indonesia	1
						Korea	1
						Mexico	1
Total	32	Total	20	Total	18	Total	21
(boys)	18	(boys)	8	(boys)	7	(boys)	12
(girls)	14	(girls)	12	(girls)	11	(girls)	9

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

The two buildings combined can house 40 students in total.

The dormitory program is run by two sets of dorm parents rotating duty on a week-on / week-off basis



DORMITORY TRENDS

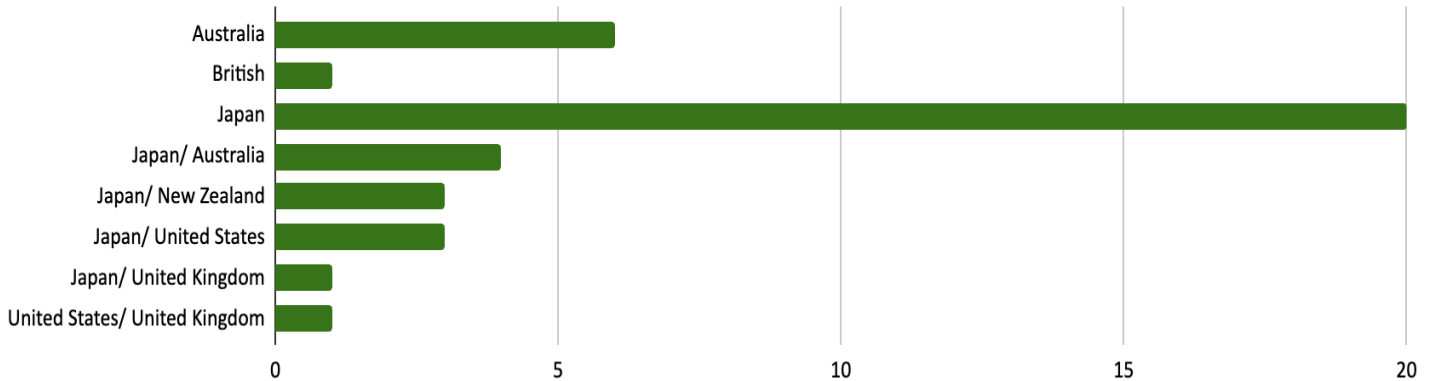
Dorm residents typically choose HIS for the following reasons:

- They have an interest in experiencing Japanese culture while maintaining their studies in English.
- Aside from the academics, students in Japan, the region, and further abroad are drawn to the benefits offered at HIS through its proximity to incredible yearlong outdoor experiences.
- HIS and its dormitory represent an affordable option. HIS tuition fees are among the most competitive of international schools in Japan, making it an economical choice for many looking for a boarding school experience
- HIS provides students and families in East Asia with 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.

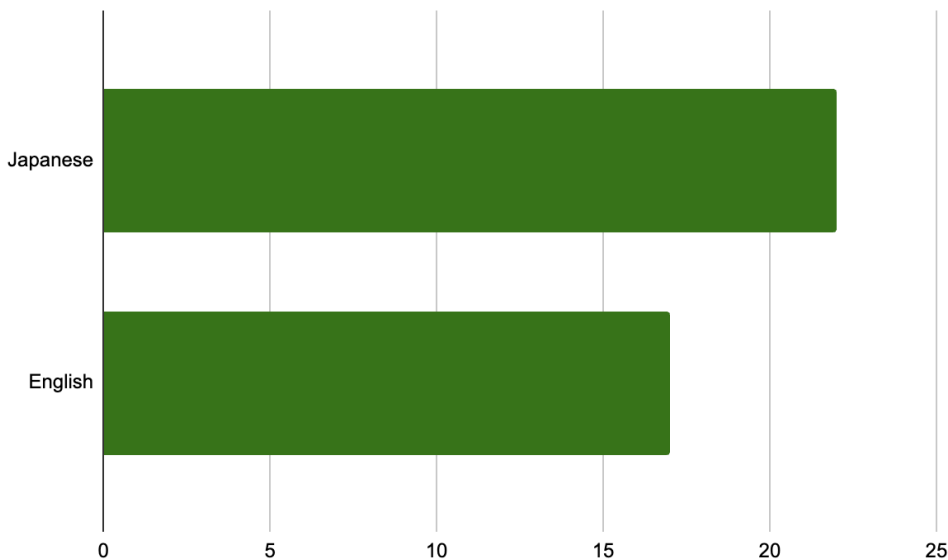
New Trends and Challenges in the Dorm

- Positioning in light of new boarding options for students in our region
- Planned renovation & facilities upgrade
- Consideration of full-time boarding parent role

Students: Elementary and MS School (Niseko Campus) - January 2024



Self-Identified First Language (Niseko)



Student Financial Support

HIS takes a number of measures to provide financial support for students. Generally, this takes three primary forms:

- **Financial Aid program:** Each year, the school distributes a total of roughly ¥5-7 million in Financial Aid to families in need of assistance. The distribution of aid is managed by a committee of the Executive Board, and the process is outlined publicly on the website [here](#).
- **Scholarships:** The school awards at least one merit-based scholarship on an annual basis (value approx ¥1 million Japanese yen) and actively fundraises for new scholarships offered through events such as the annual summer “Bare Bear Beer Festival.” Adding additional scholarship offerings is a major priority of the Executive Board. A brief description of the school’s primary current scholarship offering, the Aletta Selzer scholarship, can be found at the bottom of our [financial aid page](#).
- **Grants:** Grants received by the school help reduce the cost of education for all students. Our largest single annual grant comes from the US Department of Overseas Schools and the Hokkaido Government. The US Dept of Overseas Schools awards have typically totaled between \$30,000 - \$50,000, and last year the Hokkaido Government provided 11.9M JPY in support. HIS also receives support from the City of Sapporo—last year 1.8M JPY was provided.

CO-CURRICULAR INVOLVEMENT (Sapporo)

Major Achievements - After-School Activities:

- Return to full-time, uninterrupted cycles of after-school activities for K-12 students.
- The school began incorporating both faculty-led and external vendor-led activities to add more variety and expertise.
- Streamlined the sign-up process by shifting to a digital sign-up format.
- Student-driven projects also began to take off, and early results and feedback were encouraging.

A Sampling of Quarterly K-12 After-School Activities 2022/23		
Outdoors/Sport/Game	Science & Technology	The Arts & Humanities
<ul style="list-style-type: none"> • Young Athletes • Nature Connections • Chess Club • Contemporary Dance • Snow Play • Indoor Rock Climbing 	<ul style="list-style-type: none"> • Gross Science • Young Builders • Scratch Coding • Digital Music Making 	<ul style="list-style-type: none"> • Painting with the Masters • Rock Music Club • French Conversation Club • Model U.N. Club

After-school activities (ASA) operated on a four-quarter schedule, similar to the Athletics program, which offered students a chance at a six-week exploration of a particular extracurricular activity. The choices ranged from a chance to explore the insects, plants, and ecosystems around the school grounds (Nature Connections) to a group of Secondary school students rocking out on stage at special events for the school (Rock Music Club). ASAs are predominantly faculty-driven, but there are student-driven clubs and a new addition from an external provider who happens to be an alumna of the school (Contemporary Dance). Furthermore, there are times when the ASA will take advantage of an external location, such as the Indoor Rock Climbing group utilizing the facilities belonging to Niseko Adventure Center (NAC) or the Model U.N. Club, which ventures to an annual conference representing the school.

Each ASA cycle begins with a registration week where families can register online for their activities of choice. First choices are always accommodated for students. Then, rosters are filled in based on the maximum occupancy and the order of entrants to the online form. Rosters are shared digitally and kept in the office to ensure everyone is where they need to be after 3:30 pm. ASAs run for six consecutive weeks, generally from 3:40~4:30pm, and make-up sessions can be scheduled if a cancellation occurs.

Feedback from both providers and participants is collected through informal conversations around the school, and that feedback is used to make decisions about how to grow a sustainable and meaningful after-school activities program now that these types of events are taking place regularly. Future growth depends on incorporating more external vendors who can diversify the options being offered and expand the program further into the community.

Major Achievements - Athletics:

- Top 8 finish for High School Girls Volleyball at the WJAA tournament in Kobe, Japan.
- Competitive entry in the WJAA High School Boys Basketball Tournament held in Nagoya, Japan.
- Multiple medalists in the WJAA High School Badminton tournament in Yokohama, Japan.

(This was the first-ever appearance for the Huskies at this event!)

Sport	Boys	Girls
MS/HS Futsal	12	6
MS Volleyball	N/A	8
HS Volleyball	N/A	12
MS Basketball	20	8
HS Basketball	15	6
Managers	0	2
H.A.A.	4	6

Hokkaido International School competes as "The Huskies" in the Western Japan Athletics Association (WJAA). During the 2022/23 athletic campaign, the school fielded sports teams in Middle and High School Volleyball (female), Middle and High School basketball (female/male), Middle and High School badminton (female/male), and also offers futsal, weight-training, and cross-country running as after-school sports offerings.

The 2022/23 academic year was a restart for The Huskies, who sent teams to three different WJAA-sanctioned events outside of Hokkaido. At each event, we received positive feedback from the host Athletic Director about our teams' sportsmanship, competitiveness, and overall contribution to the tournament. We were able to complete all four seasons of sports for our Middle and High School student-athletes without any stoppages or shutdowns.

Student-athletes from all grade levels participated in strength and conditioning programs after school to build the physical skills necessary to compete at a high level on the court. The newly renovated facilities and wide range of equipment made possible by PTA grants provided our student-athletes with a safe, organized, and well-stocked environment in which to exercise. The benefits of this space will be noticeable in years to come once our student-athletes have gained the knowledge and experience needed to train at a high level.

The Huskies Athletic Association (HAA), which is a student-driven organization on campus, was responsible for the lunchtime sports tournaments. The Badminton tournament, which saw numerous Middle and high school competitors, was the strongest in-house competition from the 2022/23 academic year. Plans to expand the lunchtime sports tournaments were laid out and will be attended to by next year's Student Council Sports Officer.

Furthermore, the growth of the athletics program was evident by the formation of a new Huskies team: High School Badminton. Our badminton players donned the green and white as they competed for medals at the WJAA event in Yokohama, Japan. With a number of players eligible to return in 2023/24, the future of this team is bright. Plans to expand our offerings even further are in the works for the 2023/24 school year, where we hope to field a High School Boys' Volleyball team for the first time in school history.

Finally, the year concluded with the annual Sports Awards Night held on campus in May. Student-athletes, coaches, and school leaders attended a communal barbecue on the sports field. They enjoyed eating, playing, and laughing together as they shared stories of their adventures on/off the court. An awards ceremony was held in the school's multi-purpose space following the barbecue.

Outdoor Education - Adventure Hokkaido (AdHoc)

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

GRADUATES

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

School Profile

Matriculation Data

	2020	2021	2022	2023
University/College in the US	6	4	2	0
Asia and the Pacific (including AUS and NZ)	7	2	9	8
Canada	2	0	4	2
Europe/ UK	1	2	1	0
Other region	1	0	1	0
Other Career Paths (2-year programs, work careers, or “gap years”)	6	4	2	4

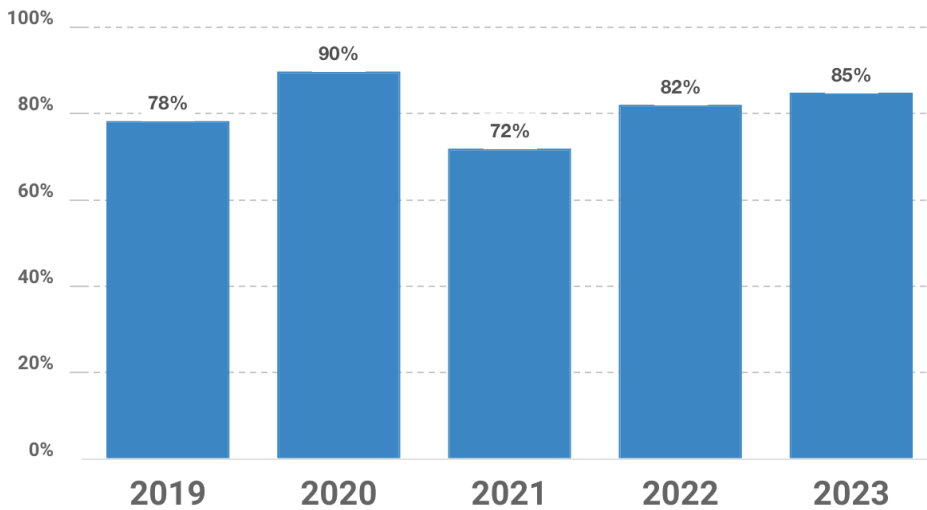
While historically graduates showed a strong preference for overseas universities, domestic postgraduate choices are becoming a desirable academic - and financial - option. Many Japanese universities have established liberal arts programs in English based on international standards of university education to attract a broader range of students. Based on anecdotal evidence, we have seen that 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. HIS has a large percentage of modest-income families compared to many international schools.

Student Achievement Data

HIS AP DATA



% OF TOTAL AP STUDENTS WITH SCORES 3+



 SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	23	39	32	39	33
Number of Exams	35	76	73	113	69
AP Students with Scores 3+	18	35	23	32	28
% of Total AP Students with Scores 3+	78.26	89.74	71.88	82.05	84.85

2023 Scholar Awards

	AP Scholar Award Recipients	AP Scholar with Honor Recipients	AP Scholar with Distinction Recipients	AP International Diploma Recipients	AP Capstone Diploma Recipients
Number of Scholars	4	2	9	1	4
Average Score	3.71	3.33	4.05	3.71	3.96

2022 Scholar Awards

	AP Scholar Award Recipients	AP Scholar with Honor Recipients	AP Scholar with Distinction Recipients	AP International Diploma Recipients	AP Capstone Diploma Recipients	AP Seminar and Research Certificate Recipients
Number of Scholars	8	7	3	2	4	1
Average Score	3.11	3.71	4.17	2.90	3.58	2.75



The great success of our AP Capstone Program

The achievements reflect positively on the entire school community, including teachers, administrators, and fellow students, who have all contributed to creating an environment that fosters academic excellence and success.

- AP Research Perfect Score (2022)

In 2022, one of our senior students was recognized as one of only 306 students in the world to achieve a perfect score in AP Research. This accomplishment is a testament to the quality of education that HIS provides and that the teachers of HIS and our curriculum have successfully prepared students for the rigor and complexity of the AP Capstone program.

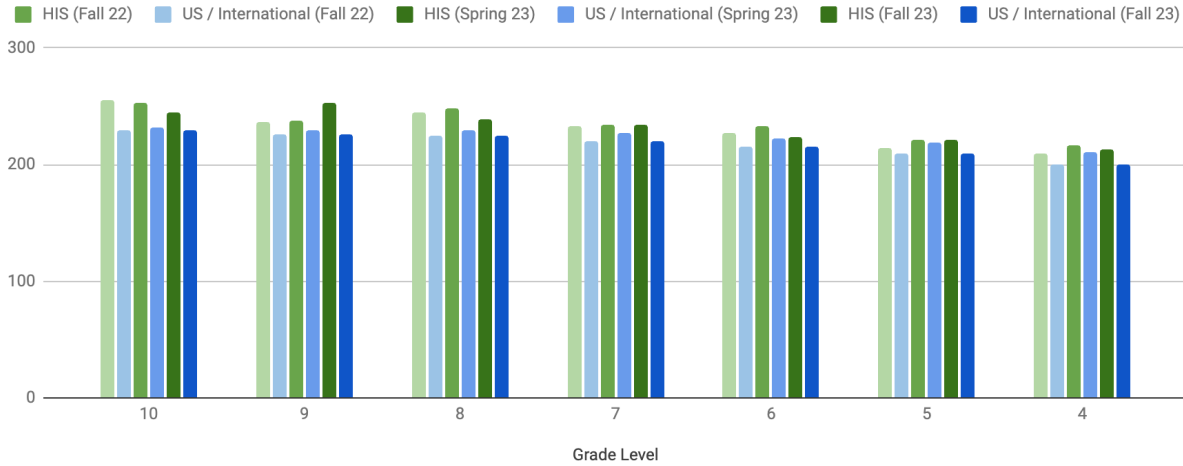
- AP 2-D Art and Design Perfect Score (2023)

One of our AP Art students not only received the top score of 5 but was also one of only 337 students in the world to earn every point possible on the AP 2-D Art and Design Exam, receiving the maximum score on each portion of the exam.

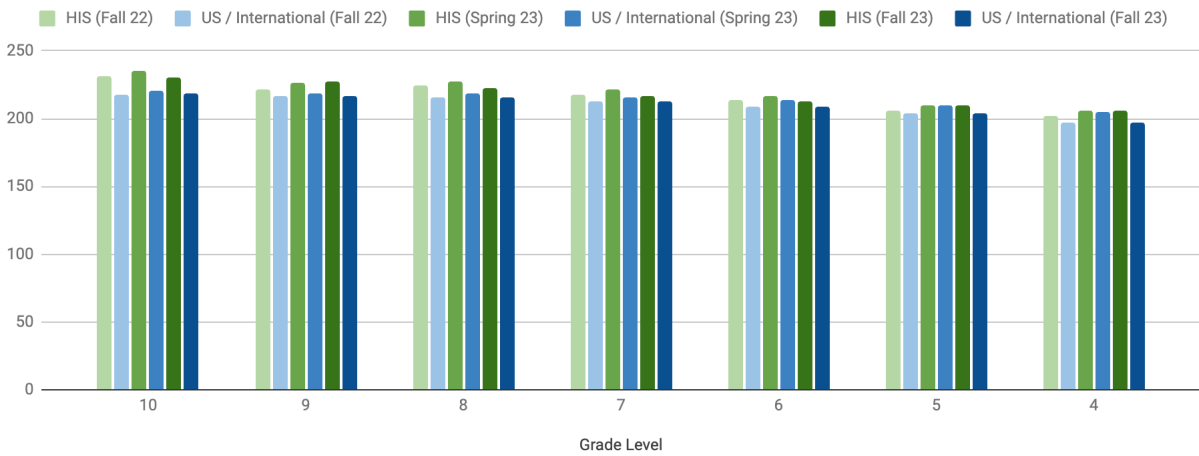


HIS NWEA MAP GROWTH TEST DATA - Overview Results 2022-2023

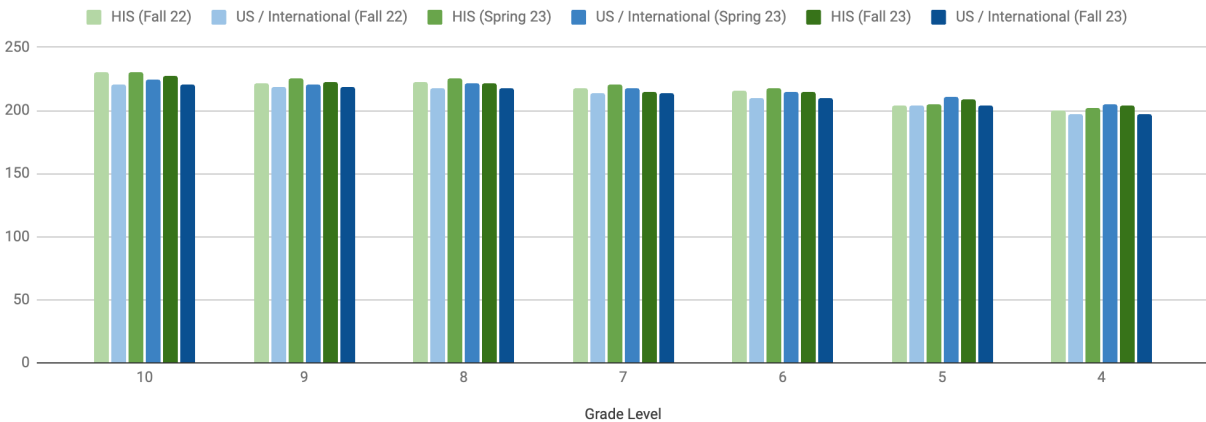
Math RIT Scores HIS vs. US/International Norms (Fall 2022/Spring 2023/Fall 2023.)



Language Usage RIT Scores HIS vs. US/International Norms (Fall 2022/Spring 2023/Fall 2023)



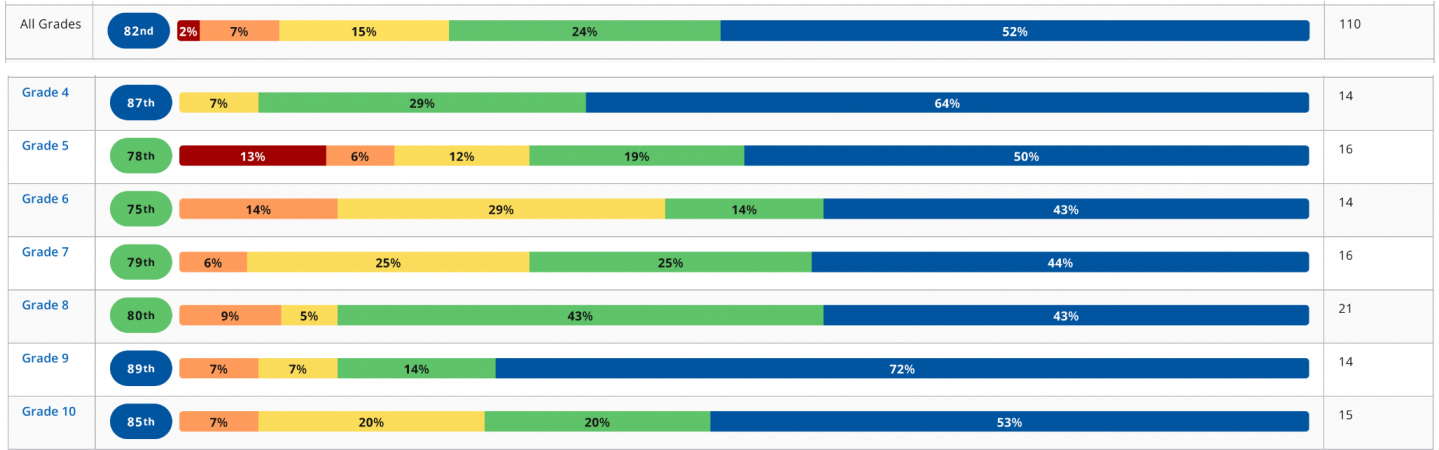
Reading RIT Scores HIS vs. US/International Norms (Fall 2022/Spring 2023/Fall 2023)



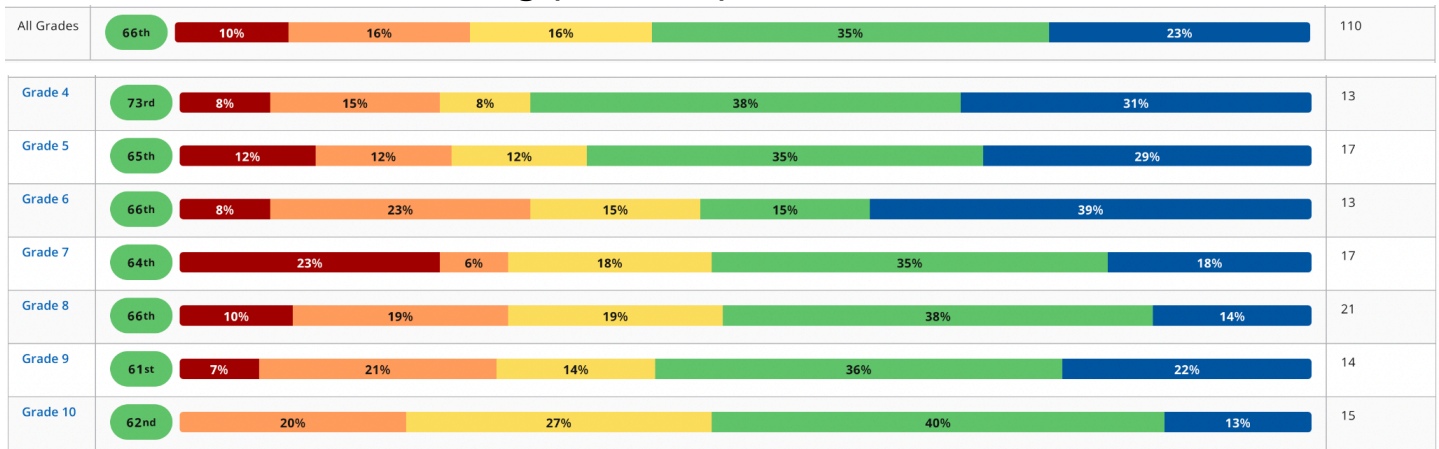
NWEA MAP Growth Test Data

● 1st to 20th Percentile ● 21st to 40th Percentile ● 41st to 60th Percentile ● 61st to 80th Percentile ● >80th Percentile

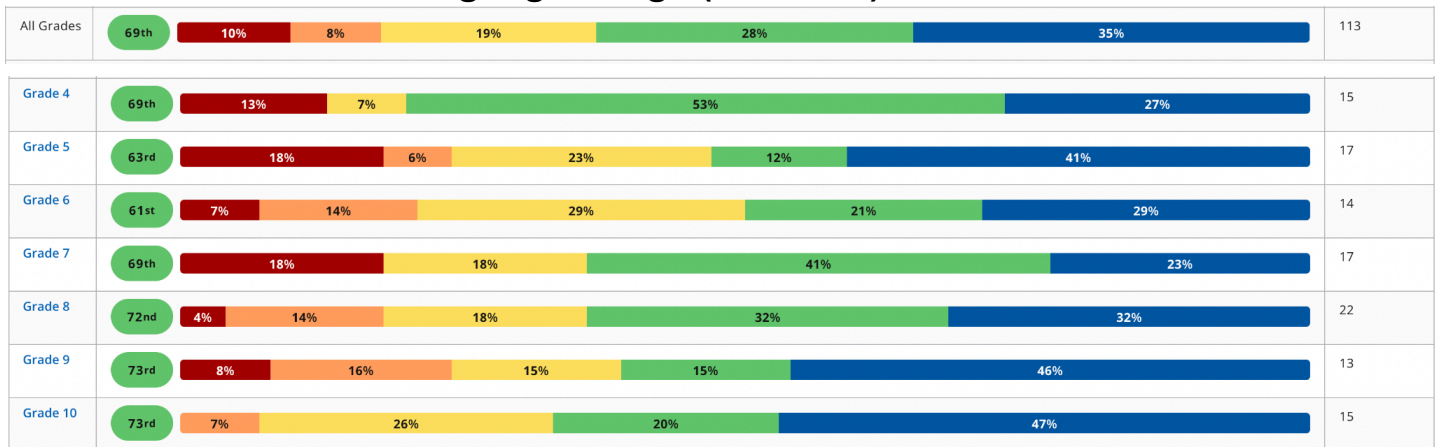
School Achievement: Math (Fall 2023)



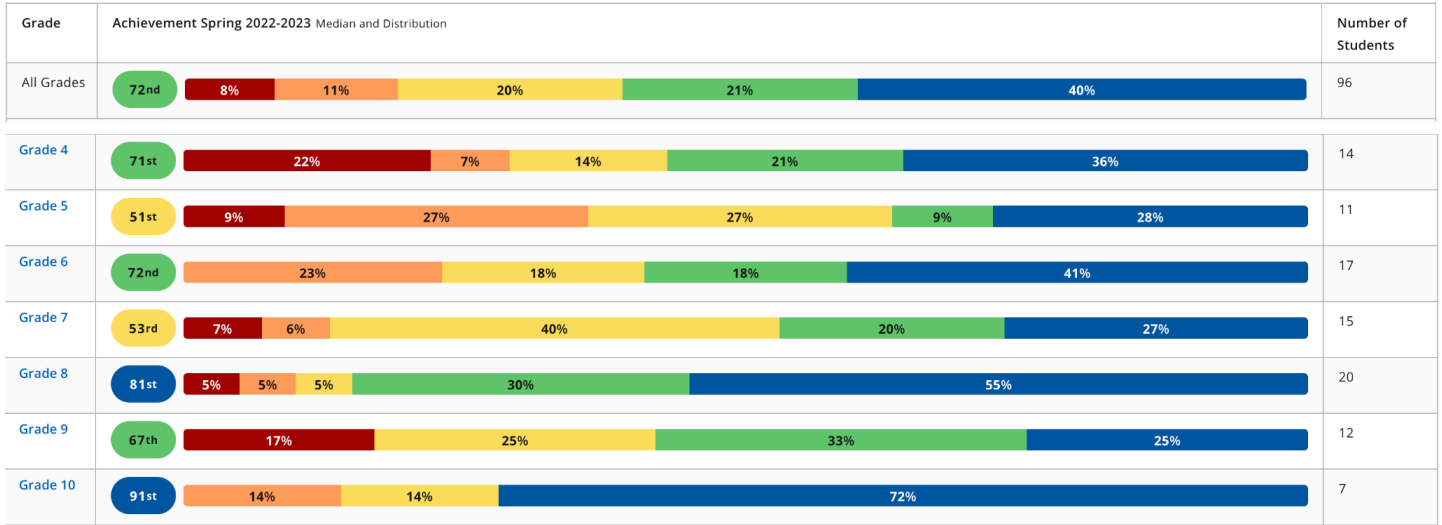
School Achievement: Reading (Fall 2023)



School Achievement: Language Usage (Fall 2023)

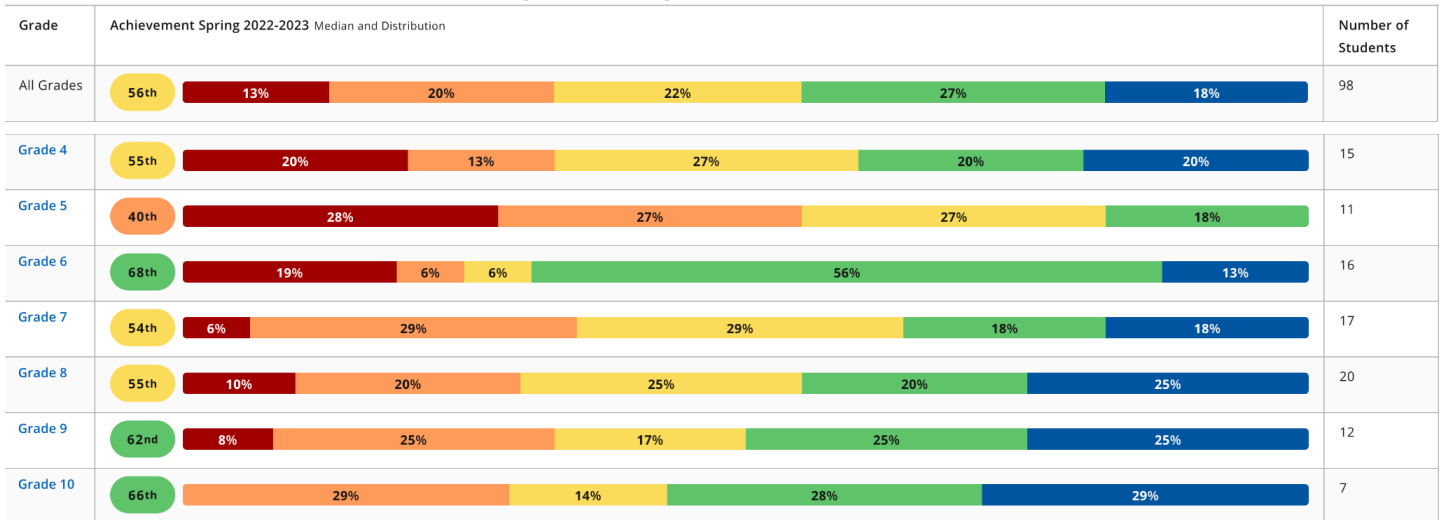


School Achievement: Math (Spring 2023)



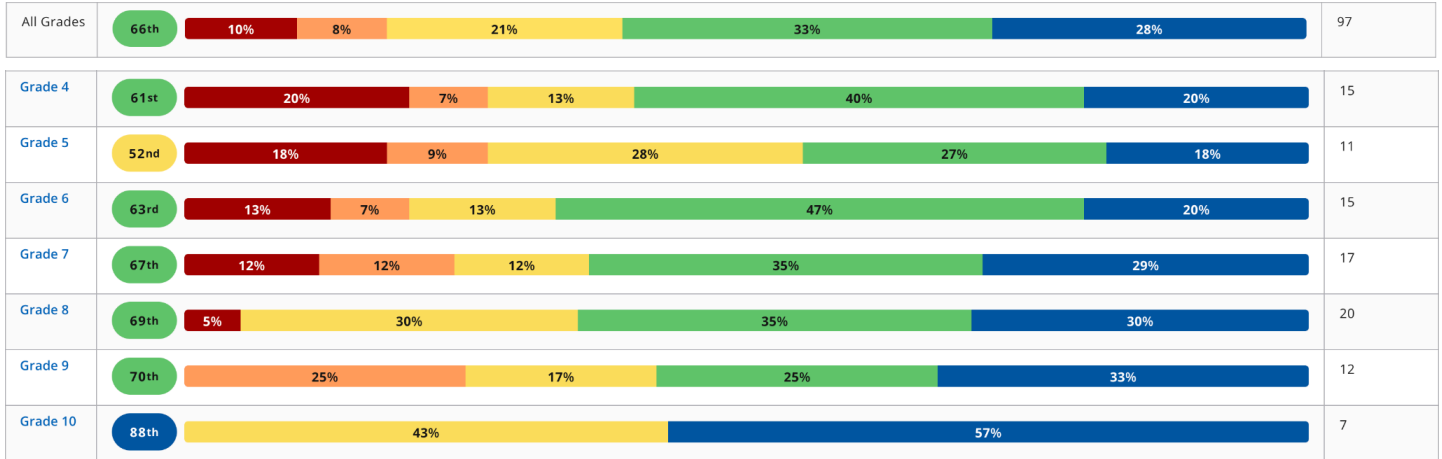
Grade	% students meeting or exceeding expected growth this year
4	21
5	40
6	35
7	36
8	39
9	33
10	26

School Achievement: Reading (Spring 2023)



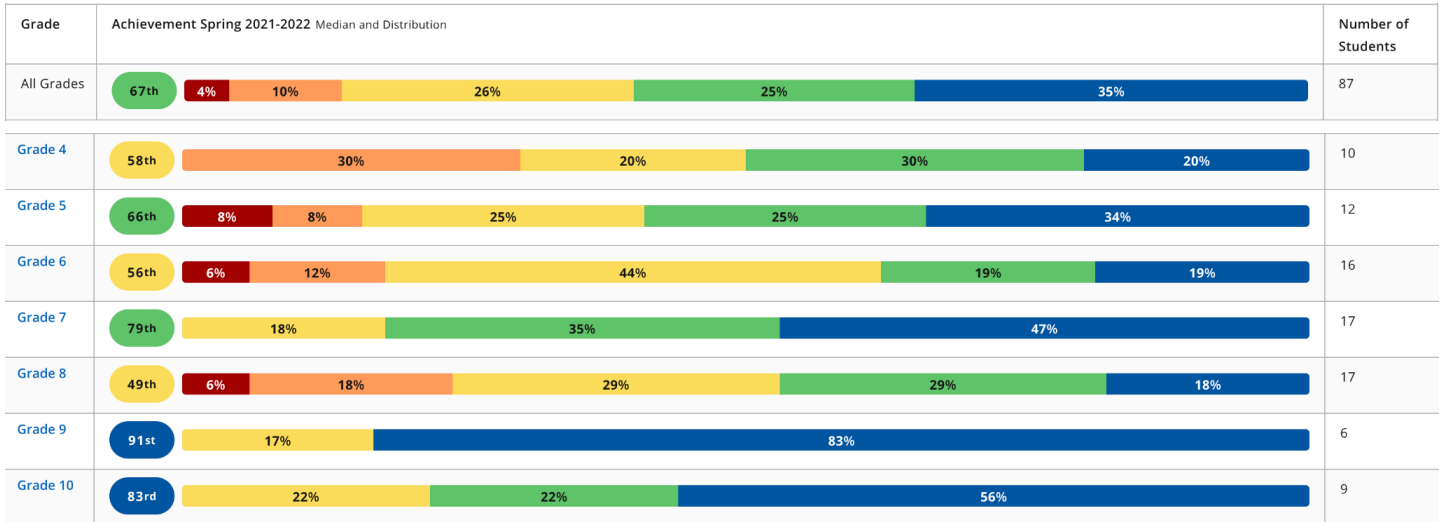
Grade	% students meeting or exceeding expected growth this year
4	14
5	10
6	25
7	47
8	33
9	55
10	29

School Achievement: Language Usage (Spring 2023)



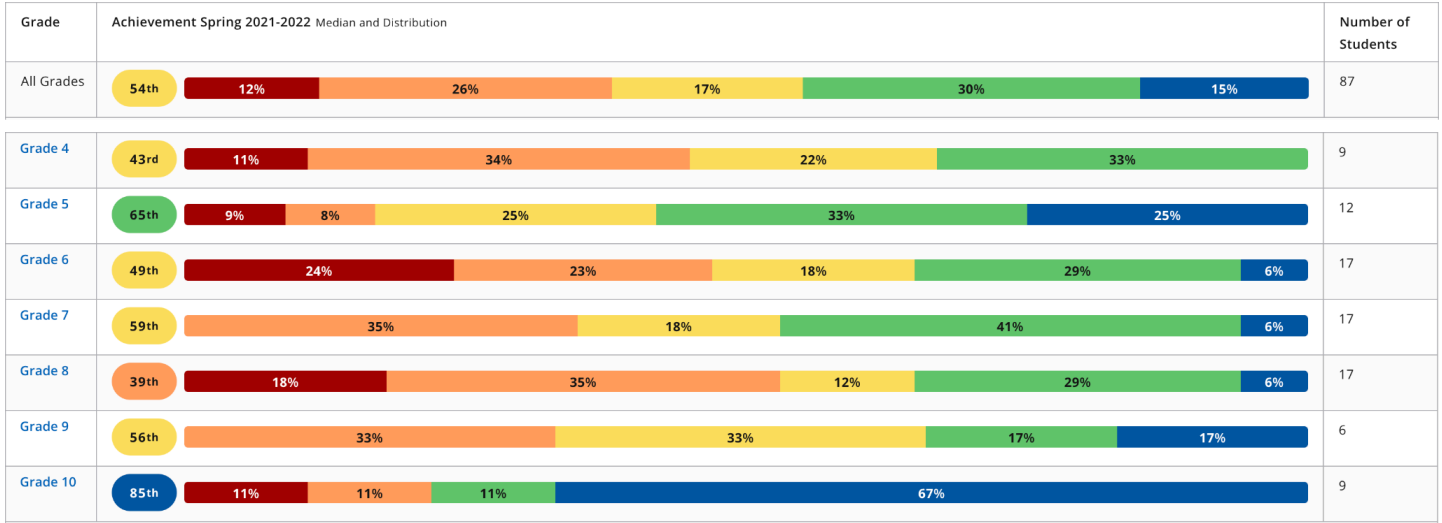
Grade	% students meeting or exceeding expected growth this year
4	23
5	30
6	40
7	47
8	56
9	67
10	71

School Achievement: Math (Spring 2022)



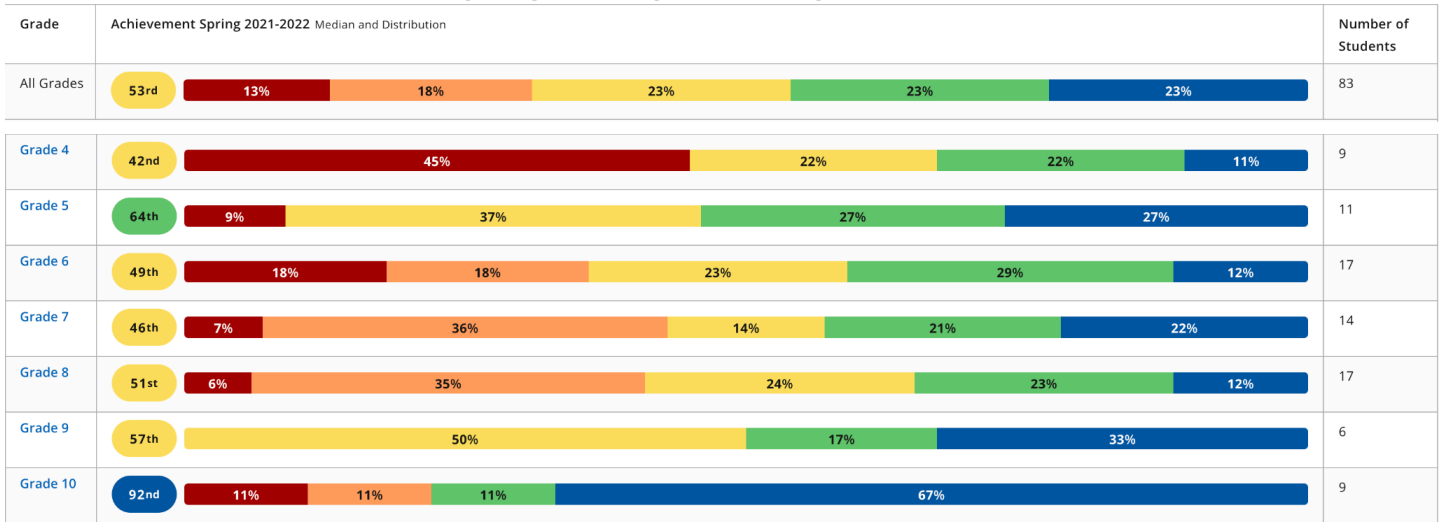
Grade	% students meeting or exceeding expected growth this year
4	29
5	0
6	27
7	38
8	27
9	40
10	22

School Achievement: Reading (Spring 2022)



Grade	% students meeting or exceeding expected growth this year
4	14
5	36
6	13
7	25
8	33
9	40
10	33

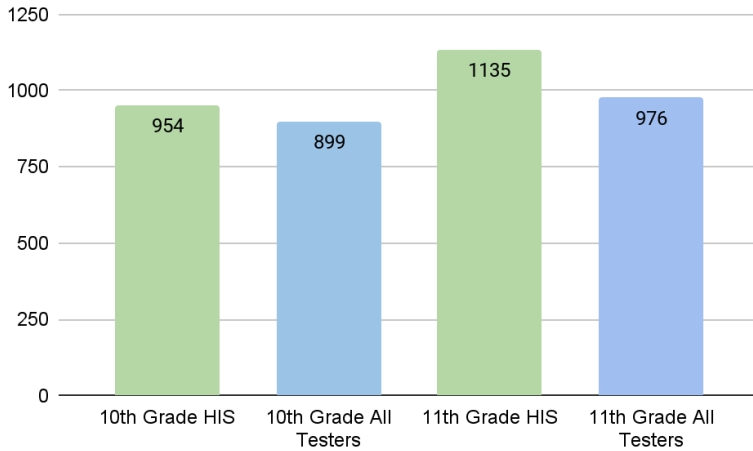
School Achievement: Language Usage (Spring 2022)



Grade	% students meeting or exceeding expected growth this year
4	14
5	10
6	50
7	39
8	28
9	60
10	22

PSAT/NMSQT Results - Total Scores (2021-2023)

Mean Total Score Fall 2023



Meeting / Exceeding Both Benchmarks

Grade 10

HIS: 46%

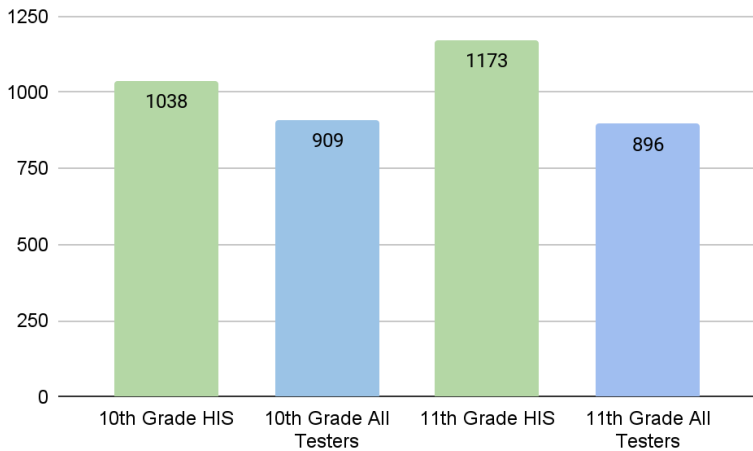
All: 33%

Grade 11

HIS: 75%

All: 36%

Mean Total Score Fall 2022



Meeting / Exceeding Both Benchmarks

Grade 10

HIS: 50%

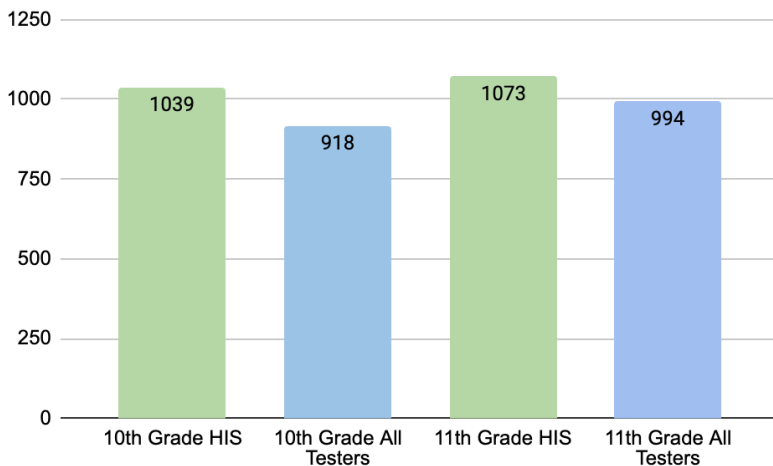
All: 33%

Grade 11

HIS: 55%

All: 38%

Mean Total Score Fall 2021



Meeting / Exceeding Both Benchmarks

Grade 10

HIS: 55%

All: 34%

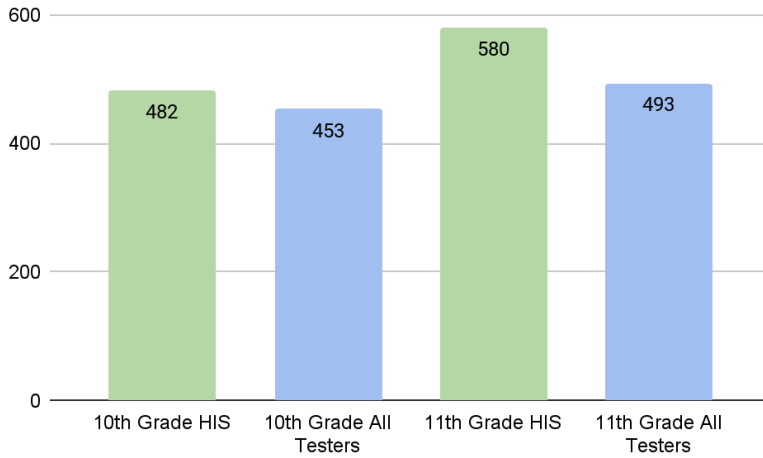
Grade 11

HIS: 70%

All: 39%

PSAT/NMSQT Results - Reading and Writing Scores (2021-2023)

Mean Reading and Writing Fall 2023



Meeting / Exceeding Reading and Writing Benchmarks

Grade 10

HIS: 62%

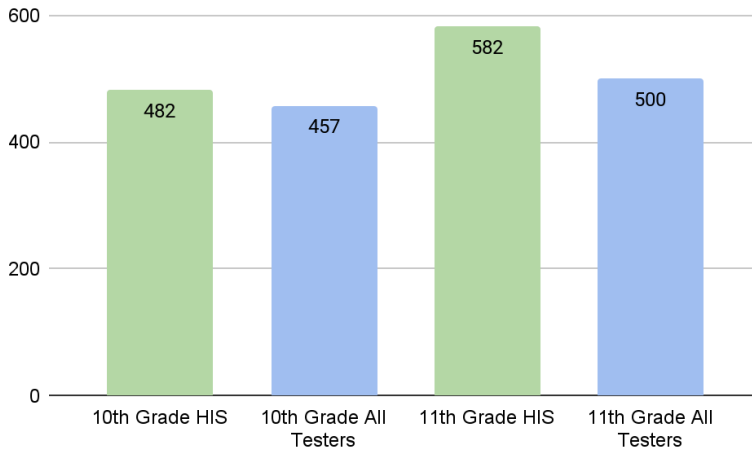
All: 56%

Grade 11

HIS: 100%

All: 61%

Mean Reading and Writing Fall 2022



Meeting / Exceeding Reading and Writing Benchmarks

Grade 10

HIS: 50%

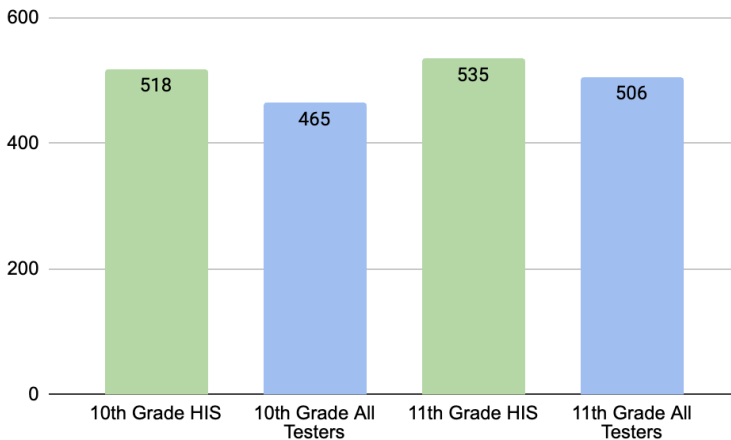
All: 57%

Grade 11

HIS: 91%

All: 63%

Mean Reading and Writing Fall 2021



Meeting / Exceeding Reading and Writing Benchmarks

Grade 10

HIS: 73%

All: 61%

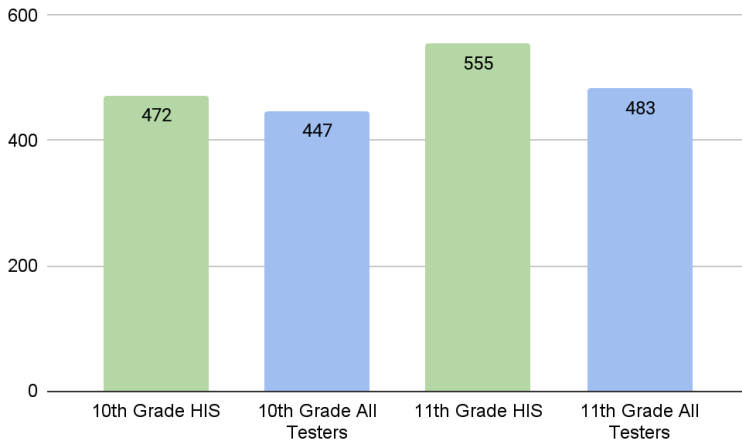
Grade 11

HIS: 70%

All: 66%

PSAT/NMSQT Results - Math Scores (2021-2023)

Mean Math Fall 2023



Meeting / Exceeding Math Benchmarks

Grade 10

HIS: 54%

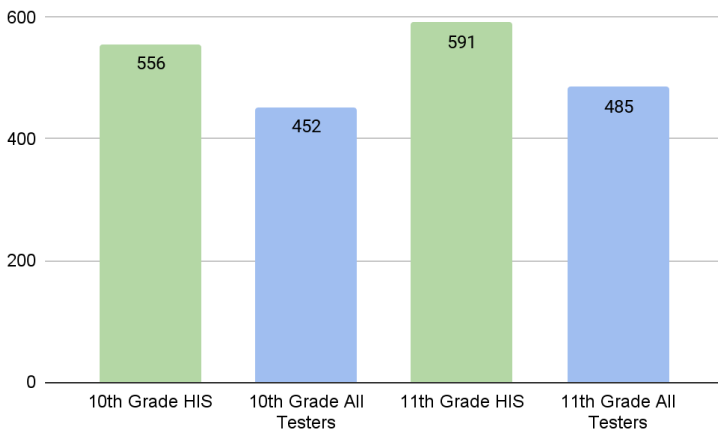
All: 36%

Grade 11

HIS: 75%

All: 38%

Mean Math Fall 2022



Meeting / Exceeding Math Benchmarks

Grade 10

HIS: 83%

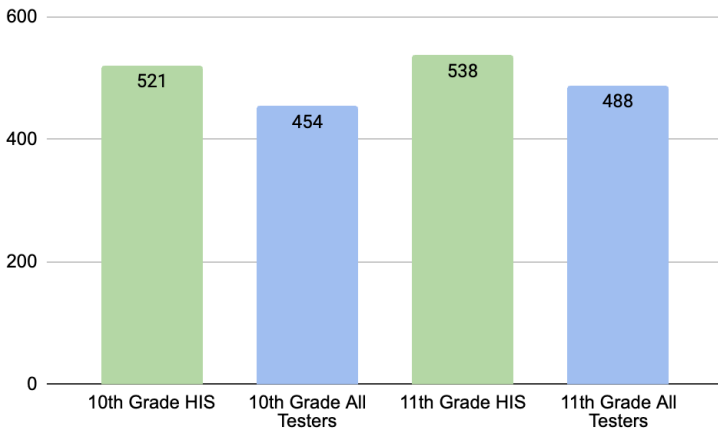
All: 37%

Grade 11

HIS: 64%

All: 40%

Mean Math Fall 2021



Meeting / Exceeding Math Benchmarks

Grade 10

HIS: 64%

All: 36%

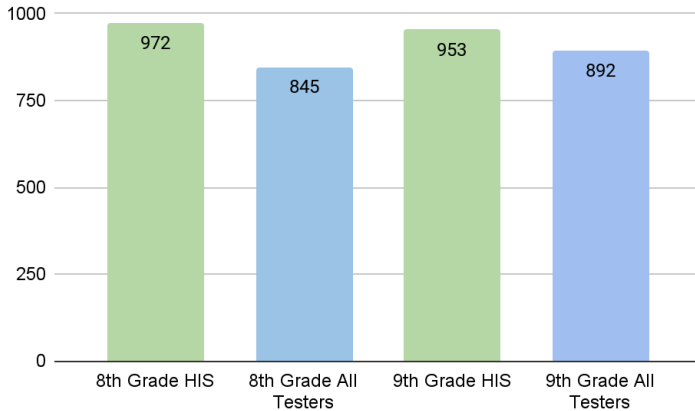
Grade 11

HIS: 80%

All: 40%

PSAT 8-9 Results - Total Scores (2022-2023) - 2024 results in March

Mean Total Score Spring 2023



Meeting / Exceeding Both Benchmarks

Grade 8

HIS: 65%

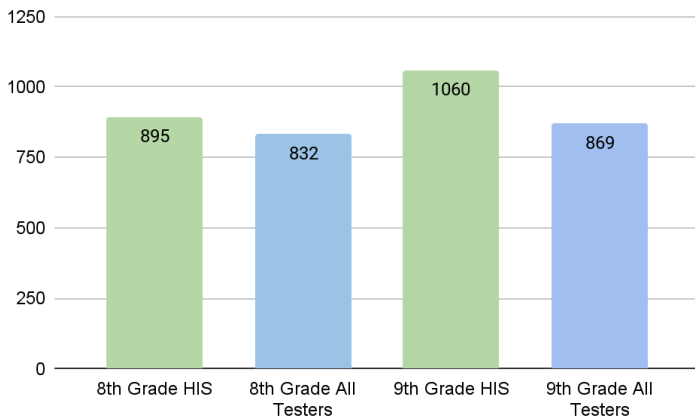
All: 40%

Grade 9

HIS: 57%

All: 43%

Mean Total Score Spring 2022



Meeting / Exceeding Both Benchmarks

Grade 8

HIS: 38%

All: 35%

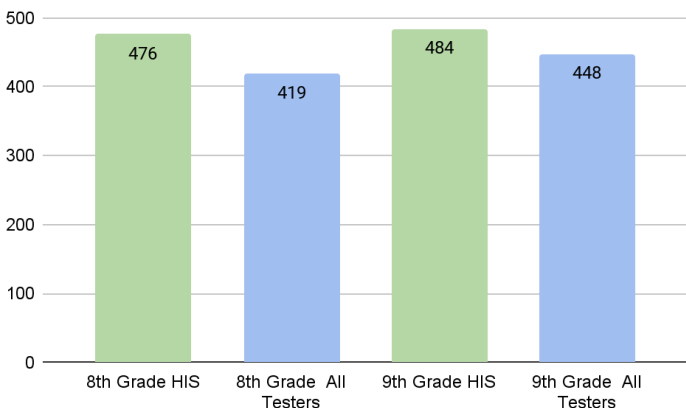
Grade 9

HIS: 80%

All: 36%

PSAT 8-9 Results - Reading and Writing Scores (2022-2023) - 2024 results in March

Mean Reading and Writing Spring 2023



Meeting / Exceeding Reading and Writing Benchmarks

Grade 8

HIS: 85%

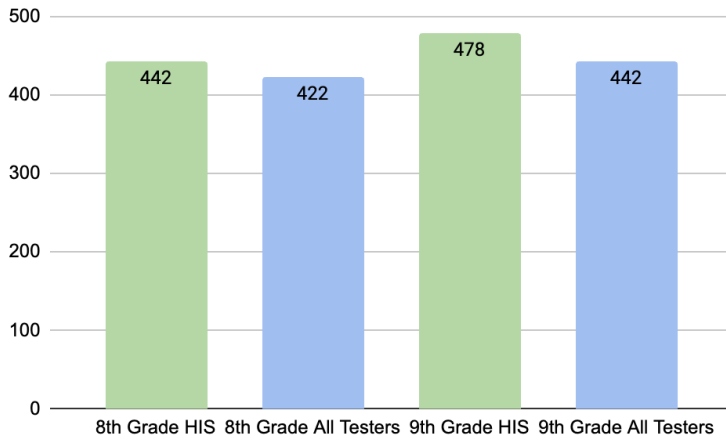
All: 62%

Grade 9

HIS: 79%

All: 64%

Mean Reading and Writing Spring 2022



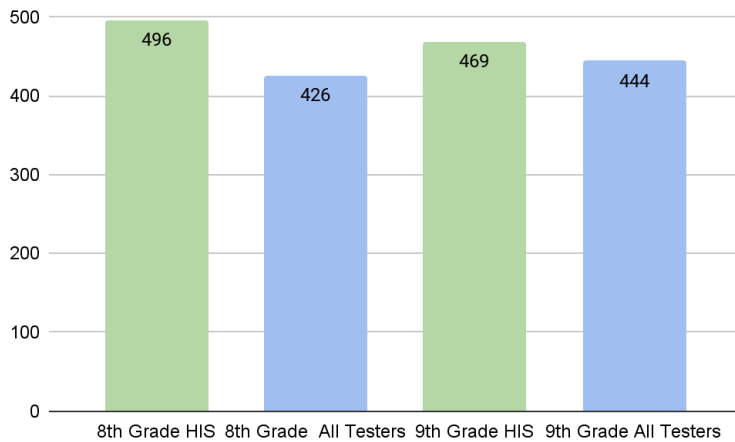
Meeting / Exceeding Reading and Writing Benchmarks

Grade 8
HIS: 77%
 All: 61%

Grade 9
HIS: 80%
 All: 60%

PSAT 8-9 Results - Math Scores (2022-2023) - 2024 results in March

Mean Math Spring 2023

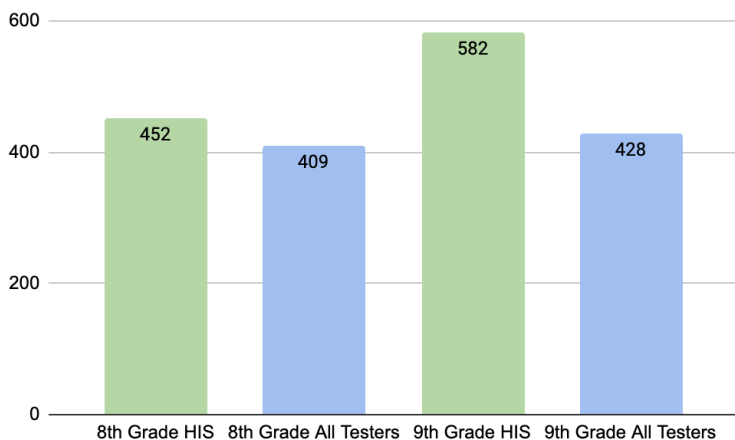


Meeting / Exceeding Math Benchmarks

Grade 8
HIS: 70%
 All: 46%

Grade 9
HIS: 71%
 All: 49%

Mean Math Spring 2022



Meeting / Exceeding Math Benchmarks

Grade 8
HIS: 38%
 All: 38%

Grade 9
HIS: 100%
 All: 38%

HIS SAT DATA (2020-2023)**Class of 2023**

	Total Mean Score	Mean ERBW Score	Mean Math Score
HIS	1178	580	598
Total Group	1028	520	508

Class of 2022

	Total Mean Score	Mean ERBW Score	Mean Math Score
HIS	1144	557	587
Total Group	1050	529	521

Class of 2021

	Total Mean Score	Mean ERBW Score	Mean Math Score
HIS	1266	625	641
Total Group	1060	532	528

Class of 2020

	Total Mean Score	Mean ERBW Score	Mean Math Score
HIS	1160	570	590
Total Group	1051	528	523

HIS ELEMENTARY DRA Data (Sapporo Campus):

	Mean Score	Median Score	Range
Kindergarten	3	2	1-4
Grade 1	10	10	4-14
Grade 2	24	20	14-40
Grade 3	34	34	28-40
Grade 4	44	45	20-70
Grade 5	49	50	30-70

HIS ELEMENTARY DRA Data (Niseko Campus):

	Mean Score	Median Score	Range
Kindergarten	no data	no data	no data
Grade 1	6	6.5	2-10
Grade 2	24	23	20-30
Grade 3	32	30	30-38
Grade 4	34	39	18-40
Grade 5	37	39	18-50

STUDENT SURVEY RESULTS**Scoring: 5 - Strongly Agree / 4 - Agree / 3 - Neutral / 2 - Disagree / 1 - Strongly Disagree****Blue:** score same or higher than the year before**Red:** score lower than the year before**Black:** No change from the year before

Statement	2020 33 <i>responses</i>	2021 47 <i>responses</i>	2022 63 <i>responses</i>	2023 85 <i>responses</i>
1. The school is a clean and pleasant place to learn.	3.97	3.87	3.29	3.32
2. The school facilities are adequate to support instruction.	3.64	3.70	3.43	3.53
3. School technology is up to date	3.97	3.77	3.19	3.31
4. Teachers keep me informed about my academic progress.	3.61	3.64	3.14	3.62
5. Students respect teachers at HIS.	3.88	3.85	3.16	3.44
6. Teachers challenge me to learn.	2.91	3.81	3.58	3.85
7. Teachers support my efforts.	3.58	4.00	3.52	3.81
8. Teachers hold students to high standards.	3.79	3.81	3.22	3.51
9. Teachers respect the students at HIS.	3.94	4.09	3.59	3.93
10. Students are listened to at HIS.	3.42	3.79	3.14	3.31
11. There is at least one adult at HIS to whom I can talk if there is a problem.	3.45	3.89	3.37	3.18
12. The curriculum provides opportunities for students of all abilities to learn.	3.55	3.74	3.35	3.52
13. The curriculum provides opportunities for students to gain skills and knowledge.	3.91	4.04	3.57	3.72
14. HIS prepares students for their future studies.	3.61	3.70	3.41	3.48
15. Sports programming provides adequate opportunities for students to participate.	3.27	3.62	3.52	3.84
16. The school offers a variety of activities for student involvement.	3.00	3.57	3.60	3.68
17. There is an appropriate balance between academics and activities.	3.71	3.57	3.29	3.54
18. I often use the library for learning	2.39	2.45	2.29	2.42
19. I often require technology for learning.	4.30	4.36	4.06	4.21
20. I often use resources outside of HIS for learning.	3.55	3.68	3.43	3.68
21. The administration makes decisions that help me be successful.	3.21	3.45	3.08	3.20
22. Teachers use different teaching methods regularly to help me learn.	3.58	3.68	3.27	3.64
23. I know what I need to do to be successful in classes.	3.94	3.91	3.73	3.87
24. I always understand the purpose of lessons in my class	3.64	3.66	3.30	3.26
25. Lessons in my classes are helpful and/or worthwhile to me.	3.70	3.85	3.40	3.46
26. Students of all ethnic and cultural backgrounds are treated fairly.	4.21	4.19	3.79	3.81
27. New students feel welcome at school.	4.00	3.74	3.49	3.58
28. I have opportunities to give feedback to my teachers about the course.	3.24	3.34	2.90	3.04
29. The education I am receiving at HIS helps me understand the world around me.	3.33	3.70	3.33	3.36
30. HIS is preparing me for life after high school.	3.39	3.81	3.41	3.32

31. I feel the amount of homework I receive is appropriate.	3.42	3.30	2.98	3.35
32. I have a very good understanding of what the HUSKIES are.	3.73	3.57	3.16	3.13
33. I actively try to meet the expectations of the HUSKIES.	3.39	3.32	3.32	3.41
34. HIS is a good school	3.82	3.85	3.32	3.35
35. I am happy at Hokkaido International School.	3.94	3.94	3.29	3.44

Full Student Survey Results

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.

PARENT SURVEY RESULTS

Scoring:

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

Blue: score same or higher than the year before

Red: score lower than the year before

Black: No change from the year before

Statement	2020 <i>101 responses</i>	2021 <i>94 responses</i>	2022 <i>102 responses</i>	2023 <i>125 responses</i>
1. The school is a clean and pleasant place to learn.	4.13	4.17	4.11	4.19
2. The school facilities are adequate to support instruction.	3.92	3.80	3.82	3.98
3. School technology is up to date	3.89	3.78	3.96	3.91
4. Teachers keep me informed about my child's academic progress.	3.93	4.04	4.18	4.27
5. The school keeps me informed of important issues.	4.29	4.05	4.27	4.30
6. Teachers challenge my child to learn.	3.97	4.19	4.13	4.22
7. Teachers support my child's efforts.	4.14	4.29	4.27	4.41
8. Teachers hold students to high standards.	3.89	3.86	3.96	4.09
9. The school provides adequate opportunities for parent involvement.	3.81	3.78	4.06	4.26
10. Parents feel welcome at school and school events.	4.16	3.82	4.41	4.43
11. Teachers are available to meet with parents.	4.22	4.28	4.50	4.46
12. The curriculum provides opportunities for children of all abilities to learn.	3.76	3.93	3.88	4.02
13. The curriculum provides opportunities for students to gain skills and knowledge.	3.84	4.03	4.00	4.13
14. HIS prepares students for their future studies.	3.83	3.83	3.88	3.92
15. Sports programming provides adequate opportunities for students to participate.	3.57	3.68	3.86	4.07
16. The school offers a variety of activities for student involvement.	3.61	3.72	3.87	4.02
17. There is an appropriate balance between academics and activities.	3.71	3.73	3.83	4.03
18. The Executive Board and the Head of School handle school finances	3.62	3.82	3.75	3.71

responsibly.				
19. Money is spent on the right things.	3.58	3.68	3.65	3.62
20. Tuition increases are reasonable to support the school.	3.50	3.48	3.45	3.52
21. The Executive Board oversees school operations responsibly.	3.48	3.66	3.58	3.57
22. School administration improves the quality of the school.	3.67	3.86	3.80	3.83
23. School administration provides leadership to the school community.	3.76	3.82	3.76	3.80
24. School administration is responsive to the school community.	3.77	3.88	3.85	3.85
25. The school is sensitive to students of different ethnic and cultural backgrounds.	4.01	4.05	4.02	4.10
26. Students of all ethnic and cultural backgrounds are treated fairly.	4.24	4.23	4.20	4.26
27. New students feel welcome at school.	4.15	4.09	4.11	4.34
28. Transportation to and from school by bus is safe.	4.24	4.23	4.36	4.06
29. Transportation to and from school by bus is on time.	4.39	4.33	4.47	4.32
30. The dorm provides a clean and pleasant place to live.	4.04	3.96	3.95	3.78
31. The dorm parents provide a supportive environment.	3.74	3.79	4.05	4.06
32. Overall, I am satisfied with Hokkaido International School.	3.89	4.03	4.03	4.10

Full Parent Survey Results

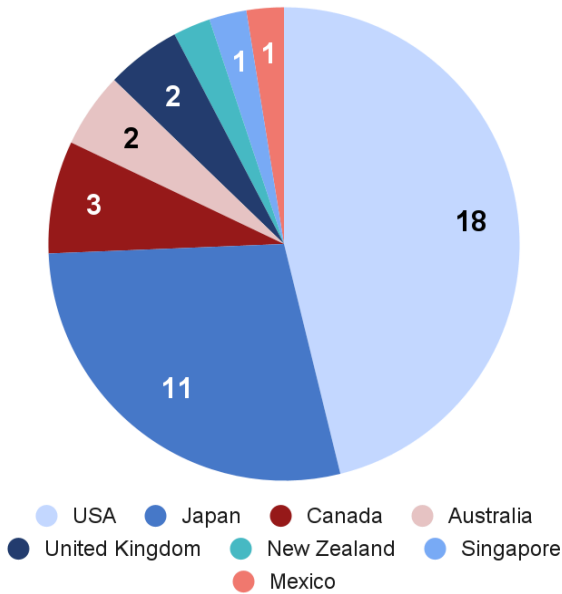
HIS Teacher Demographics

Age	/39	Years at HIS	at /39	Total Teaching Experience	Years /39
25 - 30	4	1 - 5 years	24	1 - 5 years	10
31 - 40	10	6 - 10 years	13	6 - 10 years	11
41+	25	11+ years	2	11+ years	18

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. When possible, there is an emphasis on all school PD to ensure that the teaching staff is a professionally cohesive group.



HIS Teacher Passports



Teacher Survey Results Fall 2020 - Fall 2023

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

Blue: score same or higher than the year before

Red: score lower than the year before

Black: No change from year before

Statement	2020 21 responses	2021 24 responses	2022 27 responses	2023 31 responses
1. I know what is expected of me at work.	3.81	3.79	4.19	4.13
2. I have the materials and equipment I need to do my work right.	3.76	3.58	3.63	3.94
3. At work, I have the opportunity to do what I do best every day.	3.48	3.63	4.00	3.97
4. I regularly receive recognition or praise for doing good work.	2.81	3.17	3.26	3.45
5. Administrators seem to care about me as a person.	3.52	3.46	3.70	3.94
6. There is someone at work who encourages my development.	3.38	3.42	3.78	3.94
7. At work, my opinions seem to count.	3.62	3.13	3.33	3.58
8. The mission or purpose of HIS makes me feel my job is important.	3.48	3.46	3.63	3.68
9. My associates or fellow employees are committed to doing quality work.	3.86	3.29	3.59	4.23
10. I have a colleague I can turn to at any time for support.	4.29	4.04	4.41	4.29
11. In the last year, someone at work has talked to me about my progress.	3.10	3.67	3.93	4.03
12. This last year, I have had opportunities at work to learn and grow.	3.29	3.71	3.89	3.81
13. The administration facilitates school improvement with plans of action that enhance quality learning for students.	3.05	3.21	3.44	3.87
14. HIS regularly assesses student progress toward accomplishing the school's learning outcomes (HUSKIES)	3.76	3.21	3.44	3.87
15. There is a strong collaborative environment at HIS.	3.05	2.92	2.89	3.77
16. The community understands the executive board's role in	2.24	2.29	2.70	2.90

governance (as it relates to WASC criteria and expectations).				
17. The school maintains a safe, healthy, nurturing environment that reflects the school's purpose.	3.48	3.33	3.33	4.19
18. General Comment Question				
18. A question I wish I had been asked.				
20. Overall, I am happy working at Hokkaido International School.	4.05	3.71	3.81	4.10

Full Teacher Survey Results

Implications of the Community Profile Data and Identified Learner Needs

LITERACY

- Putting in place a **common writing assessment** across the school
- **Reading** (*low achievement, low growth*) Students meeting growth goals - what is their greatest instructional need area?
 - What can we do in grades K - 3?
 - 1st step - find out where the greatest need in reading is now and inform to concentrate on those areas moving forward (for example, informational text)
 - 2nd step - training teachers to drill into the data themselves
- Missing piece - **K-3 assessment data**

LANGUAGE

- DRA data suggests that each grade has a **tremendous range of reading learning needs** in their class
- **Addressing ELL Learner Needs** - classroom teacher training and ELL teacher support
- Need for significant focus on **Language and Literacy** across the school

ACADEMIC READINESS

- **Onboarding** - How do we better "onboard" for a student population with so much turnover?

CHARACTER

- **Promotion of the HUSKIES** (essential schoolwide learner results) across all grades (student surveys indicate a 4-year decrease in understanding of what the HUSKIES are)

Chapter III: 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 reflect defined global competencies and form the basis of the educational program for every student.

A1.1. Clear and Coherent Student-Focused Purpose Statement

Indicator Framing Questions:

To what extent has the school established a clear, coherent purpose statement that is student-focused and impacts the development of the schoolwide learner outcomes and the identified global competencies?

To what extent is the purpose statement congruent with a belief that all students can learn, demonstrate global competencies, and are prepared for postsecondary opportunities?

Findings	Supporting Evidence
<p>The school has established clear, coherent Mission and Vision Statements. These statements are</p> <ul style="list-style-type: none"> - student-focused - informed by and connected to schoolwide learner outcomes (HUSKIES) - and inclusive of global competencies. <p>Further, these statements are congruent with the belief that all students can learn and be prepared for postsecondary opportunities.</p> <p>The purpose statements of HIS are student-focused:</p> <ul style="list-style-type: none"> ● “Experiential learning” (Ex: Outdoor Education, EY Regio program) ● “Learner-centered experiences” <p>The purpose statements of HIS are inclusive of global competencies:</p> <ul style="list-style-type: none"> ● “Character development” (Ex: CDGP in high school, assessment of HUSKIES) ● Global engagement” (Ex: HUSKIES Service) <p>The purpose statements of HIS are congruent with the belief that all students can learn:</p> <ul style="list-style-type: none"> ● “Growth for all” (Ex: Credit recovery) ● Repeated positive struggle (Assessment policy embracing mastery learning) <p>The purpose statements of HIS are focused on preparing students for postsecondary opportunities:</p> <ul style="list-style-type: none"> ● Academic pursuit (Encouragement for all students to take AP classes, a celebration of student success) ● Lasting connections between knowledge, skills, and understandings (aspects of this are built into the curriculum across the grades) 	<p>HIS VISION STATEMENT</p> <p>Mindful leadership and learning through academic pursuit, character development and global engagement</p> <p>MISSION STATEMENT</p> <p>At HIS we believe in:</p> <ul style="list-style-type: none"> ● global engagement ● growth for all ● repeated positive struggle ● the need for lasting connections between knowledge, skills, and understandings ● experiential learning ● learner-centered experiences ● character-rich environment <p>Mission and Vision website link</p> <p>HUSKIES (with targets)</p> <p>Outdoor Programs Folder</p> <p>HUSKIES Week Documentation</p> <p>Assessment policy</p> <p>WASC Evidence Organizer</p> <p>Advanced Placement Success</p>

A1.2. School Program Consistent with School Purpose

Indicator Framing Questions:

To what extent are the school’s programs, systems, policies, and practices consistent with the school purpose, the schoolwide learner outcomes and identified global competencies?

Findings	Supporting Evidence
<p>The evidence suggests that the school's programs, systems, policies, etc., are strongly aligned with the school's purpose, learner outcomes, and global competencies.</p> <p>The programs of HIS aligned with the school's purpose as outlined in 1.1 above</p> <ul style="list-style-type: none"> • Regio Emilia in Early Years • International Primary Curriculum (K-5) • International Middle Years Curriculum (6-8) • Pre-AP and AP in High School (9-12) • After school program • Pillars Programs <p>Systems (eg Alma, CDGP, admissions)</p> <ul style="list-style-type: none"> • Use of Alma student information system • CDGP <p>Policies</p> <ul style="list-style-type: none"> • Admissions and hiring policies 	<p>Curriculum Links</p> <p>After School Activities</p> <p>Athletics</p> <p>Pillars</p> <p>Alma</p> <p>CDGP Exemplars</p> <p>Admissions</p> <p>Hiring policies and job descriptions</p>

A1.3. School Community Involvement in Development, Revision and Refinement of the Purpose Statements

Indicator Framing Questions:

How effective are the processes for engaging the entire school community in the development, revision and refinement of the school's purpose, schoolwide learner outcomes, and global competencies?

Findings	Supporting Evidence
<p>HIS has demonstrated effective processes to engage the school community in the development, revision, and refinement of the school's purpose, schoolwide learner outcomes, and global competencies.</p> <p>The current mission and vision statements were developed in the 2019-2020 school year in a community-wide process. This was done in order to:</p> <ul style="list-style-type: none"> • better reflect our schoolwide learner outcomes (HUSKIES) • incorporate global competencies. 	<p>Old Mission and Vision Statements (until 2019)</p> <p>2019-2020 Curriculum Committee Notes (evidence of the process of revision to current mission and vision)</p> <p>HIS purpose statements and schoolwide learner outcomes</p>

A1.4. Communicating and Understanding the School's Purpose Statements and Schoolwide Learner Outcomes

Indicator Framing Questions:

How effective are the school's communication approaches to ensure all members of the school community are knowledgeable of the school's purpose and the schoolwide learner outcomes?

To what extent are students, parents, and other members of the school and host community able to demonstrate an understanding and commitment to the school's purpose?

Findings	Supporting Evidence
<p>There is ample evidence that HIS communicates regularly with the school community about important matters of the school's purpose and schoolwide learner outcomes.</p> <p>Anecdotal and survey data demonstrate that the students,</p>	<p>Parent and student survey results</p> <p>HIS Website (regular updates on school news)</p> <p>Secondary Parent Orientation</p>

<p>parents and other members of the school community are well aware of the school's purpose.</p>	<p>Elementary Parent Orientation Weekly homeroom newsletters to parents (example) Alignment of awards & school purpose Report cards & Character targets CDGP Marketing & Promotions evidence School exchange programs Athletics outreach Fall Festival & Spring Bazaar Yearly Open House Niseko Conversation Cafe Community sponsor outreach</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.

A2.1. Selection, Composition, and Duties of Appointed/Elected Board (only for appointed or elected boards)

Indicator Framing Questions:

How clear are the policies and procedures regarding the selection, composition, and specific duties of the governing board?

Findings	Supporting Evidence
<p>The policies and procedures regarding the selection, composition, and specific duties of the governing board are clear, providing guidelines that ensure a well-organized and effective governance structure.</p> <p>Board powers and duties are clearly defined and understood by all members via formal training procedures conducted annually.</p>	<p>Organizational Chart Articles of Incorporation By-Laws Nominating Committee Protocols HIS Website - Governance Page Sample of board training–October 2023</p>

A2.2. Professional Development of Potential and Current Board Members

Indicator Framing Questions:

To what extent are prospective and current board members provided professional development in the principles of effective boardmanship and knowledge of current research on effective schools and skills essential to effective international school governance?

How effective is the training of the potential and current board members in strengthening their knowledge of international school governance?

Findings	Supporting Evidence
<p>Board members are provided extensive professional development in the principles of effective boardmanship and are equipped with knowledge of current research on effective schools. This includes essential skills for effective international school governance, ensuring a well-prepared and informed board.</p> <p>Members are well-prepared and trained to serve on the executive board</p> <ul style="list-style-type: none"> Three full, formal board training 2020 - 2023 with external trainers Drs. Len & Linda Duevel. 	<p>Board Training Documentation Fall 2023 Board Training Documentation Fall 2021 International Trustee Handbook</p>

<ul style="list-style-type: none"> • EB members often have a term on the Board of Counselors before joining the EB. • The International Trustee Handbook is required reading for each new board member. 	
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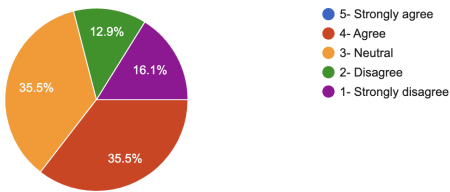
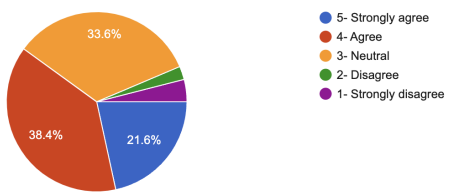
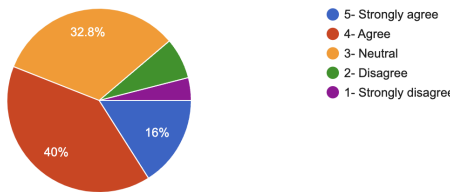
A2.3. Written Policies and Procedures Defining the Board’s Roles and Responsibilities

Indicator Framing Questions:

How effective are the written policies and procedures in defining the board’s roles and responsibilities?

To what extent does the board regularly review its written policies and procedures?

How effective are the processes for communicating the board’s roles and responsibilities to ensure the staff and school community understanding of them?

Findings	Supporting Evidence																																				
<p>The written policies and procedures effectively define the board's roles and responsibilities, providing a clear and comprehensive framework for their governance duties.</p> <p>In our most recent survey, a strong majority of parents have indicated they feel the Executive Board handles finances and operations responsibly. Nonetheless, staff perception and other data indicate that community outreach and relations remain a growth area for the HIS Executive Board.</p> <p>Staff Survey: 16. The community understands the executive board’s role in governance (as it relates to WASC criteria and expectations). 31 responses</p>  <table border="1"> <caption>Staff Survey Data (Question 16)</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>5- Strongly agree</td> <td>35.5%</td> </tr> <tr> <td>4- Agree</td> <td>35.5%</td> </tr> <tr> <td>3- Neutral</td> <td>12.9%</td> </tr> <tr> <td>2- Disagree</td> <td>16.1%</td> </tr> <tr> <td>1- Strongly disagree</td> <td>0%</td> </tr> </tbody> </table> <p>Parent Survey</p> <p>18. The Executive Board and the head of school handle school finances responsibly. 125 responses</p>  <table border="1"> <caption>Parent Survey Data (Question 18)</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>5- Strongly agree</td> <td>21.6%</td> </tr> <tr> <td>4- Agree</td> <td>38.4%</td> </tr> <tr> <td>3- Neutral</td> <td>33.6%</td> </tr> <tr> <td>2- Disagree</td> <td>2.8%</td> </tr> <tr> <td>1- Strongly disagree</td> <td>3.6%</td> </tr> </tbody> </table> <p>21. The Executive Board oversees school operations responsibly. 125 responses</p>  <table border="1"> <caption>Parent Survey Data (Question 21)</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>5- Strongly agree</td> <td>16%</td> </tr> <tr> <td>4- Agree</td> <td>40%</td> </tr> <tr> <td>3- Neutral</td> <td>32.8%</td> </tr> <tr> <td>2- Disagree</td> <td>8.8%</td> </tr> <tr> <td>1- Strongly disagree</td> <td>1.6%</td> </tr> </tbody> </table>	Response	Percentage	5- Strongly agree	35.5%	4- Agree	35.5%	3- Neutral	12.9%	2- Disagree	16.1%	1- Strongly disagree	0%	Response	Percentage	5- Strongly agree	21.6%	4- Agree	38.4%	3- Neutral	33.6%	2- Disagree	2.8%	1- Strongly disagree	3.6%	Response	Percentage	5- Strongly agree	16%	4- Agree	40%	3- Neutral	32.8%	2- Disagree	8.8%	1- Strongly disagree	1.6%	<p>Articles of Incorporation</p> <p>By-Laws</p> <p>Nominating Committee Protocols</p> <p>Sample financial aid communication</p> <p>Governance section of school website</p> <p>Parent orientation includes EB explanation</p>
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A2.4. Policies and Procedures to Ensure Child Safety and Welfare

Indicator Framing Questions:

To what extent does the governing authority/ownership demonstrate commitment to child safety and welfare through a clear and appropriate definition of

child abuse and implemented policies, procedures and responsibilities roles to respond appropriately if children are harmed or if allegations of harm to children are made?

To what extent is there clarity about the governing authority/ownership's responsibilities to ensure child safety and welfare?

To what extent is the training of the governing authority/ownership on child safety and welfare effective?

Findings	Supporting Evidence
<p>The executive board demonstrates a strong commitment to child safety and welfare by approving all administration-recommended actions to provide a clear and appropriate definition of child abuse. Moreover, they have approved and implemented comprehensive policies, and procedures, and defined roles and responsibilities to respond effectively in cases of harm to children or allegations of harm, ensuring a protective and supportive environment.</p> <p>Examples of Executive Board commitment to child protection:</p> <ul style="list-style-type: none"> ● Executive Board members all undergo ChildSafeguarding.com training ● EB approved the school's child safeguarding handbook ● EB approved expenditure for the school's new counselor role ● HoS reports directly to the board on significant child safety issues 	<p>Sample of training materials</p> <p>HIS Child Safeguarding Handbook</p>

A2.5. Role of the Governing Authority/Ownership and Relationship with Professional Staff

Indicator Framing Questions:

To what extent does the governing authority/ownership limit its actions to policy making and strategic planning, authorizing the administration to implement the decisions?

How does the school leadership determine if there is a clear understanding about the relationship between the governing authority/ownership and the professional staff and how is this maintained and further developed as needed?

How effective is the process to develop and maintain a clear understanding of the role of the governing authority/ownership in contrast to the responsibilities of the professional staff?

Findings	Supporting Evidence
<p>The executive board demonstrates a commitment to effective governance by limiting its actions to policy-making and strategic planning. They appropriately authorize the administration to implement decisions, ensuring a clear division of roles.</p> <p>Clear training for all members in the relationship between the board and school and delineations of responsibility/authority</p> <p>Board meeting minutes are all available to the staff and the greater community.</p> <p>The executive board currently reaches out to the broader community in the following ways</p> <ul style="list-style-type: none"> ● Formal Executive Board sponsored scholarship fundraiser and community event in July 2023, drawing hundreds of participants from across the school community. ● Holiday season & end of year communications to the community and joining of major community events. ● Communication with the school community & staff regarding fiscal matters such as staff compensation, financial aid, and tuition. <p>Nevertheless, community surveys indicate that there is still considerable uncertainty about the role of the executive board.</p>	<p>Answerability graphic (From Fall 2023 Board Training)</p> <p>Sample of board training–October 2023</p> <p>Organizational chart</p> <p>Governance section of the website</p> <p>BBB Festival message to the community Summer 2023</p> <p>BBB Festival Flyer</p>

<p>Growth areas:</p> <ul style="list-style-type: none"> • Include some direct explanation of the EB activities and plans at FF meetings • More in-depth staff and community training and explanation of the role of the executive board and its relationship with the professional staff 	
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A2.6. Stakeholder Involvement in Decision-making

Indicator Framing Questions:

To what degree does the governing authority/ownership seek and consider stakeholder input into major decisions that affect the school?

Findings	Supporting Evidence
<p>The HIS Executive Board considers stakeholder input into major decisions that affect the school, providing venues for feedback and demonstrating a commitment to collaborative decision-making as appropriate based on recommended school governance practices reviewed at recent training sessions.</p> <p>Some recent examples of the EB seeking community feedback and input</p> <ul style="list-style-type: none"> • Parent community meetings to discuss tuition increases • Presentations to staff and to parents to get feedback and input on proposed building renovations • The Board of Counselors has teacher, parents, and alumni representation. • Significant community input towards the board's most recent strategic plan 	<p>Executive Board Minutes</p> <p>Strategic Plan</p> <p>Building Renovation Presentation to Parents</p>

A2.7. Relationship of Policies to the School's Purpose

Indicator Framing Questions:

To what extent do the governing authority/ownership's written policies and financial/educational plans support the school's purpose?

To what degree is the governing authority/ownership involved in the regular review and refinement of the school's purpose to ensure that their written policies and financial/educational plans are aligned to the purpose?

Findings	Supporting Evidence
<p>Through regular training and work on the school's strategic plan, the Executive Board's policies and financial/educational plans remain rooted in the school's purpose</p> <p>Through reports from the school administration, the EB is fully aware of and approves the regular review and refinement of the school's purpose, ensuring alignment with written policies and financial/educational plans. This commitment ensures ongoing coherence between the school's mission and its operational strategies.</p>	<p>Strategic Plan</p> <p>School budget</p> <p>Executive Board Minutes</p> <p>Sample of board training–October 2023</p>

A2.8. Involvement of Governing Authority/Ownership in Monitoring the School's Progress

Indicator Framing Questions:

To what extent is the governing authority/ownership informed about and involved in the monitoring, evaluation, and accomplishment of the Schoolwide Action Plan, the review of student performance, overall school programs and operations, and the operations/fiscal health of the school?

Findings	Supporting Evidence
<p>The executive board is regularly informed about the progress made towards the Schoolwide Action Plan and is provided data on student performance, school programs, and operations. As well, the EB oversees the sound operations and fiscal health of the school. This involvement reflects a dedicated commitment to the success of HIS.</p>	<p>Principal Reports</p> <p>Annual Reports</p> <p>Auditor Reports (Available in school office)</p> <p>Financial Committee Reports</p>

<p>At each executive board meeting, members are informed of, monitor, and evaluate all important aspects of the school</p> <ul style="list-style-type: none"> ● Principal Reports and Annual Reports <ul style="list-style-type: none"> ○ Accomplishments of the Schoolwide Action Plan ○ Student academic performance ● Financial committee reports, Auditor reports <ul style="list-style-type: none"> ○ operations/fiscal health of the school ● Head of School Reports and Annual Reports <ul style="list-style-type: none"> ○ Overall school programs and operations 	<p>(Available in school office)</p>
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A2.9. Effective Complaint and Conflict Resolution Procedures

Indicator Framing Questions:

How effective are the governing authority/ownership's complaint and conflict resolution procedures in addressing all stakeholder issues and concerns?

Findings	Supporting Evidence
<p>The executive board's complaint and conflict resolution procedures are effective in addressing stakeholder issues and concerns, fostering a transparent and equitable process for resolution.</p> <ul style="list-style-type: none"> ● Over the years, the HIS Executive Board has been called upon to help resolve various community concerns and has effectively used procedures in place to reach resolution and shared understanding. ● There is room for continued growth in this area 	<p>Power harassment reporting protocol</p> <p>The governance page and EB minutes demonstrate frequent and ongoing review of issues and concerns by the Executive Board</p>

A2.10. Effectiveness of the Processes and Procedures to Evaluate the Chief Educational Leader of the School

Indicator Framing Questions:

How effective are the procedures used by the governing authority/ownership to evaluate the chief educational leader who oversees the school and reports to the authority?

Findings	Supporting Evidence
<p>The executive board has a procedure to evaluate the Head of School, ensuring a yearly assessment of leadership that contributes to the continued success and advancement of HIS.</p> <ul style="list-style-type: none"> ● The HIS Executive Board leadership has received training in Head of School evaluation and an EB committee has been named and dedicated to this task 	<p>Template/sample version of Head of School evaluation document provided during HIS EB training</p> <p>The governance page and EB minutes demonstrate frequent and ongoing review of school practices and performance by the Executive Board</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.

A3.1. Responsibilities of Leadership and Staff Defined in Written Policies and Handbooks

Indicator Framing Questions:

To what extent are administrator and staff responsibilities, operational practices, decision-making processes and relationships clearly defined through written policies, charts, and handbooks?

To what extent are these policies, charts, and handbooks reviewed and understood by leadership and staff?

Findings	Supporting Evidence
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<p>Responsibilities for administrators and staff, operational practices, decision-making processes, and relationships are clearly defined in writing.</p> <p>These documents are reviewed at orientation each year and understood by leadership and staff.</p> <p>No staff members disagreed with the statement and 77.4% agreed or strongly agreed with the statement “I know what is expected of me at work”. No staff members disagreed with this statement.</p> <p>The school organizational chart is included in the community handbook</p> <p>Roles and responsibilities around decision-making and reporting are laid out in well-understood policies</p>	<p>Administration roles and responsibilities</p> <p>Organizational Chart</p> <p>Roles, Responsibilities, Decision-Making & Reporting</p> <p>Leadership Team Structure and Role at HIS</p> <p>Leadership Team Decision-Making Framework</p> <p>Curriculum Team & Appointment Process</p> <p>Curriculum Team Implementation Rubric</p> <p>Stipends Summary Sheet 23-24</p>
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A3.2. Leadership Responsibilities for Child Protection

Indicator Framing Question:

How clearly defined are the leadership responsibilities for child safeguarding and welfare?

How effective is the formal training on child safeguarding and duty of care for the leadership?

To what extent does the code of conduct and written guidelines define appropriate behavior of adults toward children, and children towards other children both on and off school premises, including the use of technology, and is annually reviewed and revised as appropriate?

How effective are the implementation of the child protection policies and procedures by school leadership in the day-to-day operations of the school?

Findings	Supporting Evidence
<p>Written policies for appropriate behavior are defined in the HIS child protection policy and staff code of conduct. Presentations have been made to parents on child protection and teachers are trained yearly via childsafeguarding.com</p> <p>Switch to Childsafeguarding.com for training - more applicable to the international school context (previously we used Educare)</p> <p>Introducing parent safeguarding training through childsafeguarding.com in 2023-24</p> <p>Included in our documentation are local (Sapporo) expectations and policies to ensure we are meeting local guidelines and expectations</p> <p>The child safeguarding committee should review the effectiveness of the implementation of the child protection policies and procedures and</p> <p>Presentations to staff, reviewing case studies and scenarios at staff meetings</p> <p>Growth areas:</p> <ul style="list-style-type: none"> • Need more focus on internet and tech safety 	<p>Child Safeguarding Handbook (Drive Link)</p> <p>Child Safeguarding Handbook (Directory)</p> <p>Scenarios at full faculty meeting</p> <p>HIS Staff Code of Conduct</p>

- Student education: orientation for students at the beginning of the school year - coordinate with student council

A3.3. Involvement of Staff in Shared and Collaborative Leadership

Indicator Framing Question:

How effective are the processes and procedures for involving staff in shared responsibility, actions, collaborative structures, and accountability to focus ongoing improvement on student learning and teaching?

How do the actions of leadership and staff demonstrate a focus on successful student learning?

Findings	Supporting Evidence
<p>Teachers and staff have significant agency to contribute and influence decision-making related to student learning and teaching through a collaborative meeting structure implemented at the start of each academic year.</p> <p>Structures providing for shared responsibility, actions, and collaboration for the improvement of student learning and teaching:</p> <ul style="list-style-type: none"> • Wednesday Collaboration time • Leadership Team structure • Committee structure across the school • Availability of administrators • Staff involvement in setting year-long priorities for the year at full faculty meetings • Sharing of staff goals through the Professional Development and Evaluation process <p>Growth Areas:</p> <ul style="list-style-type: none"> • Provision of time at all collaboration meetings to assess the impact of the meeting time on the improvement of teaching and learning at HIS. 	<p>Full faculty meeting notes</p> <p>Beginning of year surveys to faculty about what they want to focus on during the year.</p> <p>Wednesday collaboration schedule</p> <p>Leadership Team minutes</p> <p>Staff collaboration map</p> <p>PD&E documentation</p>

A3.4. Effective Internal Communication Processes and Procedures

Indicator Framing Questions:

How effective are the internal communications processes and procedures to: a) ensure that faculty and staff are informed on a regular basis, b) facilitate planning, and c) address issues and conflicts?

Findings	Supporting Evidence
<p>The evidence collected and assembled suggests that the internal communications processes and procedures are effective</p> <p>There are processes and procedures at HIS that:</p> <ul style="list-style-type: none"> • Regularly inform the faculty <ul style="list-style-type: none"> ◦ Ex: Monday Memos, Team Meeting Agendas and Notes • Facilitate planning <ul style="list-style-type: none"> ◦ Ex: Wednesday Morning Collaboration Planning Doc • Address issues and conflicts <ul style="list-style-type: none"> ◦ Ex: Communication and Conflict Resolution 	<p>Communication and Conflict Resolution Protocol</p> <p>Communications Protocol</p> <p>Emailing Best Practices</p> <p>Niseko Shared Leadership Team</p> <p>HIS Leadership Team</p> <p>Meetings: Elementary</p> <p>Meetings: Full Faculty</p> <p>Meetings: Secondary</p>

<p>Protocol, Communications Protocol, Emailing Best Practices</p>	<p>Meetings: Niseko</p> <p>Monday Memo Folder (2013-2021)</p> <p>Monday Memo Folder (2021-2024)</p> <p>Niseko- Weekly News Letter</p> <p>Niseko- Niseko Weekly Raishu</p> <p>Staff Collaboration Norms & Agreements</p> <p>Staff Agreements</p> <p>Wednesday Collaboration Planning Doc</p> <p>School renovation presentation to staff (Fall 2023)</p>
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A3.5. Promoting a Globally Minded School Culture

Indicator Framing Question:

How do school leadership and staff promote a globally minded school culture interconnected to the world and evaluate its effectiveness?

How are all students supported to reach high levels of learning through an equitable and broad-based globally minded school culture?

Findings	Supporting Evidence
<p>Hokkaido International School’s globally-minded culture can be evidenced both with curricular connections across the school and in co-curricular activities and programs.</p> <p>Examples</p> <ul style="list-style-type: none"> • HUSKIES Week initiatives in HS connected to SDGs • SDG connections throughout elementary IPC and middle school IMYC curriculum • Exchange relationships with schools locally and nationally • Importance of experiential education at HIS • Model United Nations conference attendance. • Remarkable yearly school-wide performances at a professional concert hall in Sapporo <p>A proportionally high number of our students have won AP Scholar awards, recognitions, certificates, and diplomas in recognition of their academic achievement.</p> <p>Examples</p> <ul style="list-style-type: none"> • AP perfect scores • The high percentage of AP Scholar Award winners 	<p>HUSKIES Week Plans</p> <p>IPC Units</p> <p>IMYC Blueprint</p> <p>Sagara Exchange</p> <p>Assessment Data above in School Profile (AP, SAT, PSAT, MAP)</p> <p>Field Trips (Ex: Ainu Museum)</p> <p>Model UN Program & Conference Attendance</p> <p>Academic Achievement News on Website</p> <p>Arts and Performances</p>

A4. Staff Criterion

Qualified staff and leadership and facilitate student achievement of the desired outcomes: student academic standards, schoolwide learner outcomes, global competencies, and major student learner needs. There is a systematic approach to continuous improvement through orientation and ongoing professional learning on student performance data, student needs, and research.

A4.1. Policies and Procedures Related to Qualified Personnel

Indicator Framing Questions:

How effective and clearly understood are the written employment policies and procedures to ensure proper hiring of current and potential staff for each program according to statutory requirements, position qualifications, and international experience?

How effectively are all the school’s personnel policies consistently adhered to and clearly understood by leadership and all staff to support a positive globally minded culture and environment?

Findings	Supporting Evidence
<p>The written employment policies and procedures are clearly understood, ensuring the proper hiring of staff for each program. These policies prioritize candidates with the requisite qualifications and international experience.</p> <p>All school personnel policies are effectively adhered to and clearly understood by leadership and all staff, fostering a positive, globally-minded culture and environment.</p>	<p>Rules of Employment Student & Staff Protection Policy & Protocol Staff Collaboration Norms & Agreements Staff Agreements Hiring Process Shared Openly Teacher qualifications Records Hiring Policies and Interview Sample Questions Template Professional Development and Evaluation Process Documentation Survey results (See above in school profile) Monday Memo links</p>

A4.2. Child Protection Safeguards in Recruitment, Training and a Code of Conduct

Indicator Framing Questions:

How effective are the recruitment policies which include rigorous background screening checks, work policies and procedures, including trainings, to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults?

How effective are the regular, systematic professional trainings for all faculty, staff, contractors, service providers, volunteers and visitors on student safeguarding, child abuse prevention, recognition, intervention and reporting?

How effective are the processes for all faculty, staff, volunteers, outside contractors, parents and students to understand and to abide by the written code of conduct?

Findings	Supporting Evidence
<p>HIS recruitment policies are effective, encompassing rigorous background screening checks, comprehensive child safeguarding work policies, and training. These measures ensure that all employees and volunteers are well-suited to work with children, prioritizing a safe and secure environment.</p> <p>The professional training on student safeguarding, child abuse prevention, recognition, intervention, and reporting for all faculty, staff, dorm supervisors, coaches, volunteers, and parents on student safeguarding is effective, ensuring a collective commitment to the safety and well-being of students.</p> <p>The processes in place at HIS ensure that all faculty, staff, volunteers, parents, and students understand and effectively abide by the written code of conduct, fostering a positive and respectful environment within the educational community.</p> <p>Growth Area:</p> <ul style="list-style-type: none"> • More regular discussion of case studies/follow-up conversations at team meetings about specific child safety issues within the school to make general safety training more relevant to HIS. 	<p>Automatic background checks by hiring through Search Associates Staff training on childsafeguarding.com Parent training on childsafeguarding.com Parent signature forms (code of conduct) HIS Child Protection Handbook JCIS Statement on Child Protection External Vendor/Service Provider Agreement Athletics/Outdoor Ed. overnight excursion/trip waivers/forms Looking at membership in TABS (international boarding school best practices)</p>

A4.3. Supervision and Evaluation Promoting Professional Growth

Indicator Framing Question:

How effective are the supervision and evaluation procedures to promote professional growth of staff that supports high-quality learning and teaching and prepares students to be globally competent?

Findings	Supporting Evidence
<p>The professional development and evaluation procedures at HIS are effective in promoting the growth of staff that will support high-quality</p>	<p>Danielson Framework / Domains - updated version for 2024-25 - HIS will</p>

learning and teaching, and students' global competency.	adopt PD and E Process Professional Development Handbook Instructional coach job description
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A4.4. Staff Actions/Accountability and Collegial Strategies to Support Learning

Indicator Framing Questions:

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs?

How effective are the collegial strategies used to implement innovations and encourage improvement such as shadowing, coaching, observation, mentoring, and professional learning communities?

Findings	Supporting Evidence
<p>The processes and procedures for involving staff in shared responsibility, actions, and accountability are effective. There is a collaborative environment at HIS that can support student learning across all grade levels and programs.</p> <p>The strategies, including shadowing, coaching, observation, mentoring, and professional learning communities, have been effective in implementing innovations and encouraging improvement among staff.</p> <p>Examples of direct staff involvement and collaboration at HIS supporting student learning:</p> <ul style="list-style-type: none"> • Instructional coaching in literacy and math • Inclusion coordination role (added in 2023-24 in addition to ELL coordination) • Academic Coaching Role • Peer tutor coordination role <p>Examples of staff-initiated innovations</p> <ul style="list-style-type: none"> • Outdoor Education • School exchanges • HUSKIES Week • CDGP • The scale of musical performances • AP Capstone 	<p>Instructional coach job description</p> <p>Students of concern meetings</p> <p>Inclusion Check-in meetings</p> <p>Inclusion coordination role</p> <p>Academic Coaching</p> <p>Staff survey</p> <p>Examples of staff-initiated innovation</p> <p>PLC Minutes (Pillars, DEIJ, Curriculum Review)</p> <p>Wednesday morning collaboration Doc</p> <p>ELL Support Documentation</p>

A4.5. Support and Measurable Effect of Professional Learning

Indicator Framing Questions:

How effective is ongoing professional learning in enhancing the capacities and the competencies of the administrators and teachers to design and implement research-based instructional practices that meet all students' learner needs?

How effective are the processes to determine the measurable effect of professional learning, support, coaching and mentoring on student learning?

Findings	Supporting Evidence
<p>Professional learning opportunities are regularly available to HIS teaching staff and enhance the capacities and competencies of administrators and teachers.</p> <p>Measuring the impact of this PD on student learning is an area for us to explore in the future.</p> <p>Growth Area:</p> <ul style="list-style-type: none"> • More structured process after PD for sharing out to entire staff and documenting how this PD has supported student learning 	<p>Professional Development Approval Form</p> <p>Sample of strategy sharing potluck process</p> <p>Sample sharing out of PD learning Full Faculty (slides 24-27)</p> <p>Sample of school-wide PD plan brainstorm at Curriculum Team level</p>

<ul style="list-style-type: none"> Follow-up survey with open answer section and possibly artifacts from individual classroom implementation. 	
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A5. School Improvement Process Criterion

The school leadership facilitates continuous and innovative school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

A5.1. Schoolwide Action Plan Aligned to Desired Outcomes

Indicator Framing Question:

To what extent is the schoolwide action plan a) aligned to the student learner needs and the other desired outcomes, i.e., schoolwide learner outcomes, global competencies, and academic standards and b) guides the work of the school community?

Findings	Supporting Evidence
<p>The schoolwide action plan and the HIS Strategic Plan are both aligned with student learner needs and desired outcomes including schoolwide learner outcomes, global competencies, and academic standards. It serves as a guiding framework for the entire school community, directing collective efforts toward achieving common objectives.</p> <p>Alignment to student learner needs Reference to student learner needs.</p> <p>Guiding the work of the school community</p> <ul style="list-style-type: none"> PLC Work Curriculum Review Cycles 	<p>2018-2024 Schoolwide Action Plan</p> <p>2024-2030 Schoolwide Action Plan (See Chapter 5 below)</p> <p>2022-2027 HIS Strategic Plan</p> <p>Strategic Plan / WASC Action Plan Coordinating</p> <p>WASC Action Plan Strategic Plan Cross Reference</p>

A5.2. Stakeholder Involvement that is Broad-based, Collaborative and Shows Commitment

Indicator Framing Question:

To what extent is there broad-based and collaborative involvement and commitment to the schoolwide action plan by the stakeholders, including the leadership, staff, students, and parents?

Findings	Supporting Evidence
<p>There is an active and collaborative involvement and commitment to the schoolwide action plan among leadership and staff.</p> <p>Involvement and commitment of all staff throughout the 2018-2024 action plan implementation:</p> <ul style="list-style-type: none"> Alignment of PLCs Wednesday morning collaboration work Some interruptions of some aspects of the action plan's implementation due to COVID-19 (ex: curriculum review cycles). However, staff commitment was high and we were able to regain traction. <p>Growth Area:</p> <ul style="list-style-type: none"> More work might be needed to ensure the intentional involvement of students and parents in this school improvement process. Nevertheless, we are lucky to have a very active and supportive parent engagement at HIS in Sapporo which supports the 	<p>2018-2024 Schoolwide Action Plan</p> <p>2024-2030 Schoolwide Action Plan (See Chapter 5 below)</p> <p>2022-2027 HIS Strategic Plan</p> <p>Strategic Plan / WASC Action Plan Coordinating</p> <p>WASC Action Plan Strategic Plan Cross Reference</p> <p>Mid Cycle Report (2021)</p> <p>Parent Coffee Mornings - providing the</p>

enactment of the school-wide action plan	opportunity for parent feedback on school improvement.
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A5.3. Alignment between all Resources and Implementing the Schoolwide Action Plan

Indicator Framing Question:

To what extent is the allocation of time/fiscal/personnel/material resources aligned with implementing the schoolwide action plan?

Findings	Supporting Evidence
<p>Each year, there is a significant allocation of time, fiscal, personnel, and material resources set aside for the implementation of the schoolwide action plan.</p> <p>Some examples of allocation of time/fiscal/personnel/material resources aligned with implementing the schoolwide action plan</p> <ul style="list-style-type: none"> ● Counseling ● Inclusion Coordination ● Curriculum Review Cycles - Wednesday morning collaboration ● EB and Admin work on defining the school’s organizational structure and decision-making processes <p>Note, there was however some interruption in the action plan’s implementation due to covid</p>	<p>Wednesday morning collaboration</p> <p>PLC notes</p> <p>Budget planning documents:</p> <ul style="list-style-type: none"> - Budget Responsibilities - Sample budget planning sheet <p>Counseling time allocation (in school and budgeted outside counseling services)</p> <p>Inclusion Coordinator Addition</p> <p>Data Team Creation</p> <p>Pillars team work</p> <p>Executive Board Minutes</p>

A5.4. Innovation and Transformation of the School

Indicator Framing Questions:

How effectively does the school leadership, staff and other stakeholders a) reflect and evaluate what currently exists, b) analyze research and c) determine what programs should be strengthened and/or redesigned to be more creative, forward thinking and responsive to current and future student needs and interests?

How effective and regular are opportunities for leadership, faculty and staff a) to reflect and evaluate their implemented innovative practices b) to assess the impact of innovative practices on students’ learning and well-being and c) to modify and refine practices to increase effectiveness of learning for all students and staff?

Findings	Supporting Evidence
<p>The school leadership and staff periodically reflect and evaluate current practices, analyze research, and determine which programs should be strengthened or redesigned. However, to be more effective, this could be done in a more intentional way.</p> <p>Reflect and evaluation of practices</p> <ul style="list-style-type: none"> ● PD and Evaluation Process ● Work at Curriculum Team Meetings ● Staff PD Reading Groups <p>Assessment of the impact of innovative practices on students’ learning and well-being</p> <ul style="list-style-type: none"> ● PD and Evaluation Process ● Work at Curriculum Team Meetings <p>Modification and refinement of practices to increase the effectiveness of learning for all students and staff</p> <ul style="list-style-type: none"> ● PD and Evaluation Process ● Work at Curriculum Team Meetings ● EY Curriculum revision in 22-23 	<p>PD and E Process</p> <p>Curriculum Team Minutes</p> <p>Staff Reading PD groups</p> <p>PLC groups</p> <p>Review of IPC targets (Elementary)</p> <p>Wednesday Collaboration and curriculum revision</p> <p>Curriculum Review Groups</p> <p>Schoolwide review and addition of SEL curriculum (most recent addition of Character Strong)</p>

<ul style="list-style-type: none"> • Elementary math curriculum revisions • SEL curriculum across the school • IPC Targets Review 	
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A6. Adequate and Sufficient Resources and Resource Management

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 desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs. The school has developed policies, procedures, and internal controls for managing the financial operations that meet local laws, accepted international practices, and ethical standards.

A6.1. Resource Allocation to Support the School Purpose, Desired Outcomes and the Schoolwide Action Plan

Indicator Framing Question:

To what extent are resources allocated to support the schools' purpose, desired outcomes and the development and implementation of the Schoolwide Action Plan?

Findings	Supporting Evidence
<p>Resources are allocated with a strategic focus to support the school's purpose, desired outcomes, and the development and implementation of the Schoolwide Action Plan.</p> <p>Messaging these resourcing expenditures to the community is a growth area, however (see parent survey results).</p> <p>The goals of the 2018-24 action plan have been largely met along with budgetary allocations as needed.</p> <ul style="list-style-type: none"> • Ex: expansion of college counseling, SEL counseling, inclusion coordination, etc) 	<p>Action Plan (2018-24)</p> <p>Annual Reports - Action Plan Progress Updates</p> <p>Strategic plan</p> <p>EB Minutes</p> <p>Community Surveys (see above in school profile)</p> <p>Website</p> <p>School Budget (See Eri Kashiwabara in office)</p>

A6.2. Financial Practices, Budgeting, Annual Audit, and Fiduciary Responsibilities

Indicator Framing Questions:

How effective is the school in developing an annual budget, conducting an annual audit (internal, external), and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds?

To what extent does the governing authority/ownership ensure that there are adequate financial resources and reserves to sustain the school in the event of a potential school closure or interruption and/or economic fluctuation and uncertainty?

To what extent are leadership, teachers, and staff involved in the resource allocation decisions?

Findings	Supporting Evidence
<p>The school is highly effective in developing an annual budget, conducting both internal and external audits, and consistently upholding quality business and accounting practices. Robust measures are in place to safeguard against mishandling of institutional funds, ensuring financial integrity at all times.</p> <p>However, surveys suggest that, as with A6.1, these processes do not seem to be clear enough to the HIS community</p> <p>The executive board ensures that there are ample financial resources and reserves in place to sustain the school in the event of potential closure, interruption, and/or economic fluctuation and uncertainty. This proactive approach safeguards the school's financial stability and resilience.</p> <p>Leadership, teachers, and staff are all involved in aspects of the budgeting process.</p>	<p>School budget (See Eri Kashiwabara in office)</p> <p>School budgetary process</p> <p>Annual audit report (See Eri Kashiwabara in office)</p> <p>Finance committee reports (See Eri Kashiwabara in office)</p> <p>CIDF Fund information (See Eri Kashiwabara in office)</p> <p>EB Minutes</p> <p>Articles of Incorporation</p> <p>By-Laws</p> <p>Staff budgeting process</p> <p>Examples of classroom, department,</p>

program budgets

A6.3. Safe, Functional and Well-maintained Facilities

Indicator Framing Question:

How effective are the processes used by the leadership and governing authority/ownership to ensure that the school's facilities are adequate, safe, functional and well-maintained to support the educational program and provide a positive learning environment?

Findings	Supporting Evidence
<p>The leadership and executive board have in place effective processes to ensure that the school's facilities are adequate, safe, functional, and well-maintained, thereby supporting the educational program and fostering a positive learning environment.</p> <p>School Maintenance:</p> <ul style="list-style-type: none"> • Hiring of a full-time building and ground manager • Expansion of the custodial staff • Regular building safety and maintenance checks <p>Plans in place for a massive renovation and expansion project starting in the summer of 2024.</p>	<p>Building and Ground Manager Job Description</p> <p>Custodian Job Description</p> <p>Renovation Plan for 2024 onward</p> <p>Regular Building Safety and Maintenance checks - See Daisuke Morimoto (Building and Grounds)</p>

A6.4. Child Protection Policy and Application in Facility Building and Design

Indicator Framing Question:

How effective are the school's processes to ensure that the building and facility design, layout and use support child protection and safety and complies with the legal and ethical international requirements within the host country?

Findings	Supporting Evidence
<p>The school's processes are effective in ensuring that building and facility design, layout, and use prioritize child protection and safety and comply with legal and ethical Japanese and international requirements.</p> <p>The HIS building is regularly inspected according to the Japanese legal regulations for school safety and to ensure the safety of students in our care</p>	<p>Child protection team (building inspection records)</p> <p>Building Safety and Maintenance checks - See Daisuke Morimoto (Building and Grounds)</p> <p>Renovation plans</p>

A6.5. Sufficient Resources to Support and Retain a Well-Qualified Staff

Indicator Framing Questions:

To what extent are there sufficient time, personnel, materials, and fiscal resources available to enable the hiring, support, professional learning and retention of a well-qualified staff for all programs, including online instruction?

How effective are the resources used to support professional growth, learning, coaching and mentoring of staff to achieve the desired outcomes for all students?

Findings	Supporting Evidence
<p>There are adequate allocations of time, personnel, materials, and fiscal resources in place to ensure support for the hiring, professional development, and retention of a well-qualified staff.</p> <p>Resources are used with high effectiveness to support the professional growth, learning, coaching, and mentoring of staff, ensuring a collective commitment to achieving the desired outcomes for all students.</p> <p>Continual Professional Development</p> <ul style="list-style-type: none"> • Generous PD allowance 	<p>School Search Associates Membership</p> <p>Hiring Committee Process</p> <p>PD Handbook</p> <p>PD Approval form and Process</p> <p>PD Allowances for all staff</p> <p>Observation and evaluation process</p> <p>Teacher instructional coach roles (job</p>

<ul style="list-style-type: none"> • Robust professional development and evaluation process • Instructional coach and mentoring roles on staff <p>Growth Area</p> <ul style="list-style-type: none"> • Measuring effectiveness • Sharing out after PD • Aligning PD to outcomes 	description) Staff Survey - see above in school profile
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A6.6. Instructional Materials and Equipment, Acquisition, Adequacy and Maintenance

Indicator Framing Question:

How effective are the policies/procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction?

Findings	Supporting Evidence
<p>The procedures for acquiring and maintaining instructional materials, technology, and equipment are effective, ensuring the continuous availability of resources that support quality education within the school.</p> <p>Purchase requests are usually approved quickly</p> <p>Technology is maintained by the on-site IT coordinator</p> <p>Growth Areas:</p> <ul style="list-style-type: none"> • Conducting an audit of all instructional materials we have • Creating a more efficient and complete checkout system of materials and equipment 	School subscriptions (apps, etc.) School budgeting process IT Coordinator job description

A7. Ongoing Resource Planning, Implementing and Monitoring

The governing authority/ownership and the school leadership execute responsible planning to ensure the sustainability of the school's program and operations in the face of planned and unplanned future needs.

A7.1. Broad-based and Collaborative Planning for Long-range Resources

Indicator Framing Questions:

To what extent does the school's long-range resource planning ensure the availability of appropriate resources to support the school's purpose, desired outcomes, and the schoolwide action plan?

How effective are the school planning processes to ensure that they are broad-based, collaborative, and foster commitment of all stakeholders to the school's vision?

Findings	Supporting Evidence
<p>The school's long-range resource planning is effective, ensuring the availability of appropriate resources to support the school's purpose, desired outcomes, and the implementation of the schoolwide action plan.</p> <p>The school planning processes are highly effective, characterized by being broad-based, collaborative, and successful in fostering the commitment of school stakeholders to the school's vision.</p>	Public posting of all Executive Board minutes Full community collaboration meetings on major recent initiatives such as launch of 2022-2027 strategic plan and building renovation process, as well as ongoing topics of interest in connection with the school's vision, such as socio-emotional learning

A7.2. Adequate Compensation, Staffing and Reserves

Indicator Framing Question:

How effective does the governing authority/ownership provide adequate compensation to faculty, administrators and staff while balancing a reasonable accumulation of reserves to take into consideration other unknown contingencies, including longevity of staff?

Findings	Supporting Evidence
The executive board effectively ensures adequate compensation for faculty, administrators, and staff, striking a balance that considers the accumulation of reserves for unforeseen contingencies.	2023 email from HIS Executive Board chair regarding salary increases

A7.3. Informing the Community and/or Governmental Authorities about the School's Financial Plans and Needs

Indicator Framing Question:

How effective are the governing authority/ownership and school leaders at informing the public and/or appropriate governmental authorities of the financial plans and needs of the school?

Findings	Supporting Evidence
The executive board and administration effectively inform the public and appropriate governmental authorities about the financial plans and needs of the school, ensuring transparency and accountability in financial matters.	Documentation - (See Eri Kashiwabara in office)

A7.4. Marketing Strategies to Support the School

Indicator Framing Question:

How effective are the marketing strategies to promote the school within the greater community and support the decisions to develop new programs and increase student enrollment?

Findings	Supporting Evidence
The school's marketing strategies are becoming more effective in promoting the school within the greater community, supporting decisions to develop new programs, and successfully increasing student enrollment. A continuing growth area - insert comments here, follow up on below in growth	Marketing plan Social media presence - Instagram - Youtube - Facebook

Category A: Organization for Student Learning Summary Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: How does the school's organization based on the Category A criteria affect the impact on student learning?

Evidence shows that the school has a clear sense of purpose in supporting students to become:

- **Honest Learners and Leaders**
- **Understanding Collaborators**
- **Solution Creators**
- **Knowledgeable Thinkers**
- **Internationally Minded Citizens**
- **Effective Communicators**
- **Socially and Personally Responsible**

Documentation and communication regarding the school's purpose are shared within the school community. There is an ongoing opportunity for stakeholders to contribute to the review and refinement of the school's purpose and for the school to assess the community's understanding.

The governing body's written values and policies are in harmony with the school's mission and vision. This alignment enables the governing body to assist the school in fostering knowledgeable, compassionate, and creative individuals who contribute to the global community through participation in rigorous academics and HIS

pillars programs.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category A, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. **Mission and Vision Statements:** There is a clear alignment of the school's programs with the school's purpose as outlined in the mission and vision statements. Historically, it is evidenced that there are reflection mechanisms in place to refine or revise the school's purpose. There are clear processes for communicating the school's purpose to the broader community. The Executive Board policy decisions are in alignment with the school's overarching mission.
2. **Executive Board Member Preparation and Training** Executive board membership roles and responsibilities are clearly articulated in school documentation. All EB members are regularly and professionally trained in trustee best practices and norms.
3. **School Organization Structure** Since the last self-study visit in 2018, the school has articulated and implemented a streamlined process framework. This framework serves the dual purpose of clearly identifying decision-makers and holding them accountable to the community for their responsibilities. Those entrusted with specific roles collaboratively develop, in consultation with the administration, suitable systems, processes, and structures to ensure aligned decision-making and provide clarity to the school community. These systems, processes, and structures are openly shared with the school community. Furthermore, the school created an organizational chart depicting the school's governance and leadership structures, decision-making processes, and delineating responsibilities. This organizational chart is effectively communicated to the community.
4. **Collaborative Leadership and Innovation** HIS prides itself on several instances of innovative programming initiated by the teaching staff through the collaborative committees and systems in place. An important aspect of the HIS's work environment that allows teacher innovation is our effective use of internal communications and collaborative structure.
5. **Promotion of a Globally Minded School Culture** Some examples of teacher-initiated programs (also referenced above) that are also conducive to student global mindedness are service learning, HUSKIES week / school-wide HUSKIES learning outcomes, implementation of International Primary / Middle Years Curricula, pillar programming including a school-wide focus on the outdoors and global environmental stewardship.
6. **Alignment of resources to the action plan over this past six-year cycle** By examination of our action plan progress report, it is clear that HIS has made tremendous progress - despite the interruptions caused by COVID-19. School resources have constantly been directed towards the meeting of action plan goals and have further been emphasized in executive board strategic planning. Examples include the expansion of college counseling and social-emotional counseling, the creation of the inclusion coordinator position, the hiring of a Building and Grounds Manager, etc.
7. **Long-range strategic planning and providing for the future** The school has consistently invested in the long-range viability of the school and, as of 2023-24, has initiated a massive renovation plan for the facility to be completed over the next five years.

Growth Areas for Continuous Improvement

1. **Executive Board Community Outreach and Communications:** Survey results indicate a lack of understanding about how the executive board manages the well-being of the school. Within the next accreditation cycle, the executive board and administration should communicate issues of general concern more broadly, as well as engage in greater community outreach and representation. **(1A)**
2. **Child Safeguarding** Although all adult staff and volunteers are trained in child safeguarding and HIS has an active child safety committee, students should also have suitable training. As well, the Child Safeguarding Handbook needs to be more fully developed (though this is already currently in process). More regular discussions of child safeguarding issues at staff meetings are considered. (More on this is included in Section D of this report). **(2A)**
3. **Professional Development** In a collaborative educational environment, the exchange of insights and knowledge gained through PD sessions can serve as a catalyst for collective growth. When teachers share their learning experiences, they contribute to a culture of continuous improvement within the school community. Currently, this is not regularly the case at HIS. Within the next accreditation cycle, we would like to build PD sharing into our regular practices.
As well, when assembling this report, it was recognized that there is currently no reliable or standard mechanism or criteria to measure PD effectiveness. The creation and implementation of this should also be a focus in our next school improvement cycle. **(3A)**

4. **Reflection and evaluation:** The leadership, faculty, and staff need to consistently and purposefully engage in a process of:
 - a. reflection and assessment of implemented curriculum, programs, and policies
 - b. evaluation of the influence of programs and policies on students' learning and well-being
 - c. adjustment of practices as needed to enhance the effectiveness of learning for students. **(4A)**
5. **Marketing and Admissions:** Throughout its history, HIS has employed a diverse marketing approach, engaging external agencies and utilizing school events, the website, and various social media platforms to promote admissions. Recognizing the potential for growth, recent efforts include the addition of a part-time media position and integrating student voices into promotions alongside the high school publications class. The digital marketing approach has been refined, establishing an ongoing process to highlight the strengths of the school, emphasizing “pillar” programs: Arts, Outdoors, and Service (with a capstone of Academics). The next step will be further investment in these efforts and a focus on the student journey from initial contact to alumni status—this will mean continued investment and refinement of the marketing approach, but also full integration with a vision for HIS admissions. While retaining the relevant focus on the business dimension of the school (marketing), the ultimate focus is mission-oriented, grounded in a passion for enriching the student experience starting at the first point of contact. A student’s journey through HIS should be unforgettable, and a cohesive vision for marketing and admissions can help ensure that it is. **(5A)**

Next Steps:

The Organization for Student Learning Focus Group would like to recommend the above growth areas to the Action Planning Committees for inclusion in the 2024-2030 school-wide action plan, with particular attention to marketing and admissions, professional development, and the promotion of continual reflection and evaluation.

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 desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

B1.1. Indicator: Comprehensive International Curriculum Based on Learner Outcomes, Global Competencies and Academic Standards

Indicator Framing Questions:

- Evaluate the effectiveness of the school's research-based, comprehensive international curriculum - based on academic standards and schoolwide learner outcomes/global competencies.
- What current educational research and thinking has had a significant impact on the curriculum and student learning?

Findings	Supporting Evidence
<p>The curriculum at HIS is effective both in delivering an international perspective and in assessing students in the global competencies found in our schoolwide learner results (the HUSKIES).</p> <p>The schoolwide learning results (HUSKIES) of HIS are infused with a comprehensive selection of global competencies and international mindedness.</p> <ul style="list-style-type: none"> • The Huskies, which incorporate an understanding of global concepts, perspectives, and issues, are assessed in every subject in secondary • All high school students must complete the CDGP (Character Development Graduation Portfolio Project), wherein they reflect on their successes in each of the HUSKIES • Schoolwide service learning projects and initiatives are increasingly a central part of the school program (for example HUSKIES week service projects connected to selected SDGs) • In elementary the HUSKIES are assessed twice yearly on semester report cards • HUSKIES and Virtues Language (as well as Virtues Project strategies) are used regularly from EY through MP3. <p>HIS has defined academic standards across all areas of the school.</p> <ul style="list-style-type: none"> • EY uses a Reggio Emilia Inspired program for children ages 3 and 4 • The elementary curriculum is built around the IPC, Singapore Math, and the Readers and Writers Workshop approach • The Middle school curriculum utilizes the IMYC, Common Core, and NGSS standards. • Our high school program focuses heavily on AP, Common Core, and NGSS. • The IPC (International Primary Curriculum) and the IMYC (International Middle Years Curriculum) bring international perspectives and content through built-in global competencies in the programs. <p>Advisory Time focuses on building global competencies through character-enriched instruction, academic skill guidance, and current-event awareness.</p> <ul style="list-style-type: none"> • Implementation of the UNIFROG platform, Belouga, and Newsela aid 	<ul style="list-style-type: none"> • The 2022-2023 CDGP Tracker with Links to Student Portfolios • MP1- HUSKIES - Report Card • Sample Elementary Report Card • Sample Secondary Report Card <ul style="list-style-type: none"> • The HIS Curriculum (website) • EY Reggio Emilia

<p>in increasing learner outcomes</p> <p>HIS Leverages Current Research to Enhance Student Learning HIS supports Professional Learning Communities, Professional Reading, Grant-Based Research, and Professional Development (PD) by providing time, money, and guidance.</p> <ul style="list-style-type: none"> • All staff are a part of specific Professional Learning Communities. • The school began implementing a schoolwide professional development (PD) plan in 2022 and continues to support individual PD through processes that ensure alignment with school needs. • Our Curriculum Team and Data Team (launched 23-24) are conducting a continued review of current school data and current research/developments to inform curricular evolution. • Our professional reading list was updated in 2022, followed by three professional reading groups that engaged in discussions surrounding current research and educational thinking • An EARCOS-sponsored grant-based Action Research study on motivation was conducted in 2019 for publication in 2020, which led to evolutions in the secondary ELA curriculum. 	<ul style="list-style-type: none"> • Unifrog and homeroom SEL curriculum map • Curriculum Team minutes 22-23 • Action Research conducted: The EARCOS Triannual Journal: Fall 2020 (p. 32-34) • Updated professional reading list • 22-23 Professional Development Plan • Professional Development Handbook
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B1.2. Indicator: Processes for Implementation and Evaluation of a Challenging, Coherent and Relevant Curriculum

Indicator Framing Questions:

- How effective is the implementation and process for evaluating a challenging, relevant, and coherent implemented curriculum?
- How frequently and effectively do teachers and leadership determine if the curriculum is appropriately challenging, coherent, and relevant in order to meet the desired outcomes?

Findings	Supporting Evidence
<p>HIS effectively implements and frequently evaluates a challenging, relevant, coherent curriculum.</p> <p>Professional Learning Communities meet on a rotating basis to evaluate the curriculum at HIS based on curricular review cycles established since the last WASC report</p> <p>HIS publishes its policies and procedures online through the website and community handbooks</p> <ul style="list-style-type: none"> • HIS has clear policies that support the rigor, relevance, and coherency of the curriculum. • HIS has clearly published expectations regarding graduation, course completion, credits, grades, homework, and use of technology. • 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. • 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. <ul style="list-style-type: none"> ○ University matriculation data ○ AP score data ○ PSAT and SAT score data ○ MAP score data 	<p>PLC Organizing Documents</p> <ul style="list-style-type: none"> • 2023-2024 • 2022-2023 • 2021-2022 <p>Published Handbooks</p> <ul style="list-style-type: none"> • Community Handbook (web) • Course Handbook (web)

<ul style="list-style-type: none"> ○ extracurricular involvement ○ ELL reports, etc. <p>HIS has organized itself to include curriculum coordinating positions (IPC and IMYC), teams (Curriculum, Data), and processes (Danielson Framework, 360° surveys) to evaluate the effectiveness of the curriculum</p> <ul style="list-style-type: none"> ● IMYC and IPC Coordinator positions are responsible for reviewing and evaluating unit plans in their respective programs. ● The Curriculum Team meets every two weeks. Reviewing the effectiveness and relevance of the school's curriculum is a primary goal of the committee. Protocols for reviewing data have been created to refine our evaluatory process, and a Data Team was created in 2023 to better engage with that process. ● The effectiveness of curriculum delivery is a central goal of the school's observation and evaluation process (utilizing the Danielson Framework) ● Responses on the community survey show agreement that the curriculum is challenging (see question 6 for students and parents) ● Student work shows sophisticated thinking indicating the presence of challenging and relevant topics in the curriculum 	<p>Organized to Evaluate Curriculum</p> <ul style="list-style-type: none"> ● Organizational Chart ● IMYC Coordinator job description ● IPC Coordinator job description ● Curriculum Team Minutes ● Data Evaluation Protocol ● Data Team Initial Meeting Notes ● Wednesday Collaboration Schedule ● HIS Observation Process <p>2023 Community Survey</p> <p>Student Work Examples</p> <ul style="list-style-type: none"> ● AP Language & Composition Argument Essay ● MS Creative Writing Piece
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B1.3. Indicator: Curriculum Alignment and Vertical/Horizontal Articulation

Indicator Framing Questions:

- How effective is the horizontal and vertical articulation of the international curriculum across all grade levels, subject areas, courses, and/or programs to meet international standards and desired outcomes in all subjects and at all grade levels?

Findings	Supporting Evidence
<p>Horizontal and vertical articulation of the curriculum is effectively being carried out at HIS through our ongoing curriculum review process.</p> <ul style="list-style-type: none"> ● Curriculum review cycles ongoing for six years, working on alignment of IPC, IMYC, and AP across all grade levels. Particular emphasis on core subjects of math, science, social studies, and language arts. ● Assessment across the school is aligned through common curricular standards ● IPC rubrics (route map) and IMYC blueprint created with a deliberate progression of units through grade levels <ul style="list-style-type: none"> ○ Niseko introduced a Milepost 2 in 2023-24 which will improve alignment. ● Regular milepost and shared-curriculum meetings occur to share curricular and class planning and to address revision needs as a team. Meetings are often done in collaboration with ELL instructional staff. ● In 21-22, all curricula was reorganized through a Shared Drive that provided space for curricular planning documents to make it easier for all to access these documents ● Targets on report cards aligned across all elementary to the common core 	<p>Curricular Alignment</p> <ul style="list-style-type: none"> ● Science PLC ● Social Studies PLC ● NGSS Alignment Docs ● Math PLC Doc ● Language Arts PLC ● Language Arts Curriculum Map ● Niseko Maths In Focus G1-6 Alignment ● IMYC HIS Blueprint ● IPC route map <p>Wednesday collaboration</p> <p>Shared drives</p>

B1.4. Indicator: Access to the Curriculum by All Students

Indicator Framing Question:

- To what extent do all students have access to a challenging, relevant, and coherent international curriculum that addresses their needs and provides a full range of global educational options?

Findings	Supporting Evidence
<p>All Students at HIS have access to a challenging, relevant, and coherent</p>	

<p>international curriculum.</p> <p>Work continues to ensure that their individual needs are being addressed. They are provided differentiated access points to a rigorous international curriculum</p> <ul style="list-style-type: none"> ● International Curriculum: <ul style="list-style-type: none"> ○ Teachers are encouraged to use diverse resources to supplement their teaching. ○ IPC ○ IMYC ○ Student choice in reading ○ Unifrog platform for high schoolers introduces students to a variety of college and university options in countries around the world, encouraging global education and career paths ○ Global view / SDGs used specifically in our service program ● Differentiation within multi-grade classes as well as for individual students <ul style="list-style-type: none"> ○ Levels offered in secondary classes to give students a choice of access to learning-- Developing, Standard, Honors (and sometimes AP) ○ Students are given choices on how to demonstrate their knowledge through differentiated assessments ● HUSKY Support Plans were developed in the 2022-2023 school year to support students with diagnosed learning needs <ul style="list-style-type: none"> ○ Counselor, classroom teacher, and administrator meet to write a HUSKY support plan ○ Teachers are provided a list of modifications and accommodations for students with HUSKY Support Plans ● The role of Inclusion Coordinator was introduced for the 2023-24 school year ● Teachers bolster the international curriculum to be relevant to our local place and create a local to global connections 	<p>International Curriculum</p> <ul style="list-style-type: none"> ● IMYC HIS Blueprint ● IPC route map ● HUSKIES week projects ● https://www.unifrog.org/ <p>Differentiation</p> <ul style="list-style-type: none"> ● 9-10 World History syllabus describing levels offered (p.2) ● project in AP Human Geography with student choice <ul style="list-style-type: none"> ● HUSKY Support Plan Template
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B1.5. Indicator: Student Understanding of Standards-based Curriculum and Schoolwide Learner Outcomes

Indicator Framing Question:

- *How effective are the opportunities for student conversations that demonstrate the understanding of the standards-based curriculum and the schoolwide learner outcomes?*

Findings	Supporting Evidence
<p>Students demonstrate an understanding of our standards-based curriculum and of the schoolwide learner outcomes (SLO) through schoolwide opportunities for sharing and conversation</p> <ul style="list-style-type: none"> ● Elementary Assemblies, learning expos, and IPC exit points are opportunities for students to demonstrate learning. ● HUSKIES (SLO) and Virtues discussed in secondary assemblies and through monthly virtues ● The Student Council and participating students engage with the virtues regularly, including the construction of live skits and videos to better relate the virtues to their everyday life ● Students produce the CDGP as a graduate requirement, which asks them to self-evaluate their achievement of HUSKIES learner outcomes ● School intentionally engages students in a discussion of class goals, targets, and Huskies, promoting a process of mastery learning. Emphasis on the ability to hand in work late for credit 	<p>Elementary Assemblies & Learning Expos</p> <ul style="list-style-type: none"> ● Fables & Rediscovery ● The CSI Expo ● Entrepreneur Extravaganza ● Brain Expo <p>Huskies and Virtues</p> <ul style="list-style-type: none"> ● October Virtue Courage Student Created Video ● November Virtue Wonder Student Created Video ● CDGP tracker

	<ul style="list-style-type: none"> ● IMYC Personal Goals vs. Huskies ● Understand Expected Level of Performance (Academic Targets) ● Understand Expected Level of Performance (Huskies)
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B1.6. Indicator: Performance Measures to Assess and Monitor Satisfactory Progress of Student Learning

Indicator Framing Question:

- *To what extent does the school identify and define performance indicators in order to assess and monitor satisfactory progress of students' learning (i.e., schoolwide learner outcomes, global competencies, academic standards, and major student learner needs)?*

Findings	Supporting Evidence
<p>HIS continually assesses and monitors student learning utilizing performance indicators prescribed by the academic curricular standards and HUSKIES standards</p> <ul style="list-style-type: none"> ● Aside from the schoolwide learning results (HUSKIES), which are infused in everything at the school, HIS has defined academic standards for all core subjects. The curriculum for our core classes is adapted from Common Core, IPC, IMYC, NGSS, and AP. <ul style="list-style-type: none"> ○ Students are graded according to these standards. ○ Students are given guiding resources and chances to reflect on their performance ● As well the school monitors student learning compared to expected grade level targets through the analysis of student performance on SAT, PSAT, MAP, WIDA, DRA, and running records ● 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, and technological skills. ● Teachers often utilize technology such as Google Docs, NoRedInk, Albert.io, and AP Classroom 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. 	<p>Curricular Alignment</p> <ul style="list-style-type: none"> ● Science PLC ● Social Studies PLC ● NGSS Alignment Docs ● Math PLC Doc ● Language Arts PLC (Targets rewritten based on Common Core Anchor Standards) ● Language Arts Curriculum Map ● Niseko Maths In Focus G1-6 Alignment ● IMYC HIS Blueprint ● IPC route map <p>Monitoring student learning through performance</p> <ul style="list-style-type: none"> ● Achievement Data <p>Examples of Guiding Resources & Reflection Opportunities</p> <ul style="list-style-type: none"> ● IPC Route Map: guidance on what the academic targets are for each IPC unit is listed in the route map. ● Lucy Calkin writer's rubric/checklist is used for students to self-reflect on their writing. The expected level of performance and academic targets are listed in the link above.

B1.7. Indicator: Programmatic Follow-up Studies in Relation to Impact on Student Learning

Indicator Framing Question:

- *How have follow-up studies with feeder schools, colleges/universities, and alumni informed the revisions and effectiveness of the curricular program to prepare students for pursuing educational goals, entering the work force, or meeting their personal goals?*

Findings	Supporting Evidence
<p>This is an area of growth for HIS as we have very little data on graduates and have not organized any major follow-up studies that might provide guidance to inform revisions to the curricular program to better prepare students for pursuing their educational goals.</p> <ul style="list-style-type: none"> ● HUSKY Legacy Association formed in 2021 	<p>2022-23 University Visit</p>

<ul style="list-style-type: none"> • College/University Visits • Community Career Day /Week? • Unifrog is a valuable tool for career and post-graduation preparation. • Anecdotally, we have heard from many graduates that they felt HIS prepared them for the rigors of university. However, we need to collect this evidence more formally to find out what we have done well and what we can do better. • On a more surface level, we have done some follow-up articles to highlight alumni achievements and capture their perspective of their experience at HIS. We have also recorded colleges students were accepted into. 	<p>Alumni panel 2023</p> <p>Huskies Legacy Association Articles</p> <ul style="list-style-type: none"> • Ayana Yonesaka-Ruiz Interview video <p>Meet the Husky Family section of the website</p> <p>Post-Graduation College Info (website)</p>
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B2. How Students Learn Criterion: Student Engagement

All students are engaged in challenging and relevant learning experiences to achieve the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs. Students become advocates for their own needs and interests.

B2.1. Indicator: Student Understanding of Performance Levels

Indicator Framing Question:

- *To what extent do all students demonstrate their understanding of the standards/expected performance levels for each area of study in order to manage, demonstrate, and monitor their own learning and progress toward desired outcomes?*



Findings	Supporting Evidence
<p>Many systems and practices are in place for students to demonstrate their understanding of the standards and for them to manage, demonstrate, and monitor their own learning and progress.</p> <ul style="list-style-type: none"> • Elementary Students take the Developmental Reading Assessment (DRA) early in the academic year. The results of the testing are discussed with parents and the students. Reading progress monitored throughout the year to support student growth toward grade-level texts. • HIS grades 4 through 10 take the MAP assessment twice yearly for Reading, Language, and Math growth. Students are aware of their MAP results and progress via R.I.T. Scores • Self-evaluations (with set rubrics based on curriculum expected standards) are common across elementary and secondary. Reflective self-evaluations are part of key curriculum at secondary (IMYC, Homeroom Unifrog's competencies, the CDGP) • HIS High School students create a character-based graduation portfolio (CDGP) reflecting growth across 14 out of the 28 HUSKIES character traits (the school's SLOs). These character targets are reported on during progress reports and through the semester report cards. • HIS administers the College Board's PSAT test to Grade 8/9/10/11. This allows students to pinpoint specific skills to improve as they prepare • Report cards are built around academic and character targets, which provide a clear report of how students are doing within the overall targets. In this way, parents and students are able to monitor character growth through specific class assignments. Character targets come directly from the HUSKIES (SLOs), while academic targets have been formed through various standards, including Common Core (ELA, literacy) and Next Gen (science). • In the Reading and Writing Workshop (elementary), teachers conference with individual students to make them aware of where they are and what they can do to meet the standards. Students use performance rubrics to monitor their progress throughout the units. • The IPC framework requires teachers to check for understanding of standards and for students to reflect on their learning. Students are given 	<ul style="list-style-type: none"> • DRA Results • Understand Expected Level of Performance (Academic Targets) • Understand Expected Level of Performance (Huskies) • The 2022-2023 CDGP Tracker with Links to Student Portfolios • PSAT Results • MP1- HUSKIES - Report Card • Sample Elementary Report Card • Sample Secondary Report Card • ELL letter to parents and proficiency reports. • EY portfolio, an example of children choosing a "just right challenge"

<p>self-assessments</p> <ul style="list-style-type: none"> • Early Years: “The just right challenge” Children are taught to self-assess on a regular basis how they are doing with a particular skill. <p>We want to continue to improve our efforts to ensure ALL students, especially elementary students, feel that their teachers are communicating their progress with them on a continuous basis.</p> <ul style="list-style-type: none"> • Student surveys, which were answered by a small portion of secondary students, indicate lower than hoped-for scores in areas the following areas (~3 out of 5 on a Likert scale): <ul style="list-style-type: none"> - <i>Teachers keep me informed about my academic progress</i> - <i>I know what I need to do to be successful in classes</i> - <i>I always understand the purpose of lessons in my class</i> - <i>I have a very good understanding of what the HUSKIES are</i> - <i>I actively try to meet the expectations of the HUSKIES.</i> • We would like to develop surveys with elementary-appropriate language and expand the number of student survey participants through an in-school delivery of the survey during secondary homerooms. 	<ul style="list-style-type: none"> • Survey Results
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B2.2. Indicator: Results of Student Observations and Examining Work

Indicator Framing Question:

- To what extent do students **demonstrate high-level learning**, including critical and creative thinking, problem-solving, knowledge attainment, and transfer and application of knowledge and skills?
- Support the response through **examination** of student work, **observation** of students working and other evidence.

Findings	Supporting Evidence
<p>Through examination of student work, observation of students working, and other evidence, we believe students at HIS are regularly challenged to demonstrate high-level learning (critical and creative thinking), problem-solving, knowledge attainment, and transfer and application of knowledge and skills.</p> <ul style="list-style-type: none"> • HIS Mission Statement centers our school and community on building lasting connections between knowledge, skills, and understandings, which can then be applied through experiential learning. Our pillar programs (outdoors, arts, and service) also focus on student-centered experiential learning. • All IPC & IMYC class units have various opportunities for students to demonstrate high-level learning, including critical and creative thinking, problem-solving, knowledge attainment, and transfer and application of knowledge and skills. <p>Transfer and Application of Knowledge and Skills</p> <ul style="list-style-type: none"> • HIS Reads: Students demonstrate the ability to read critically and to defend a book of their choice orally. They transfer their knowledge of a book and apply that to an oral presentation of six minutes based on round-by-round criteria. Special judges are brought in from the community to determine the top 16 grade 7-12 students each year who go on to compete in the HIS Reads finals. • AP Capstone students proceed through the QUEST process, culminating in a team multimedia presentation, an individual presentation, an individual research report, and an individual written argument. Through the presentations and papers, students apply their knowledge and skills. One of our students in 2022 was one of only around 300 students in the world to get a 	<ul style="list-style-type: none"> • HIS Mission and Vision • HIS IPC Website • HIS Reads webpage, including video of finalists and the criteria-based rubric. • We keep a record of student papers and videos of presentations. Example: AP Seminar Team Multimedia Presentation from 2021. Sari Hirata’s perfect score. • MS Science Fair • An example of a Kitara performance from 2018. •  Niseko Cross Country •  Ice Skate 2022 • MP1 Skating

- perfect score.
- HIS hosts a Middle-School Science Fair where students share their scientific findings with their schoolmates.
- HIS conducts annual Winter Celebrations and Closing Ceremonies Musical Performances. Students are invited to demonstrate their musical skills.
- HIS's focus on wellbeing through PE and Outdoors allows students to transfer skills.
- HIS's Afterschool Activities provide students with opportunities to demonstrate high-level learning (critical thinking (e.g., chess club) and creative thinking (art club), problem-solving (e.g., climbing club, outdoor activities (see WOOF below) and overnights), knowledge attainment (e.g. language clubs), and transfer and application of knowledge and skills (e.g. point and shoot photo club)

Critical and Creative Thinking/Problem Solving

- HIS Writes: Students demonstrate the ability to write creatively through a contest that includes special judges from the broader community, including professional writers and published authors. Four to six short stories are selected as finalists each year.
 - Publishing parties for reading and writing workshops in elementary showcase their creative writing.
- Other class-specific products and performances (e.g., class discussion in literature and composition focusing on literary devices used in a poem, analyzing author choice).
- HIS Elementary students demonstrate their understanding, creativity, and critical thinking through IPC Exit Point Learning Celebrations such as the Brain Expo, Entrepreneur Extravaganza, CSI Expo, etc.
- MP3 has an overnight trip where the students are encouraged to undertake team-building tasks that require the children to think creatively & problem-solve. (Cross-curricular)
- High school social studies students demonstrate critical thinking and problem-solving in regular Socratic Seminar and debate assessments.
- Secondary students engage in teamwork and problem-solving skills by working as “house teams” in major outdoor events such as WOOF (Winter Outdoor Organized Fun), which requires students to complete relays, develop a team language, build flying devices, and strategize to compete in various other house competitions.

Knowledge Attainment

- Elementary students show their understanding of the concepts learned in the classroom during Elementary Assembly presentations.
- AP Exams are taken in many subjects by an increasing number of high schoolers, demonstrating content proficiency

- Sapporo Cross Country
- Ski & Board Day
- Skiing Niseko
- Senior Backpacking 2022;
- Outdoor Programs Overview
- Chess Tournament
- ASA Sample Roster
- Service Learning

- Examples of past finalist stories
- Teacher Observation Records example from an observation of a student discussion about a poetry analysis
- Entrepreneur Extravaganze example)

High School Social Studies

- Lincoln Simulation for U.S. History (Grades 11-12)
- Green Revolution debate for AP Human Geography (Grades 11-12)
- Child Labor Debate for European History (Grades 11-12)
- Legacy Debate for Ancient Civilizations (Grades 9-10)
- Maoist China Socratic Seminar for Modern World History (Grades 9-10)
- WOOF schedule of events
- Elementary Assembly videos (CSI Expo — student voices video)

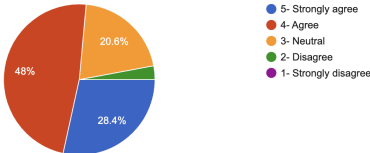
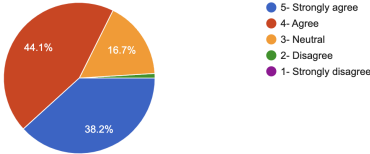
	2018	2019	2020	2021	2022
Total AP Students	21	23	39	32	39
Number of Exams	37	35	76	73	113
AP Students with Scores 3+	17	18	35	23	32
% of Total AP Students with Scores 3+	80.95	78.26	89.74	71.88	82.05

B2.3. Indicator: Opportunities for Student Voice and Feedback In and beyond the Classroom

Indicator Framing Question:

- How well-integrated are **age-appropriate opportunities** for all students to develop flexible, effective, and culturally-sensitive ways to express

their ideas, opinions, and perceptions within the classroom and beyond?

Findings	Supporting Evidence																								
<p>HIS has well-integrated, age-appropriate opportunities for students to express their ideas, opinions, and perceptions within the classroom and beyond. These opportunities have flexibility, are effective, and culturally sensitive.</p> <p>In the Classroom</p> <ul style="list-style-type: none"> Historically, HIS scores high scores on surveys in the following statements: <ul style="list-style-type: none"> The school is sensitive to students of different ethnic and cultural backgrounds. Students of all ethnic and cultural backgrounds are treated fairly. <p>25. The school is sensitive to students of different ethnic and cultural backgrounds. 102 responses</p>  <table border="1"> <caption>Data for Statement 25</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>5- Strongly agree</td> <td>48%</td> </tr> <tr> <td>4- Agree</td> <td>28.4%</td> </tr> <tr> <td>3- Neutral</td> <td>20.6%</td> </tr> <tr> <td>2- Disagree</td> <td>2%</td> </tr> <tr> <td>1- Strongly disagree</td> <td>0.4%</td> </tr> </tbody> </table> <p>26. Students of all ethnic and cultural backgrounds are treated fairly. 102 responses</p>  <table border="1"> <caption>Data for Statement 26</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>5- Strongly agree</td> <td>44.1%</td> </tr> <tr> <td>4- Agree</td> <td>38.2%</td> </tr> <tr> <td>3- Neutral</td> <td>16.7%</td> </tr> <tr> <td>2- Disagree</td> <td>0.4%</td> </tr> <tr> <td>1- Strongly disagree</td> <td>0.4%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> In the Reading and Writing Workshop, elementary students are constantly given the opportunity to reflect on their personal growth and express their ideas and opinions. All elementary students are also exposed to opinion writing, where they can voice their opinions on different issues and give relevant reasons to substantiate their views. Service Learning is student-centered at HIS. Students identify needs in the community, research them, and find ways to meet them as they embark on service. Built-in reflection time allows students to think and improve upon the process and effectiveness of their service learning projects. An Earcos-funded and approved study was conducted in 2020 on student motivation, engagement, and autonomy, which propelled more student choice in classrooms and in reading selections Socratic Seminars (student-led discussions) are a regular assessment type in the high school social studies classroom. Our EY program is Reggio Emilia-inspired, meaning projects are based on student interests. Teachers listen and observe children as they are presented with material, resources, and learning experiences and suggest possible projects to the children. Teachers provide a wide selection of materials, loose parts, toys, books, and other resources to enable children to express themselves and share their ideas, thoughts, feelings, and opinions in multiple ways. By providing multiple ways for expression, we are empowering the students to share their 	Response	Percentage	5- Strongly agree	48%	4- Agree	28.4%	3- Neutral	20.6%	2- Disagree	2%	1- Strongly disagree	0.4%	Response	Percentage	5- Strongly agree	44.1%	4- Agree	38.2%	3- Neutral	16.7%	2- Disagree	0.4%	1- Strongly disagree	0.4%	<p>HIS Surveys</p> <ul style="list-style-type: none"> Service Starts and Ends at Home: Designed by Huskies HIS IPC Website for Elementary Service Learning <p>Grade 11-12 ELA based on EARCOS study on motivation and reading.</p> <ul style="list-style-type: none"> The EARCOS Triannual Journal: Fall 2020 PLC meeting notes (Principles) Copy of Full study submitted to EARCOS. <ul style="list-style-type: none"> HIS Reads Program; <p>EY</p> <ul style="list-style-type: none"> Example of EY - providing a wide selection of materials. Example of EY - Project based on student interest. <p>AP Capstone</p> <ul style="list-style-type: none"> AP Seminar Co-Created Calendar
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5- Strongly agree	48%																								
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<p>ideas, thoughts, feelings, and opinions regardless of their language abilities, age, gender, and ethnicity.</p> <ul style="list-style-type: none"> MS: In the IMYC, Students are encouraged to explore global issues, share their opinions on these topics, and engage in discussions that incorporate diverse perspectives from around the world, such as exit points, science fairs, class presentations, and current events (NEWSELA). In addition, students are encouraged to reflect on what they have learned, their personal experiences, and their opinions on various topics. These reflections can be journaling, group discussions, or presentations. AP Seminar and Research students are given autonomy to develop workflows that meet their group needs as they work with teachers to co-create their class calendar. <p>Beyond the Classroom</p> <ul style="list-style-type: none"> Student Voice acted as a stimulus for the 2023-2024 Green and White Plan In the Outdoor Pursuits class and in most outdoor activities, the student leaders are allowed to make decisions based on what they think is best for the group. Team members can also voice their opinions to the student leaders. The student council holds regular meetings to decide on school events and projects. Feedback from the HIS community is also being considered. Student-generated publications via the school website After-school clubs and activities at HIS are often student-inspired, designed, and organized, promoting self-expression. 	<ul style="list-style-type: none"> Husky Voices on the Outdoors Outdoor Pursuits Syllabus Student council meeting minutes example School News on the website
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B3. How Students Learn: Student-Centered Instruction Criterion

The professional staff a) **applies current research-based knowledge** about teaching and learning; and b) designs and implements a **variety of learning experiences**, including technology, that actively engage students at a high level of learning consistent with the desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.

B3.1. Indicator: Application of Research-Based Planning Processes and Professional Collaboration

Indicator Framing Questions:

- How has current educational research and thinking affected the teaching and learning process?
- How effectively do the schoolwide planning processes and professional collaboration practices use research to support meeting all students' needs?

Findings	Supporting Evidence
<p>Current educational research and thinking do affect the teaching and learning process at HIS in ways that positively support student needs as seen through our achievement data. Given the unique context of our learning community, with many teachers in charge of entire subjects, teachers frequently evaluate the effectiveness of curricula developed within their own classrooms but have fewer opportunities for discussing their findings with colleagues. There is also a strong desire to have more time to determine how the teaching and learning process supports student's needs. This need is beginning to be addressed through the formation of the data team in 2023-2024.</p>	<p>Student Achievement Data</p> <ul style="list-style-type: none"> Data Team Discussion <p>Action Research</p> <ul style="list-style-type: none"> The EARCOS Triannual Journal: Fall 2020 PLC meeting notes (Principles) Full study submitted to EARCOS <p>Curriculum at HIS</p> <ul style="list-style-type: none"> EY Reggio Emilia

<p>Action Research</p> <p>In 2020, an EARCOS-granted yearlong study was conducted on student motivation. Students were surveyed and observed and performance results were compared. The results of the study were shared with EARCOS in early summer 2020 and a brief article was published the following fall. The study helped support an ELA move toward more student-centered learning, including more access to student-selection of text. The study also revealed that the balance between autonomy, competence, and relatedness (the three essential psychological needs for well-being according to Deci and Ryan’s <i>Self-Determination Theory</i>) was key for student engagement. This research was brought to the school PLC for ELA, informing the direction of the learning community.</p> <p>The curriculum at HIS is based on current educational research and is kept up to date.</p> <p>Reggio Emilia in collaboration with Harvard Project Zero, International Primary Curriculum (IPC), Singapore Maths, The Art of Education (Visual Arts.), The Reading and Writing Workshop, The International Middle Years Curriculum (IMYC), PreAP English, a plethora of inclusive AP offerings adapted to the unique needs, interests, and prior knowledge of our learners</p> <p>Professional Development and Sharing at HIS</p> <ul style="list-style-type: none"> • Regular teacher strategy potlucks on PD days. • Professional Development Book reading in 2023-24 (with associated upcoming initiatives towards changes in the way we teach and students learn) • PD approval process helps direct teacher learning towards effective teaching and learning in the classroom. PD is approved by the curriculum team based on what will most benefit student learning • Teachers attending EARCOS conferences (bringing back learning to share with to rest of the staff) • We have yearly Professional Learning Communities (PLCs) that focus on various aspects of the curriculum (e.g. LA, Math) along with other parts of our school (e.g. Services and Leadership, our Pillars Programs). Through these communities, we have professional collaboration to organize our curriculum and bolster what we do. 	<ul style="list-style-type: none"> • HIS IPC Website <ul style="list-style-type: none"> ◦ The IPC • Singapore Math • The Art of Education <ul style="list-style-type: none"> ◦ Application • The Reading and Writing Workshop • The IMYC at HIS <ul style="list-style-type: none"> ◦ The IMYC • Pre-AP English 1 & English 2 • AP Language & Composition • AP Literature & Composition • AP Seminar • AP Research <ul style="list-style-type: none"> ◦ Perfect Score • AP Biology • AP Environmental Science • AP Physics • AP Calculus AB • AP Human Geography • AP US History • AP World History: Modern • AP 2D Art & Design <ul style="list-style-type: none"> ◦ Perfect Score • AP Drawing • AP Japanese Language and Culture <p>AP Success at HIS (article)</p> <p>AP Results (2023)</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development Handbook • Strategy Potluck Example (2022) • Professional Reading List <ul style="list-style-type: none"> ◦ Professional Conversations Sign-up • PD Application Example (2023) • Example PLC working docs: LA, Pillars, Service Learning & Leadership)
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B3.2. Indicator: Application of Research-based Knowledge to Instructional Content and Lesson Design and Delivery

Indicator Framing Questions:

- *To what extent are teachers current in the instructional content taught and research-based instructional methodologies, including integrated use of multimedia and technology?*
- *To what extent are lessons design and instructional practices coherent with and aligned to current educational research?*

Findings	Supporting Evidence
<p>HIS supports teachers in remaining current in the instructional content they teach and research-based instruction methodologies. Consequently, lesson design and instructional practices are coherent with and aligned with current educational research.</p> <p>Professional Development & Growth</p> <ul style="list-style-type: none"> • Teachers get a generous yearly stipend for professional development, which has to be approved by the Curriculum Committee. 	<ul style="list-style-type: none"> • Professional Development Handbook • The PD Approval Forms

<p>Based on surveys of instructional and assessment strategies used at HIS (see below), we feel the results indicate that teachers are quite effective at engaging students in higher-level thinking and learning.</p> <ul style="list-style-type: none"> • Danielson Framework — Teacher portfolios specifically focus on instructional and assessment strategies. • All AP Courses are designed around problem-solving and application rather than rote memorization <ul style="list-style-type: none"> ○ AP Research students design and implement their own original studies to engage in relevant research in a specific academic field. ○ Socratic seminars and debates are regular assessment practices in high school social studies classrooms. • Elementary, Middle School and High School provide many opportunities for students to exhibit higher-level learning <ul style="list-style-type: none"> ○ IMYC Science Fair ○ Elementary Expos ○ Writing Celebrations ○ HIS Writes ○ HIS Reads • Assessment for Learning (not just of learning) is an integral part of HIS via the IPC, the IMYC, and our focus on mastery learning <ul style="list-style-type: none"> ○ Students are given many opportunities in classes to revise work and to recover classes that they previously did not meet expectations in 	<ul style="list-style-type: none"> • Classroom Evidence Folder • Danielson Framework <ul style="list-style-type: none"> ○ Teacher Observation Records example • AP Research Example Studies <ul style="list-style-type: none"> ○ Tuning Frequency ○ Stereotypes & Neurocognitive Development ○ Hearing Testing in School ○ Bilingualism • MS Science Fair <p>Elementary Assemblies & Learning Expos</p> <ul style="list-style-type: none"> • Fables & Rediscovery • The CSI Expo • Entrepreneur Extravaganza • Brain Expo <ul style="list-style-type: none"> • HIS Writes • HIS Reads <ul style="list-style-type: none"> • HIS IPC Website <ul style="list-style-type: none"> ○ The IPC • The IMYC at HIS <ul style="list-style-type: none"> ○ The IMYC • Credit Recovery Policy <ul style="list-style-type: none"> ○ Example Teaching Philosophy to Highlight Mastery Learning
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B3.4. Indicator: Application of Learning

Indicator Framing Questions:

- To what extent are all students able to demonstrate that they can apply acquired knowledge and skills to extend learning opportunities?
- How effectively and frequently are students able to analyze, evaluate and synthesize information from multiple perspectives, such as different textbooks, digital resources, community resources, collaborative activities, and library/media resources?

Findings	Supporting Evidence
<p>Observations, work samples, and reports indicate that most students at HIS can apply acquired knowledge and skills to extend learning opportunities. They can analyze, evaluate, and synthesize information from multiple perspectives, such as different textbooks, digital resources, community resources, collaborative activities, and library/media resources.</p> <p>Application of Acquired Knowledge and Skills:</p> <ul style="list-style-type: none"> • Students create their own articles consisting of reports, photos, and videos, which are showcased on the school website via publications and promotions. • Students in AP Research use their research skills to investigate a real issue facing the school community and share their findings and feedback with the Executive Board to help them make decisions about school direction. • Elementary, Middle School, and High School provide many opportunities for students to showcase their student-centered learning, playing an active role beginning with the planning process. <ul style="list-style-type: none"> ○ IMYC Science Fair 	<ul style="list-style-type: none"> • HIS School News • AP Research presentations to the executive board here and here <p>Showcasing Learning</p> <ul style="list-style-type: none"> • MS Science Fair • Fables &

<ul style="list-style-type: none"> ○ Elementary Expos ○ Writing Celebrations ○ HIS Writes ○ HIS Reads <p>Analysis, evaluation, and synthesis of information</p> <ul style="list-style-type: none"> ● Students enrolled in AP Capstone follow the QUEST framework as they look at various perspectives so that they can create their own synthesized argument and self-created study. Their work eventuates in formal research, argument, and full-study papers along with oral presentations and defenses. <ul style="list-style-type: none"> ○ The QUEST framework: Question and Explore. Understand and Analyze. Evaluate Multiple Perspectives. Synthesize Ideas. Team, Transform, and Transmit. ● Students enrolled in Pre-AP English, AP English (Lit/Lang), and many AP Social Studies courses are required to synthesize, analyze, and evaluate information. They are also asked to examine the text's complexities and make connections between their argument and the broader world. ● HIS READs is a good example of students analyzing meaning in a book, evaluating what information is most relevant for the round-by-round criteria, and synthesizing all of this to create a time-constrained oral book defense (a performance that comes through a process that utilizes all English modalities) ● In elementary, teachers work on analysis, evaluation, and synthesis skills on a daily basis during read-aloud, mini-lessons, etc. across all subject areas. Student-choice research projects allow students opportunities to collect information from multiple types of sources, analyze the author's perspectives, and synthesize the information. 	<p>Rediscovery</p> <ul style="list-style-type: none"> ● The CSI Expo ● Entrepreneur Extravaganza ● Brain Expo ● HIS Writes ● HIS Reads <ul style="list-style-type: none"> ● AP Seminar Presentations (2023) ● AP Seminar Papers (2022) ● AP Research Presentations (2023) ● AP Research Example Papers ● AP Research: Sari Hirata's perfect score ● AP Language Example Essays ● AP Literature Poetry Analysis Examples
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B3.5. Indicator: Teaching and Learning Policies on Use of Digital Technology and Schoolwide Integration and Implementation of Technology

Indicator Framing Questions:

- To what extent are the school's teaching and learning policies on using digital technology implemented and assessed for effectiveness?
- How effective is the integration and implementation of technology in developing all students' **technological and digital citizenship skills***?

Findings	Supporting Evidence
<p>The school's teaching and learning policies on using digital technology are assessed by the administration, teachers, and the curriculum team to determine how effective these policies are at developing students' technological and digital citizenship skills.</p> <p>Teaching and Learning Policies on the Use of Digital Technology</p> <ul style="list-style-type: none"> ● Online learning platform that is ready to go in the event of a pandemic, emergency, etc., along with Online Learning Protocols, IT acceptable use protocols, and Online Coursework Guidelines ● The School has a cellphone and mobile devices policy that is constantly revisited, reminded about, and reinforced. ● Tech info night for families & other digital citizenship content for students, led by the counseling department ● Secondary homeroom curriculum and Secondary Health curriculum, taught in PE class, include lessons on safe and appropriate digital communication ● Students learn about internet safety and how to look for trustworthy sources. Students learn about digital etiquette and safety, like being kind online, grooming, being safe online, and citing your research. 	<ul style="list-style-type: none"> ● Online Learning Protocols ● Community Handbook <ul style="list-style-type: none"> ○ Information Technology Acceptable Use Protocol (p.16) ○ Online Coursework Guidelines (p33) ● Teens and Technology (Tech Night) ● Health Lesson and Assessment of Appropriate Digital Communication

<p>Schoolwide Integration and Implementation of Technology</p> <ul style="list-style-type: none"> • Every elementary student has been given an iPad to support learning in the classroom. These iPads can be taken home only for online learning. Literacy Planet and Mathletics are two apps used by students from grade 1 through grade 5. Age-appropriate apps can be installed upon approval from the technology department. • Secondary and most elementary classroom students use Google Classroom to receive, collaborate on, and get feedback on their work • In elementary, some classrooms use ClassDojo for communication with families and for rewards/incentives, while others use class websites. • In EY electronic portfolios (Storypark), share student learning with families and as a tool for self-reflection with students. Through these portfolios, the children can reflect on their own learning and talk about their learning at home, and families can be more involved in their child’s learning and growth. • The publications class uses technology (mirrorless cameras, GoPro Max (360), iPads, and their own devices to capture photos and footage and edit videos. 	<ul style="list-style-type: none"> • The schoolwide app list • Kindergarten Website • Example of EY Digital portfolio • Publications posts to the website, including the use of blender (see student-made banner video), GoPro Max 360, etc...
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B4. How Assessment is Used Criterion: Reporting and Accountability Processes

The school leadership and staff continuously use effective and valid assessment processes to collect, disaggregate, and analyze assessment results. School and student performance data is regularly reported to all stakeholders including student progress toward accomplishing the desired outcomes: academic standards, schoolwide learner outcomes, major student learner needs, and global competencies.

B4.1. Indicator: Use of Student Performance Data and Effectiveness of the Assessment Processes

Indicator Framing Questions:

- How effectively do teachers and leadership **collect, disaggregate, analyze, and interpret** student performance data?
- How effective and valid are the assessment processes used to determine and report students’ progress toward the desired outcomes?

Findings	Supporting Evidence
<p>Assessment processes at HIS are sufficiently effective and valid for accurately determining and reporting students’ progress toward desired outcomes.</p> <p>Significantly more could be done by the schools, leadership, and teachers, however, to disaggregate, analyze, and interpret student performance data patterns across groups in order to make informed decisions about curricular program changes based on major learner needs. In response to this need a data team was formed in 2023-2024.</p> <p>Assessment Data Collected:</p> <ul style="list-style-type: none"> • DRA testing results across elementary • WIDA to measure ELL levels in K-12 • Semesterly MAP Testing of all students in grades 4 to 10 • SAT Testing results for grades 11 and 12 • PSAT Testing for all students in grades 8 to 11 <p>Reflection & Learning Portfolios & Showcases of Learning</p> <ul style="list-style-type: none"> • CDGP (Character Development Graduation Portfolio) in HS • Elementary Expos & Middle School Exit Points and Science fairs; HIS Reads and Writes <p>Performance and Progress Data Collected:</p> <ul style="list-style-type: none"> • Spelling scores and math test scores collected in elementary 	<ul style="list-style-type: none"> • Achievement Data • WIDA spreadsheet • The 2022-2023 CDGP Tracker with Links to Student Portfolios <p>Showcasing Learning</p> <ul style="list-style-type: none"> • MS Science Fair • Fables & Rediscovery • The CSI Expo • Entrepreneur Extravaganza • Brain Expo

<ul style="list-style-type: none"> • Writing - On Demand Scores in elementary & specific secondary (AP Lit/Lang, Pre-AP English, AP History); Elementary uses Lucy Calkins' rubrics to assess students' writing for each specific genre • Language, Grammar, Mechanics, and Writing Knowledge Performance Data collected through NoRedInk (secondary) • Critical Reading Performance Data collected through Albert.io (secondary) and Newsela (MS) • High school AP and pre-AP teachers use data on student performance on AP Classroom "progress checks" to guide instruction <p>Assessments & Reporting</p> <ul style="list-style-type: none"> • 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 <p>Existing data disaggregation analysis and interpretation</p> <p>We have begun to create strategic processes for analyzing and interpreting data. More work and time must be given to this process to analyze at greater depth and utilize data interpretations for modifying learning.</p> <ul style="list-style-type: none"> • Annual Report Data • Principal's Report to the Executive Board • Data Analysis Protocol Created • MAP scores shared and discussed • Date Team Created <p>Student Achievement of Desired Outcomes</p> <ul style="list-style-type: none"> • HIS students demonstrate their understanding and achievement of the learning targets. Student mastery levels are indicated in Alma • HUSKIES learner outcomes measured and communicated to students and parents on ALMA progress reports and report cards <p>Evaluation of Effectiveness and Validity (in measuring student's progress toward the desired outcomes):</p> <ul style="list-style-type: none"> • Survey results show us that students know what they need to do to be successful.' <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">23. I know what I need to do to be successful in classes.</td> <td style="width: 8%; text-align: center;">3.94</td> <td style="width: 8%; text-align: center;">3.91</td> <td style="width: 8%; text-align: center;">3.73</td> <td style="width: 8%; text-align: center;">3.87</td> </tr> </table> <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. 	23. I know what I need to do to be successful in classes.	3.94	3.91	3.73	3.87	<ul style="list-style-type: none"> • HIS Writes • HIS Reads <ul style="list-style-type: none"> • NoRedInk • Albert.io • Newsela • AP Classroom <ul style="list-style-type: none"> • Annual Report Example • Data analysis protocol • Data Team Discussion <ul style="list-style-type: none"> • Student Survey
23. I know what I need to do to be successful in classes.	3.94	3.91	3.73	3.87		

B4.2. Indicator: Consistency in Determining, Monitoring, and Reporting Student Progress and Performance Levels Within and Across Grade Levels

Indicator Framing Questions:

- How consistent are the procedures and practices the teachers use to determine and report students' performance levels and progress toward the desired outcomes within and across grade levels?
- How effective are the systems and practices the teachers and leadership team use to monitor, evaluate and report students' performance so teachers, students and parents are informed about what the students know and what they do not yet know?

Findings	Supporting Evidence
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Reporting practices are generally consistent across grade levels. Systems are in place to ensure that teachers, students, and parents are informed about what the students know and what they need to know.

- Various standardized tests (see achievement data) are administered at HIS, and results are shared with students and parents. More conversations are needed with students and parents, however, to ensure that the results (and implications of these results) are truly understood and that correct actions are taken to remedy any missing areas of learning.
- The report card system in elementary and secondary schools is consistent in structure and use of standard-based targets. Still, common agreement is sought over the purpose and form of comments (length of comments and the depth of explanation of what the results mean).
- Class targets have been created with guidance from credible standards but ongoing efforts continue to review targets used on reports to better align with Common Core standards

DETERMINING Student Performance Levels / Progress toward desired outcomes

- Grades 4-10: MAP Testing
- HIS grades on a standards-based system
- IPC Unit self-evaluations used in some milepost classrooms
- Creation of classroom rubrics for HUSKIES learner outcomes to clearly communicate learning expectations and performance to students and parents
- Kinder- Grade 5
 - uniform use of Lucy Calkin’s writing rubrics across elementary, which show the next steps for progressing
 - Uniform use of the IPC rubrics to grade social studies and science standards
- Grades K-12 are assessed in Math based on the CCSS using standards-aligned formative and summative assessments
- WIDA scores and can-do descriptors are important indicators used across the school for ELL students

MONITORING Student Performance Levels / Progress toward desired outcomes

- ALMA began to be used for report cards (centralized, more standardized reporting process; allows for multi-year monitoring of student progress and performance)
 - 2016-17 Testing year
 - 2017-18 First Pilot
 - 2018-19 Began use in Niseko
- MAP Testing Results are analyzed to help provide appropriate support when students are having difficulty meeting desired outcomes
- Annual reports (reporting on student assessments to the community)
- Niseko MP3 and MS vertical alignment of learning units
- Regular student support meetings at elementary and secondary team meetings based, among other things, on assessment outcomes.

- Achievement Data
- MP1- HUSKIES - Report Card
- Sample Elementary Report Card
- Sample Secondary Report Card

- Rubrics library for secondary teachers
- ELL at HIS w/WIDA
 - WIDA spreadsheet
 - WIDA Can Do Descriptors
 - Sapporo Can Do Portraits 2023

(see example report cards above)

- Annual Report Example

- PLC Groups 2021-2022
- PLC Groups 2022-2023

<p>EVALUATING Student Performance Levels / Progress toward desired outcomes</p> <ul style="list-style-type: none"> • Creation of curriculum review cycle from last WASC accreditation process through PLCs to: <ul style="list-style-type: none"> • House curriculum centrally for increased accessibility to learning targets and assessments • Have conversations within grades and between grade levels to align curriculum outcomes • Move to “Shared Drive” system and work hours designated to organize/ clean up/ house curriculum for easy access within and between grade levels • Parent-teacher-student conference days (twice annually) • Sharing completed tests with parents • Consistent use of student self and peer-assessment with rubrics <p>REPORTING</p> <ul style="list-style-type: none"> • Middle School/Secondary - quarterly progress reports & report cards at the semester from Alma data, based on learning standards • Student-direction during certain Parent-Teacher-Student conferences • Timely reporting of academic concern to parents. Introduction of “early” credit recovery contracts in secondary. <p>Overview - Effectiveness and Consistency</p> <ul style="list-style-type: none"> • The systems and practices employed by our teachers and leadership team to monitor, evaluate, and report students' performance are effective. Several positive aspects contribute to the success of these processes, ensuring that teachers, students, and parents are well-informed about both student accomplishments and areas that may need further attention. 	<ul style="list-style-type: none"> • PLC Groups 2023-2024 • Shared Drive to Organize Curriculum and Increase Accessibility
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B4.3. Indicator: Use of Assessment Results to Inform Continuous Schoolwide Improvement, Schoolwide Decisions and Allocation of Instructional Resources

Indicator Framing Questions:

- *How effectively do the teachers, leadership team, and board/owner use assessment results to support continuous schoolwide improvement, make schoolwide decisions, such as program modification, professional development, and allocation of instructional resources?*
- *How have the assessment-based decisions significantly contributed to the development and refinement of the schoolwide action plan and to the continuous improvement process?*

Findings	Supporting Evidence
<p>The teachers, leadership team, and executive board at HIS have often demonstrated effective and proactive approaches in using assessment results to drive continuous schoolwide improvement.</p> <p>Assessment-based decisions have played an important role in developing and refining our school's action plan and continuous improvement process.</p> <p>Effective use of Assessment Results to Inform school improvement - Teachers</p> <ul style="list-style-type: none"> • Strategic shifts made in classrooms and courses offered based on assessment results include: <ul style="list-style-type: none"> ○ Math text switches for secondary for better 	<ul style="list-style-type: none"> • Professional Development Handbook • Professional Development Approval


<ul style="list-style-type: none"> ○ alignment as students move up from MS to HS ○ Addition of AP Human Geography (as result of other AP results) ○ Addition of Pre-AP English for 9-10 grade; making AP Language/Literature the default as we create a program at the school for English development. ○ Newsela added to MS curriculum to support the development of PSAT/SAT reading skills ● Literacy and Maths baseline testing to navigate appropriate learning starting position ● Professional development initiatives (personal and schoolwide) are often aligned with the insights gained from assessment data. For example... <ul style="list-style-type: none"> ○ IMYC PD on leadership in teaching middle school years attended by the department based on needs ● <i>Importance given to the curriculum review cycle both over the last six years and moving forward.</i> <p>Effective use of Assessment Results to Inform school improvement - Administration and Coordinators</p> <ul style="list-style-type: none"> ● WIDA - teacher suggestions and WIDA results to determine appropriateness for program enrollment ● In 2022-23, the school initiated a plan to collect student writing data to determine proficiency in writing across the grade levels. The result will be the introduction of school-wide standardized writing assessment to support identified areas of need (in 2023-2024) ● Creation of a Data Team in 2023-2024 to analyze assessment data to help guide teaching, learning, and school improvement <p>Effective use of Assessment Results to Inform School Improvement - Board</p> <ul style="list-style-type: none"> ● Board members receive regular updates of aggregated and disaggregated student assessment results (at monthly meetings and in the form of an annual report presented to the Executive Board and the Board of Counselors ● These results have been used as reference points when programming changes have been proposed to the board. A recent example would be the addition of the Pre-AP English program for grades 9 and 10. ● The number of AP test takers and the number of AP scores over three are aggregated annually on the school profile to inform the Board of the progress within the AP program. 	<p>Form includes questions about the planned impact on student learning</p> <p><small>Reason: Please explain how this PD opportunity will support you as a teacher and explain what component of the school curriculum / program it will support? / How (if applicable) will this experience be used to impact learning at HIS? How will this achieve the strategic and/or curricular focus items for the school?</small></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p>(see PLC Groups links above in 4.2)</p> <ul style="list-style-type: none"> ● WIDA spreadsheet ● Data analysis protocol ● Data Team Discussion
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B4.4. Indicator: Security Systems for Maintenance of the Integrity of the Assessment Processes

Indicator Framing Question:

- How effective are the systems designed to **maintain the integrity** of the assessment process and the assessment results? (e.g., the use of proctors, security systems for text documents, physical security, and technological security)

Findings	Supporting Evidence
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<p>The systems in place to maintain the integrity of our assessment process and safeguard assessment results have proven effective, showcasing a commitment to high standards of security and reliability.</p> <p>Proctoring Protocols</p> <ul style="list-style-type: none"> • Proctors for tests are properly trained according to the guidelines of the standardized test. • Teachers maintain similar security during their class-based assessments • Secure Handling of Documents: <ul style="list-style-type: none"> ○ All standardized (AP, PSAT, SAT) tests are kept in secured, locked locations ○ Upgrade of Schoolwide Digital Document Access - Switch to “shared drive” system to avoid accidental student access on Google drive <p>Technological Security</p> <ul style="list-style-type: none"> • Measures are in place to protect digital assessment materials and results through the use of the Shared Drive and limiting permissions. • Secure server and firewalls ensure that data remains confidential • Academic honesty policies are outlined in the Community Handbook • Plagiarism checking applications used by staff <ul style="list-style-type: none"> ○ Secondary social sciences use Unicheck plagiarism checker for submitted written work • ChatGPT: conversations are underway in school team meetings about how to approach this growing concern for academic honesty in the age of generative AI <ul style="list-style-type: none"> ○ Assessment Redesign - Designing assessments that can still measure student learning beyond traditional test structure (even if students have access to questions, etc) 	<ul style="list-style-type: none"> • Proctoring schedule Sample •  MAP SCHEDULE Spring 2023 • Shared Drive <ul style="list-style-type: none"> • Community Handbook • Link to Unicheck • Oral History Project — Example of an assessment requiring personal research to dissuade use of AI
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B5. How Assessment Is Used Criterion: Continuous Assessment by Students and Teachers

*Teachers and students frequently integrate a variety of **continuous assessment strategies** into the ongoing learning/teaching process. As a result, students understand what they know and what they need to know; and teachers are able to modify instruction to improve student progress toward the desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.*

B5.1. Indicator: Implementation of Appropriate Continuous Assessment Strategies

Indicator Framing Question:

- To what extent are the implemented assessment strategies appropriate so that what is assessed is aligned with the learning targets and other desired outcomes?

Findings	Supporting Evidence
<p>Throughout the curriculum review cycles initiated as an important part of the 2018-2024 WASC action plan, significant work has been done to ensure alignment for assessment with desired student outcomes. This work will continue as we head into our next 6-year cycle of curriculum review.</p> <p>Assessment aligned with learning targets</p> <p>Professional Learning Communities (PLC’s)</p> <ul style="list-style-type: none"> • PLCs introduced through the last curriculum review cycle created curriculum maps that designate learning targets/ 	<p>Language Arts</p> <ul style="list-style-type: none"> • Language Arts PLC Curriculum Map <p>Social Studies</p> <ul style="list-style-type: none"> • Social Studies PLC curriculum map <p>Science</p> <ul style="list-style-type: none"> • Science PLC Curriculum map <p>Maths Curriculum Alignment Group</p>

<p>standards for each unit along with the assessments that measure those standards.</p> <p>From our revised action plan (2018-2024; revised May 2018), we have managed to successfully move through a condensed process for a number of key subjects: Language Arts, Math, ELL, Service Learning and Leadership, Social Studies, Pillars, Science (partially), and plan to continue the process with remaining subjects. The revised action plan (May 2018), however, suggested a more rigorous five-year process for each subject—one that includes Development/Change (Year 3), Implementation/Revision (Year 4), and Reflection/Review (Year 5). As only one or two years (2.5 at most) were dedicated to each PLC, this process was not completed in its entirety. As we continue to shift to other subjects, we hope to create more time to fully examine the previous curricular reviews so that our curriculum is a living document that informs our instruction, keeping the best interest of student impact in our minds along with our school mission and vision (as suggested in the May 2018 Revised Action Plan).</p> <p>Assessment aligned with learning targets</p> <p>PSAT/SAT Examination</p> <ul style="list-style-type: none"> ● 2017/2018 decision for grade 8 to grade 11 to take PSAT in the following year ● 2018/2019 began PSAT testing ● HIS pays for testing. ● Rationale -to increase the number of students taking (and student success on) the SAT in junior/senior year. <p>Assessment aligned with learning targets</p> <p>Character Development Graduation Portfolio (CDGP) (Secondary)</p> <ul style="list-style-type: none"> ● CDGP introduced in 2016-2017. ● After analyzing student participation and submission results, the decision was made to incorporate the assessment of HUSKIES outcomes through class assignments. ● Rationale - to improve character development in the school and make it an integral part of the school culture. <p>Assessment aligned with learning targets</p> <p>Character Development (ES, MS, and SS)</p> <ul style="list-style-type: none"> ● HUSKIES character targets are assessed formally in each class and communicated via ALMA on semester reports. ● Secondary homerooms use UNIFROG lessons and activities ● Middle School use of UNIFROG for character development <p>Assessment aligned with learning targets English Language Learner Support WIDA Testing</p> <ul style="list-style-type: none"> ● WIDA administered twice a year - once in the fall and once in the spring. ● WIDA results inform classroom teachers of ELL students' strengths and weaknesses. ● Testing results are separated into Speaking, Listening, Writing, and Reading. ● Rationale - teachers and ELL staff can target design assessments for ELL students to work towards their areas 	<ul style="list-style-type: none"> ● Secondary math handbook ● Niseko Maths K-6 Alignment ● Revised 2018-2024 Action Plan ● PSAT 2021-2023 Scores ● Sari's U8 CDGP ● MP1- HUSKIES - Report Card ● Sample Elementary Report Card ● Sample Secondary Report Card ● Rubrics library for secondary teachers ● ELL at HIS w/WIDA <ul style="list-style-type: none"> ○ WIDA spreadsheet ○ WIDA Can Do Descriptors
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<p>of need.</p> <p>Assessment aligned with learning targets</p> <p>Commitment Target (Secondary)</p> <ul style="list-style-type: none"> • Commitment Target replaces the former Late Policy. • Separates behavior and academics, enabling teachers to respond appropriately. 	<ul style="list-style-type: none"> ○ Sapporo Can Do Portraits 2023 • Sample Secondary Report Card
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B5.2. Indicator: Multiple Assessment Measures to Inform Students and Teachers about Student Progress toward Desired Outcomes

Indicator Framing Question:

- *How consistently and effectively do teachers implement multiple assessment measures to inform themselves and their students about each student's progress toward the desired outcomes?*

Findings	Supporting Evidence
<p>Teachers at HIS across all grade levels consistently and effectively implement a variety of assessment measures to gauge student progress toward the desired outcomes. We will continue to review our curriculum in the forthcoming action plan.</p> <p>Multiple Assessment Measures</p> <p>International Primary/Middle Years Curriculum (IPC) (IMYC)</p> <ul style="list-style-type: none"> • Each semester the Science or Social Studies IPC units are assessed summatively based on the IPC rubrics. Formative and summative IPC assessments are based on observations, quizzes, drama, and presentations. • The IMYC curriculum offers many different types of assessments throughout and after the end of each unit. Research papers, visual projects, collaborative projects, Tests, essays, and oral presentations. • Quiz-based online platforms are used in some classes to build and formally test vocabulary skills <p>Multiple Assessment Measures</p> <p>Writing (K-6)</p> <ul style="list-style-type: none"> • Across the year, some homerooms use Pathways Writing Rubrics to measure pre and post-unit writing in ' On Demand' writing sessions. This information is used formatively. • Confering is used to gather formative information about students writing progress • Writing celebrations are used to celebrate and formatively assess student writing <p>Multiple Assessment Measures</p> <p>Reading (Elementary)</p> <ul style="list-style-type: none"> • The DRA (Development Reading Assessment) is seen as useful by teachers in identifying reading needs of individual students and forming reading groups. It helps inform instruction by providing insights based on evidence, such as class scores on the MAP 	<ul style="list-style-type: none"> • IPC Route Map • Sample Science IMYC Unit • Grade 2 Pathways Writing Rubric — Narrative • DRA Data

- Language exam. This information helps teachers make decisions, such as focusing on root vocabulary.
- Some homeroom teachers use RAZ kids for monthly Running Records based on RAZ kids and DRA correlation levels.

Multiple Assessment Measures

Maths (Elementary & Secondary)

- Math in Focus Unit Tests aligned with the Maths in Focus curriculum at the completion of all learning units to measure understanding and growth.
- In some classrooms, teachers use digital platforms like IXL and Mathletics throughout the year to support math instruction and assessment. The data collected from these platforms is used to complement unit testing and observed for progress toward independent learning.
- Regular secondary math meetings were conducted to ensure consistency across assessments, including the use of multiple assessments

Multiple Assessment Measures

Digital Portfolio Assessments

- In some classrooms throughout the year, teachers use digital tools such as Seesaw
- Students complete assessments with various physical and digital tools and express their thoughts and reflections on their learning.

Multiple Assessment Measures

AP Classroom

- AP Classroom is used by pre-AP and AP teachers to assess students' progress towards AP learning outcomes through each unit progress check.

Multiple Assessment Measures

High School History

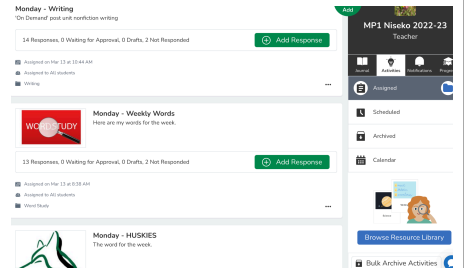
- The high school history curriculum uses a variety of assessments throughout the year including debates, Socratic seminars, multiple-choice tests, essay tests, research projects, and presentations, to give students multiple opportunities to show growth in their academic skills.
- The high school history offers students **tiered assessment opportunities** to demonstrate growth at Developing, Standard, Honors, and AP levels.

High School English

- High School English focuses on the five modalities of learning: Thinking, Reading, Writing, Speaking, and Listening. A combination of close reading, organized discussions, presentations, discussions, process, and on-demand writing is used to provide different forms of assessment across the modalities, incorporating both College Board (pre-AP and AP English) goals and Common Core standards.

Standardized Testing

- (DRA physical folders available on campus)
- Niseko Maths K-6 Alignment
- Secondary math handbook



- MP1 Niseko Seesaw example (p4)
- AP Classroom

- Social Studies PLC curriculum map

- Language Arts PLC curriculum map

<ul style="list-style-type: none"> ● NWEA MAP (Measures of Academic Progress) <ul style="list-style-type: none"> ○ MAP data is used to inform instruction and classroom decisions. ○ During orientation, relevant staff in-house PD on using MAP data effectively. ○ Interpretation of MAP data information is shared with parents. ● PSAT/SAT <ul style="list-style-type: none"> ● The decision was made in 2017-2018 that all students in grades 8 to 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 to drive up the number of students taking (and student success on) the SAT in junior/senior year. ● DRA and Running Records <ul style="list-style-type: none"> ● 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. ● RAZ Kids running records help to better service students' reading needs with level-appropriate books. ● WIDA <ul style="list-style-type: none"> ● ELL students are tested twice a year to determine their ELL needs with regard to speaking, writing, reading, and listening. <p>Organization of Assessment -Alma</p> <ul style="list-style-type: none"> ● How grading is organized in Alma (with all assignments attached to specific expected outcomes) helps ensure that students are being assessed using different forms of assessment to assess each expected standard ● Can see improvement in each skill area over time. 	<ul style="list-style-type: none"> ● MAP Data ● PSAT Data ● SAT Data ● DRA Data ● (DRA physical folders available on campus) ● ELL at HIS w/WIDA <ul style="list-style-type: none"> ○ WIDA spreadsheet ○ WIDA Can Do Descriptors ○ Sapporo Can Do Portraits 2023 ● MP1- HUSKIES - Report Card ● Sample Elementary Report Card ● Sample Secondary Report Card
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B5.3. Indicator: Assessment Processes to Modify Instructional Design and Delivery

Indicator Framing Question:

- How effective are the assessment processes, including the examination of student performance/work, teachers use to modify and revise the design and delivery of their instructional practices based on student progress toward the desired outcomes?

Findings	Supporting Evidence
<p>As mastery learning is a principal component of our learning approach, teachers regularly utilize assessment results to inform and guide modifications and revisions to their instructional practices, ensuring a responsive and tailored approach to student needs as they work towards proficiency in the desired outcomes.</p> <p>Examination of student performance/work</p> <p>We are in the process of recreating writing norming as a whole staff, based on the Pathways rubrics from K-8 and AP English rubrics for 9-12. During the 2023-2024 school year, we plan to design a whole-school writing assessment that would allow for whole-staff interaction,</p>	<ul style="list-style-type: none"> ● Plan for whole-school writing assessment

observations, and assessment of students writing across the school.

- Writing norming would lead to conversations about writing curricular needs at each level
- Teachers will use assessment feedback to inform their lessons and curricular design

Teachers examine student work daily in their own classrooms through grading of assignments, but we are in the process of developing more standardized methods of examining student work across classrooms

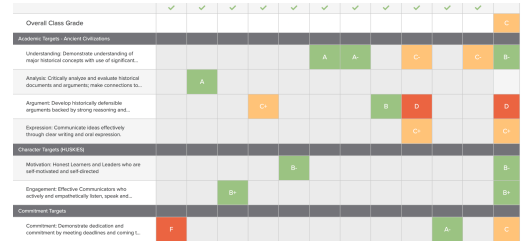
Modify and revise the design and delivery of their instructional practices

- Credit Recovery Plans to ensure that students minimally meet expected standards. If a student fails a semester, teachers revise the tasks so that students who are struggling can attain minimum learning expectations.
- The ALMA system, with 5-10 learning targets reported on each semester, allows teachers to identify the academic skills that students are in need of addressing (through the academic targets) as well as the behaviors and character skills that need improvement (through the commitment and HUSKIES targets)

Student progress toward the desired outcomes

- AP Classroom is used by pre-AP and AP teachers to assess students’ progress towards AP learning outcomes through each unit progress check. AP teachers adjust instruction by reviewing key concepts or focusing on specific units based on these progress checks.
- Many classrooms implement self-evaluation methods to gather feedback from students on areas of learning that were challenging or difficult to follow.
 - Some homerooms use IPC self-evaluations at the end of each unit to ensure that student voice on learning areas that were difficult to follow can be collated.
 - High school history classes self-evaluate character target achievement after the conclusion of a unit

• Credit recovery policy



- The above example of a student view from ALMA shows that the student is improving greatly on commitment between Unit 5 and Unit 6, but needs to focus more on argument, understanding, and expression as the semester progresses.

Topic	Unit 2	Class Avg 2 Average points earned (possible)
6.1: The Origin and Influences of Urbanization	Skill 2.D: Explain the significance of geographic similarities and differences among different locations and/or at different times.	2.4/3
6.2: Cities Across the World	Skill 2.D: Explain the significance of geographic similarities and differences among different locations and/or at different times.	1.9/3
6.3: Cities and Globalization	Skill 5.B: Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.	2.4/3
6.4: The Size and Distribution of Cities	Skill 2.C: Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.	2.4/3
6.5: The Internal Structure of Cities	Skill 1.E: Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	2.2/3
6.6: Density and Land Use	Skill 3.D: Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	1.8/3
6.7: Infrastructure	Skill 3.C: Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.	2.3/3

- Above is an example of the type of feedback teachers receive from AP Classroom—in this case, informing the AP Human Geo teacher to focus more on concepts 6.2 and 6.6.
- Example of IPC self evaluation
- Example of high school history end-of-unit self evaluation

B5.4. Indicator: Impact of Teacher Feedback to Support Students’ Managing and Monitoring Their Own Progress

Indicator Framing Question:

How effective is the teacher feedback (i.e., timely, specific, and descriptive) so that all students are able to manage and monitor their own learning and progress toward desired outcomes?

Findings	Supporting Evidence
At HIS, regular teacher feedback is effective and empowers students to manage and monitor their own learning by providing valuable insights and guidance toward achieving desired outcomes.	<ul style="list-style-type: none"> • Example of a long-term assignment in high school history with built-in checkpoints for teacher-student feedback • Example of conferring in MS Creative

Teacher feedback

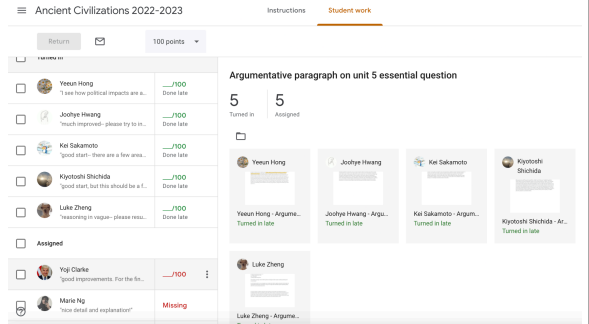
- Small class sizes allow teachers to regularly confer with students on longer assignments such as projects and papers.
- Google Classroom has provided teachers with a platform through which students can receive timely feedback on their daily work.
- Some homerooms give regular feedback on quality Seesaw reflections.
- Seesaw allows for parents to securely access students' portfolio work from home.
- All secondary teachers are required to provide office hours for additional feedback to students.
- Goal setting / Rubrics
- Survey data that applies

Students are able to manage and monitor their own learning and progress

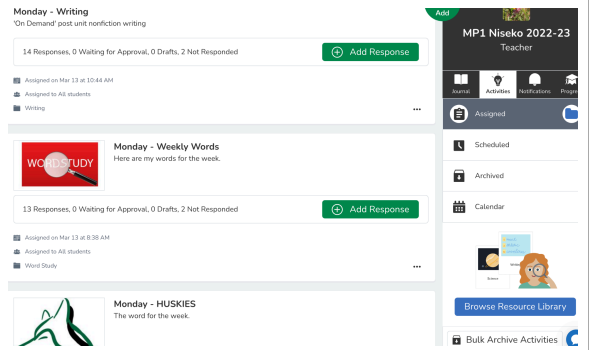
- All secondary teachers are required to enter a grade at least every two weeks (formative or summative) to keep students and parents up to date
- Seesaw allows for parents to securely access students' portfolio work from home.
- ALMA provides secondary students a way to see their progress towards specific learning targets over the course of a semester

Writing: Lunchtime | Classroom

- Example of conferring progress updates in Publications



- Example of IPC self evaluation (Seesaw)
- Office hours schedule for secondary
- Secondary Assessment and Grading - Aug 2023



Overall Class Grade	1	2	3	4	5	6	7	8	9	10	11	12
Academic Target: Ancient Civilizations												
Understanding: Demonstrate understanding of major historical concepts with use of discipline...					A	A			C			B
Analysis: Critically analyze and evaluate historical documents and arguments, make connections to...		A										
Argument: Develop historically defensible arguments backed by strong reasoning and...				C				B	D			D
Expression: Communicate ideas effectively through oral writing and art expression.										C		C
Character Target: HUSKIES												
Motivation: Honest Learners and Leaders who are self-motivated and self-directed							P					B
Engagement: Effective Communicators who actively and respectfully listen, speak and...						B+						B+
Commitment Target												
Commitment: Demonstrates motivation and commitment by meeting deadlines and coming t...											A	C

- This example of a student view from ALMA shows that the student is improving greatly on the commitment between Unit 5 and Unit 6, but needs to focus more on argument, understanding, and expression as the semester progresses.

Impact on Student Learning: *How does the school's curriculum, instruction, and assessment based on the Category B criteria affect the impact on student learning?*

When discussing student learning, the school is centered around a vision and mission statement that accounts for the various aspects of development the school stands behind. Specifically, our mission statement emphasizes belief in...

- global engagement
- growth for all
- repeated positive struggle
- the need for lasting connections between knowledge, skills, and understandings
- experiential learning
- learner-centered experiences
- character-rich environment

These statements are reviewed every five years and checked on an annual basis (see strategic plan). This focus can be reflected in our strengths and can also be used as an overarching framework for our growth areas to measure our impact on student learning better.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category B, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. **Progressive Growth-Minded Education:** We innovatively use new research to create special programs for the school that honor our focus on holistic, whole-person development that embraces positive struggle as a means for growth. Innovation is supported through organized professional development that serves the needs of our school, students, and staff.
2. **Student-Centered Learning:** We provide students with opportunities to share their voices, take ownership of their learning, and reflect on their growth through multiple mediums and assessments.
3. **Strong Organization to Aid Collaboration:** We organize our curriculum and systems in ways that improve access to important information so that staff can benefit collectively from individual efforts.
4. **Embracement of continuous improvement:** We work actively together through PLCs to review curriculum, programs, and school approaches with the goal of constantly improving.
5. **Data Collection:** We have multiple ways of collecting data to assess student success levels. The final piece seems to be a common writing assessment. And then, we must make time to engage with the data to evaluate our impact on student learning.

Growth Areas

1. **Measuring Impact on Learning:** More consistent surveying of students to determine at-the-moment impact on learning is needed, along with more time to engage with data to determine the effectiveness of instruction on student learning **(1B)**
2. **Deepening our Curriculum Review Cycle:** More collaboration time is needed for multiple staff to collaborate, reflect on curricular review, and implement it into current-day instruction (see Action Plan 2018-2024 5-year curriculum review cycle) **(2B)**
3. **Enhancing key aspects of the school:** Explore ways to provide more support for certain aspects (AP classes & pillar programs) to ensure their growth and development. Consideration should be given to the time, resources, and training needed. **(3B)**
4. **Common Writing Assessment, Norming, and Student Work Collection:** We must finish developing our common writing assessment system and then dedicate time to norm staff and collect student work. Time should then be allotted to discuss results with students individually. **(4B)**
5. **Reviewing, Revamping, and Redefining our SLOs:** With dedicated SEL curricula now in place at both the secondary and elementary levels, we are well-positioned to review and update our approach to character education, refreshing our approach to HUSKIES/Virtues and orienting our work around simpler,

clearer SLOs. **(5B)**

Next Steps:

The Curriculum, Instruction, and Assessment Focus Group would like to recommend all of the above growth areas to the Action Planning Committees for inclusion in the 2024-2030 school-wide action plan.

Category C: Support for Student Personal and Academic Growth

C1. Student Social-Emotional and Academic Support Criterion

Students are provided with a system of support services that meet their academic and social-emotional needs. Students are also provided with activities, opportunities and/or programs within the school and community that further accomplish the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

C1.1. Indicator: Support for the Social-Emotional and Learner Needs of ALL Students

Indicator Framing Questions:

How effective are the school's strategies to review both schoolwide and individual student learner needs and to provide appropriate services and programs?

How adequate and effective are the personalized social-emotional and career/academic programs to support all students in such areas as health, career and personal counseling, and academic assistance?

Findings	Supporting Evidence
<p>Looking at the procedures and processes in place, HIS's strategies to review both schoolwide and individual student learner needs are becoming more systemized and robust.</p> <p>HIS uses a Response to Intervention (RTI) model to identify and support students with difficulties in the classroom.</p> <ul style="list-style-type: none"> ● Teachers are asked to document interventions before counseling referrals on the Counseling Referral form (RTI Tier 1) ● We have set aside time at orientation to review this model with teachers each school year ● Students are supported through in-school counseling services, outside referrals, and/or HUSKY support plans for students with diagnoses of learning difficulties. ● HIS works with TELL for English-based learning assessments and is working on building a relationship with the Kento Center to access more local resources. ● Protocol to identifying special needs learners: 1) Teacher or parents raise concerns to admin/counselor 2) Teachers discuss at "student of concern" meeting 3) Parents are contacted for meeting with relevant teacher/ counselor/ admin 4) If needed, assessment is requested 5) HUSKY support plan team is developed based on professional assessment results 6) Teachers are given HUSKY support plan to implement in the classroom ● In some cases, behavior contracts are developed by the administration team. <p>HIS uses standardized testing data alongside daily class observation to identify student learner needs.</p> <ul style="list-style-type: none"> ● MAP, WIDA, and PSAT results are shared with teachers. ● DRA results are used in the elementary to track reading needs. ● 2023: the creation of a data team to systemize the use of data and assessments across the school 	<p>Flow chart for counseling referrals Counseling referral form Modification tracking template Husky support plan template TELL</p> <p>WIDA spreadsheet Achievement Data</p> <p>ELL program overview Sapporo Can Do Portraits 2023-2024</p>

The ELL department has clear processes for identifying students with English language needs.

- Parent reporting on application
- WIDA Screening as part of the application
- Teacher referrals
- Ongoing WIDA assessment twice per school year

Furthermore, based on the data received through parent and student surveys and other sources, the personalized social-emotional and career/academic programs at HIS are meeting the needs of learners.

Survey results indicate that students and parents feel supported as individuals through social-emotional and career/academic programs.

Student survey results on a 1-5 scale (4th column = 2023)

9. Teachers respect the students at HIS.	3.94	4.09	3.59	3.93
10. Students are listened to at HIS.	3.42	3.79	3.14	3.31
11. There is at least one adult at HIS to whom I can talk if there is a problem.	3.45	3.89	3.37	3.18
12. The curriculum provides opportunities for students of all abilities to learn.	3.55	3.74	3.35	3.52
13. The curriculum provides opportunities for students to gain skills and knowledge.	3.91	4.04	3.57	3.72
14. HIS prepares students for their future studies.	3.61	3.70	3.41	3.48
22. Teachers use different teaching methods regularly to help me learn.	3.58	3.68	3.27	3.64
29. The education I am receiving at HIS helps me understand the world around me.	3.33	3.70	3.33	3.36
30. HIS is preparing me for life after high school.	3.39	3.81	3.41	3.32

Teacher survey results on a 1-5 scale (4th column = 2023)

12. The curriculum provides opportunities for children of all abilities to learn.	3.76	3.93	3.88	4.02
13. The curriculum provides opportunities for students to gain skills and knowledge.	3.84	4.03	4.00	4.13
14. HIS prepares students for their future studies.	3.83	3.83	3.88	3.92

HIS utilizes Unifrog as a platform for grades 6-12 students to explore and prepare for options post-graduation. Additionally, homeroom teachers provide SEL instruction using the CASEL framework.

- HIS has two part-time, on-site college counselors to meet one-on-one with students throughout the year.
- College counselors follow a year plan to ensure that high school students are receiving appropriate post-secondary guidance.
- College counselors work with the HUSKY Legacy Association to arrange alumni events and career days

In the elementary, teachers have explored a variety of SEL curricula to complement the work being done with HUSKIES and the Virtues Project, and they will launch the use of Second Step or Character Strong in semester 2 of 2023-2024.

HIS utilizes the FLASH Health curriculum in MP3 through Grade 12 to educate students on sexual health and relationships.

HIS has increased staffing in recent years to support student SEL and learning needs better.

- Addition of in-school social-emotional counseling support in 22-23
- Addition of contracted on-call external counselor starting in 20-21

Unifrog and homeroom SEL curriculum map
 Secondary homeroom template
 College counseling year plan
 Postgraduate information
 2023 Alumni panel

FLASH curriculum

Counseling at HIS overview
 In-school social-emotional support website description

● Addition of Inclusion Coordinator 23-24	
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C1.2. Indicator: Personalized Approaches and Strategies

Indicator Framing Question:

How effectively are the schoolwide and personalized approaches to learning implemented by leadership and staff so that ALL students progress in achieving the desired outcomes?

Findings					Supporting Evidence																																																		
<p>The schoolwide and personalized approaches to learning implemented by leadership and staff are largely effective for ensuring ALL students progress in achieving the desired outcomes.</p> <p>Because HIS is a small school, small class sizes allow teachers to differentiate effectively for students at various levels.</p> <ul style="list-style-type: none"> ● Because EY can personalize learning for students, go at their pace, and provide entry points within its projects and invitations for all students, we can provide support for all students within the scope of the teachers’ expertise. ● DRA and WIDA results are used to track student progress throughout the elementary and inform teacher instruction ● In high school, students are offered differentiated instruction in many classes offering tiered models-- Developing, Standard, Honors, and AP levels. ● Niseko established an MP2 (2023-24) to help further differentiate learning. <p>Survey results indicate that students and parents feel that learning is personalized and teachers use appropriate strategies to advance student learning.</p> <p>Student survey results on a 1-5 scale (4th column = 2023)</p> <table border="1"> <tr> <td>12. The curriculum provides opportunities for students of all abilities to learn.</td> <td>3.55</td> <td>3.74</td> <td>3.35</td> <td>3.52</td> </tr> <tr> <td>22. Teachers use different teaching methods regularly to help me learn.</td> <td>3.58</td> <td>3.68</td> <td>3.27</td> <td>3.64</td> </tr> <tr> <td>23. I know what I need to do to be successful in classes.</td> <td>3.94</td> <td>3.91</td> <td>3.73</td> <td>3.87</td> </tr> <tr> <td>24. I always understand the purpose of lessons in my class</td> <td>3.64</td> <td>3.66</td> <td>3.30</td> <td>3.26</td> </tr> <tr> <td>25. Lessons in my classes are helpful and / or worthwhile to me.</td> <td>3.70</td> <td>3.85</td> <td>3.40</td> <td>3.46</td> </tr> </table> <p>Teacher survey results on a 1-5 scale (4th column = 2023)</p> <table border="1"> <tr> <td>4. Teachers keep me informed about my child’s academic progress.</td> <td>3.93</td> <td>4.04</td> <td>4.18</td> <td>4.27</td> </tr> <tr> <td>5. The school keeps me informed of important issues.</td> <td>4.29</td> <td>4.05</td> <td>4.27</td> <td>4.30</td> </tr> <tr> <td>6. Teachers challenge my child to learn.</td> <td>3.97</td> <td>4.19</td> <td>4.13</td> <td>4.22</td> </tr> <tr> <td>7. Teachers support my child’s efforts.</td> <td>4.14</td> <td>4.29</td> <td>4.27</td> <td>4.41</td> </tr> </table> <table border="1"> <tr> <td>12. The curriculum provides opportunities for children of all abilities to learn.</td> <td>3.76</td> <td>3.93</td> <td>3.88</td> <td>4.02</td> </tr> </table>	12. The curriculum provides opportunities for students of all abilities to learn.	3.55	3.74	3.35	3.52	22. Teachers use different teaching methods regularly to help me learn.	3.58	3.68	3.27	3.64	23. I know what I need to do to be successful in classes.	3.94	3.91	3.73	3.87	24. I always understand the purpose of lessons in my class	3.64	3.66	3.30	3.26	25. Lessons in my classes are helpful and / or worthwhile to me.	3.70	3.85	3.40	3.46	4. Teachers keep me informed about my child’s academic progress.	3.93	4.04	4.18	4.27	5. The school keeps me informed of important issues.	4.29	4.05	4.27	4.30	6. Teachers challenge my child to learn.	3.97	4.19	4.13	4.22	7. Teachers support my child’s efforts.	4.14	4.29	4.27	4.41	12. The curriculum provides opportunities for children of all abilities to learn.	3.76	3.93	3.88	4.02					<p>EY evidence - developmental milestone documents; Presentation to parents; Workshop for parents. Secondary course levels p. 32 WIDA spreadsheet DRA Data</p> <p>ELL support schedule</p> <p>IPC Route map Language Arts PLC curriculum map Social Studies PLC curriculum map Science PLC curriculum map Secondary course levels p. 32</p>
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<p>The ELL department provides push-in and pull-out support for students with language needs in the mainstream classroom.</p> <p>Despite students entering each classroom at different levels, ALL students are working towards shared learning targets defined by the various curricula across the school.</p> <ul style="list-style-type: none"> ● Common core objectives and standards are taught and assessed for elementary students through Singapore Math, the Readers Writers project, and IPC Milepost curricula. 																																																							

<ul style="list-style-type: none"> • The Middle School uses Common Core and IMYC rubrics. • The high school uses AP exams as external assessment criteria, but not all students choose to take AP classes or exams. • Within secondary classes, teachers define learning targets through ALMA, and all students are assessed on those targets unless a modified program is established for a student with significant learning needs. In that case, the student may be assessed fewer, or an alternative set of criteria <p>Staff communicate regarding “students of concern” in faculty meetings to develop interventions so that all students are progressing academically.</p> <ul style="list-style-type: none"> • If the concern is academic in nature, students are referred to teacher office hours and/or academic coaching. • If the concern centers around a potentially diverse learning need, this discussion can lead to the development of HUSKY Support Plans so all teachers are utilizing uniform support for individual learner needs. 	<p>Secondary teacher office hours Academic coaching status sheet HUSKY support plan template</p>
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C1.3. Indicator: Alignment of Curricular and Co-Curricular Activities

Framing Question:

To what extent are the curricular and co-curricular activities aligned with academic standards, schoolwide learner outcomes as well as local and/or global actions and service opportunities?

Findings	Supporting Evidence
<p>Curricular and co-curricular activities at HIS align with our schoolwide learner outcomes (HUSKIES) and incorporate global actions and service opportunities.</p> <p>Examples of alignment to global actions and service opportunities can be seen with the activities undertaken by our community service club (MUSH)</p> <p>Student also use service and community volunteer activities to attain Extracurricular Involvement Credits (required for graduation).</p> <p>Alignment to the SLOs (HUSKIES) is partially assured by students writing reflections on their experiences for their “Character Development Graduation Portfolio” (CDGP).</p>	<p>EIR Requirement p. 51 in the handbook EIR tracker 2022/23 After-School Activities - Sapporo 2023/24 After-School Activities - Sapporo 2021/22 Huskies Athletics 2022/23 Huskies Athletics 2023/24 Huskies Athletics HUSKIES week of service CDGP tracker with individual reflections hyperlinked for each HUSKY SLO HUSKIES MUSH Club</p>

C1.4. Indicator: Student Involvement in Curricular/Co-Curricular Activities

Indicator Framing Question:

How effective are the school’s processes for regularly evaluating student involvement in curricular/co-curricular activities, such as projects on global issues, joining networks, service learning, and exchanges?

Findings	Supporting Evidence
<p>While HIS keeps regular records of student involvement in curricular/ co-curricular activities, showing a very high participation rate among students, we could have a clearer school-wide process for regularly evaluating those records beyond our annual survey data.</p> <p>Survey results indicate that students and parents are largely satisfied with the school offerings and student involvement in curricular/</p>	<p>Annual Report p. 3 EIR Requirement p. 51 in the handbook</p>

Student survey data indicate that students largely feel heard and respected.

Student survey results on a 1-5 scale (4th column = 2023)

9. Teachers respect the students at HIS.	3.94	4.09	3.59	3.93
10. Students are listened to at HIS.	3.42	3.79	3.14	3.31
11. There is at least one adult at HIS to whom I can talk if there is a problem.	3.45	3.89	3.37	3.18

HIS is effective at modifying and enhancing student support services, programs, and activities based on student thoughts, perceptions, and experiences.

At the secondary level, student voice plays a significant role in shaping the activities on offer.

- After-school programs and activities were officially restarted during the 2022/23 academic year following pandemic-related restrictions. Student voice played a major role in shaping the after-school programs and activities via student surveys, informal conversations, and analysis of sign-up trends in Middle/High School.
- Secondary students are given the power/means to start/manage their after-school activity, and faculty/the activities director supports them throughout that process. This demonstrates that students are actively building leadership capacity through the activities program.

Student voice plays a significant role in shaping student support services provided by the school.

- All new students are given a counselor check-in within the first month of school to understand how their unique identity and background fit into the school environment/ what their emerging needs might be
- Students are surveyed about their career and university interests to develop the following support programs:
 - University representative visits
 - Alum experience presentations
 - Career week guest speakers
- All grade 6 students on the Sapporo campus are given a survey within their first month of school to understand their needs during this critical transition year to middle school.
- Middle and high school students complete interest surveys and personality profiles through Unifrog to explore opportunities in their areas of interest, including possible career paths and online courses (MOOCs)

Student voice plays a significant role in shaping school programs and future directions.

- The high school outdoor activities Green Plan was designed with the specific range of needs/ interests in the outdoors expressed by high school students
- HUSKIES Week planning is student-directed
- Capstone Research students have presented to the Executive Board on real school issues to provide their well-researched input on decisions made by the Board.
- Students helped design the new dormitory.
- Students continue to be involved in providing input for the school renovations in 2023 and beyond.

2022/23 After-School Activities - Sapporo
 2023/24 After-School Activities - Sapporo
 Student-led clubs

University visits schedule
 Career week survey sample
 2023 Alumni panel
 Career week

Career week reflection
 Grade 6 counseling check-in

Green Plan description
 Green Plan Sign-up
 HUSKIES week of service
 AP Research student presentations to the Executive Board:

- Solar panels in Niseko
- Faucet Aerators

 Dormitory Handbook
 RA Job Description
 Weekly Meeting Notes Document

<ul style="list-style-type: none"> • Student leadership is evident in the dormitory program for duties, entertainment, and outings, led by RA (Residential Assistants) and weekly community meetings. <p>Student representatives report that students feel they have a significant voice at HIS compared to their counterparts at other schools.</p>	<p>Dorm Building Project (student involvement - see 21-minute mark)</p> <p>Student / Admin Meeting Notes - Reflections on Student Survey</p>
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Category C: Support for Student Social-Emotional, and Academic Growth Summary

Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school’s support for student social-emotional and academic growth based on the Category C criteria affect the impact on student learning?*

Support for students’ social-emotional and academic growth at HIS significantly impacts the learning of students from a wide range of backgrounds and with a wide range of needs. Our small school size allows us to be responsive to student needs in the classroom, solicit and incorporate student voices, and be flexible with school programming to adjust to the changing needs of our students each year.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category C, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. **Small school size and student voice:** Small school size allows HIS to be responsive and flexible to expressed student interests and needs. Programs can adapt and change without much friction each year depending on the interests of each student cohort. The school has established pathways for students to initiate a new activity or program. There is a process in place for student voices to be heard, and for collaboration with faculty and school leadership, which ultimately leads to more student agency and leadership in school-wide programs.
2. **Extensive co-curricular offerings:** Given our small school size and staffing, HIS does a fantastic job of giving students multiple avenues to explore their interests through the outdoor program, sports, after-school activities, service, and community engagement opportunities.
3. **Staffing additions to support students more holistically:** Since the last WASC cycle, HIS has added a Counselor position and inclusion Coordinator position and expanded the availability of counseling and student support services.
4. **Pedagogy and school mission:** Student voice and choice are found within the classroom through learner-focused pedagogy, which guides curricular decisions and directions.
5. **Multi-age classrooms** allow teachers to attend to a wide range of student needs that may not match up directly with their reported grade level while also utilizing peer-to-peer support.

Growth Areas for Continuous Improvement

1. **Teacher training in RTI and SEL:** In order to have more consistency in teacher implementation of RTI and documentation of interventions (via ALMA or otherwise), we could improve by setting aside more time for teacher training on these systems. The same applies to Unifrog and the homeroom/ SEL curriculum, especially since elementary will be introducing a new SEL curriculum in 2024. **(1C)**
2. **ELL process and ELL/Classroom teacher collaboration:** We should revise the ELL processes to include more progress monitoring and follow-up meetings with the family/teachers after the plan is put in place. The plan should be clear and explicit to students, parents, and teachers. Classroom and ELL teachers need more collaboration time to ensure that the objectives being pursued by ELL teachers are aligned with classroom objectives. **(2C)**
3. **Further development and streamlining of the HUSKY Support Plan process:** Since HUSKY support plans were introduced relatively recently, staff feel the need for more follow-up and consistency with the identification of learning needs, development of the plan, and continued monitoring and modification of the plan. The development of the new Inclusion Coordinator position should help in this direction. The creation of a flow chart would be a good first step. **(3C)**

4. Mapping and alignment of service, co-curricular activities, and HUSKIES: Service opportunities are growing for secondary students but need more alignment and consistency across the school. For example, elementary students would like to be more involved in HUSKIES Week. Mapping service and activities alignment with HUSKIES and perhaps SDGs would help to ensure consistency from year to year. **(4C)**

5. Revisiting/ revising policies in the secondary: Both the tiered approach to classroom instruction and the CDGP have shifted significantly since they were introduced and merit attention to see if they are currently serving our goals and stated outcomes. **(5C)**

Next Steps:

The Support for Student Personal and Academic Growth Focus Group would like to recommend all of the above growth areas to the Action Planning Committees for inclusion in the 2024-2030 school-wide action plan.

Category D: School Culture, Child Protection, and Parent / Community Involvement

D1. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, equity, a commitment to child protection, trust, caring, professionalism, support, and high expectations for ALL students.

D1.1. Indicator: Collaborative Culture of Mutual Respect, Equity, Caring, and Concern for All Students

Indicator Framing Question:

How effectively does the school demonstrate mutual respect, equity, caring, concern for students, faculty, staff, parents and the community in an environment that honors individual and cultural differences?

Findings	Supporting Evidence																																																					
<p>Based on student and parent surveys and a review of existing policies, practices, and plans, HIS largely demonstrates these qualities (Collaborative Culture of Mutual Respect, Equity, Caring, and Concern for All Students).</p> <p>Survey data indicate that students and parents feel respected, welcomed, and listened to, regardless of background.</p> <p>Student survey results on a 1-5 scale (4th column = 2023)</p> <table border="1"> <tbody> <tr> <td>5. Students respect teachers at HIS.</td> <td>3.88</td> <td>3.85</td> <td>3.16</td> <td>3.44</td> </tr> <tr> <td>6. Teachers challenge me to learn.</td> <td>2.91</td> <td>3.81</td> <td>3.58</td> <td>3.85</td> </tr> <tr> <td>7. Teachers support my efforts.</td> <td>3.58</td> <td>4.00</td> <td>3.52</td> <td>3.81</td> </tr> <tr> <td>8. Teachers hold students to high standards.</td> <td>3.79</td> <td>3.81</td> <td>3.22</td> <td>3.51</td> </tr> <tr> <td>9. Teachers respect the students at HIS.</td> <td>3.94</td> <td>4.09</td> <td>3.59</td> <td>3.93</td> </tr> <tr> <td>10. Students are listened to at HIS.</td> <td>3.42</td> <td>3.79</td> <td>3.14</td> <td>3.31</td> </tr> <tr> <td>11. There is at least one adult at HIS to whom I can talk if there is a problem.</td> <td>3.45</td> <td>3.89</td> <td>3.37</td> <td>3.18</td> </tr> <tr> <td>12. The curriculum provides opportunities for students of all abilities to learn.</td> <td>3.55</td> <td>3.74</td> <td>3.35</td> <td>3.52</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>26. Students of all ethnic and cultural backgrounds are treated fairly.</td> <td>4.21</td> <td>4.19</td> <td>3.79</td> <td>3.81</td> </tr> <tr> <td>27. New students feel welcome at school.</td> <td>4.00</td> <td>3.74</td> <td>3.49</td> <td>3.58</td> </tr> </tbody> </table> <p>Parent survey results on a 1-5 scale (4th column = 2023)</p>					5. Students respect teachers at HIS.	3.88	3.85	3.16	3.44	6. Teachers challenge me to learn.	2.91	3.81	3.58	3.85	7. Teachers support my efforts.	3.58	4.00	3.52	3.81	8. Teachers hold students to high standards.	3.79	3.81	3.22	3.51	9. Teachers respect the students at HIS.	3.94	4.09	3.59	3.93	10. Students are listened to at HIS.	3.42	3.79	3.14	3.31	11. There is at least one adult at HIS to whom I can talk if there is a problem.	3.45	3.89	3.37	3.18	12. The curriculum provides opportunities for students of all abilities to learn.	3.55	3.74	3.35	3.52	26. Students of all ethnic and cultural backgrounds are treated fairly.	4.21	4.19	3.79	3.81	27. New students feel welcome at school.	4.00	3.74	3.49	3.58
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6. Teachers challenge my child to learn.	3.97	4.19	4.13	4.22
7. Teachers support my child's efforts.	4.14	4.29	4.27	4.41
8. Teachers hold students to high standards.	3.89	3.86	3.96	4.09
9. The school provides adequate opportunities for parent involvement.	3.81	3.78	4.06	4.26
10. Parents feel welcome at school and school events.	4.16	3.82	4.41	4.43
11. Teachers are available to meet with parents.	4.22	4.28	4.50	4.46
24. School administration is responsive to the school community.	3.77	3.88	3.85	3.85
25. The school is sensitive to students of different ethnic and cultural backgrounds.	4.01	4.05	4.02	4.10
26. Students of all ethnic and cultural backgrounds are treated fairly.	4.24	4.23	4.20	4.26
27. New students feel welcome at school.	4.15	4.09	4.11	4.34

HIS demonstrates mutual respect, equity, caring, and concern for students by assigning each student a homeroom teacher who plays a pastoral role and serves as a point person for helping the student access support and resources as needed.

- The homeroom teacher plays a pastoral role to check in with students regarding their social, emotional, and academic progress.
 - Homeroom teachers may communicate with students and families about accessing the Sapporo campus's on-site counselor and/or off-site contracted psychologist for support services.
 - Homeroom teachers may communicate with students and families about accessing academic support, such as secondary teacher office hours or academic coaching sessions.
- All new students on the Sapporo campus are given a "new student check-in" from the counselor within the first month.
- Secondary homeroom teachers use the Unifrog platform and CASEL framework to deliver SEL lessons to students during homeroom time.
- Elementary has recently reviewed and adopted a new SEL curriculum (2024 start)

HIS demonstrates mutual respect, equity, caring, and concern for faculty and staff by providing many avenues for teachers to voice concerns through the organization of social events.

- Teachers can access various representatives to help their voices be heard: leadership team teacher representatives, staff representatives, and curriculum team teacher members.
- The Head of School conducts beginning-of-year check-in meetings with new staff and exit interviews for leaving staff.
- HIS has built norms and staff agreements to maintain respectful interactions
- There is a beginning-of-the-year staff outing as a "get to know you" for new and existing staff members.
- Sunshine Committee encourages staff social activities to help alleviate work-related stresses.
- The school provides supplemental support for staff seeking mental health services, subsidizing the first few counseling sessions sought through outside providers.
- The PTA generously puts on teacher appreciation days throughout the year to provide staff with food as tokens of appreciation.

Teacher job description including homeroom duties
 Counselor referral policy
 SEL curriculum for homeroom teachers

Leadership team decision-making matrix
 HIS Staff Agreements
 Orientation agenda showing retreat day on Friday
 Example of Sunshine Committee event organizing

Parent-teacher conferences
 Open house
 HUSKIES events page
 Coffee with head and workshop announcement
 PTA website
 Dorm Doings newsletter

<p>HIS demonstrates mutual respect, equity, caring, and concern for parents and the community by communicating frequently with parents regarding their child’s academics as well as inviting them to play an important role in school-wide events.</p> <ul style="list-style-type: none"> • Parents are invited into the school for parent-teacher conferences twice a year and elementary assemblies to keep them updated on their child’s academics. • Elementary teachers use weekly newsletters, Class Dojo communication, and Storypark (EY) to keep parents updated on what their children are learning in the classroom. • Parents are also invited into the school for seasonal events, Open House, and coffee mornings with administration. • HIS has a very active PTA at the Sapporo campus that frequently provides grants to the school for programs and events, volunteers in the library, and organizes community-wide events such as Fall Festival and Spring Bazaar. • The dorm provides a regular newsletter for parents on the dorm program along with ongoing messages as needed in individual and group communications (Alma, email, WhatsApp) <p>Starting in 2022, HIS has established a DEIJ PLC, Action Plan, and Leadership Team to continue to ensure that we are establishing an environment of respect and equity for all students.</p>	<p>DEIJ Leadership Team framing slide DEIJ Action Plan</p>
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D1.2. Indicator: Student Social-Emotional Well-Being

Indicator Framing Question:

How effectively does the school support and foster student social-emotional well-being to strengthen positive relationships and emotional connections in the learning process and help develop a range of skills for school and life?

Findings	Supporting Evidence
<p>Evidence indicates that HIS significantly fosters students’ social-emotional well-being in the learning process.</p> <ul style="list-style-type: none"> • The Sapporo school counselor provides 1-1 counseling to students. The school also contracts with a local certified counselor who can offer further specialized services as needed. • Since we don’t have access to an on-site counselor at Niseko, each teacher incorporates class meetings and one-on-one check-ins into the weekly schedule. • Currently, the school is working on embedding CASEL-aligned social-emotional standards throughout the homeroom curriculum for each grade level. • All staff complete a child safeguarding training that includes SEL issues and topics. • The FLASH Health curriculum (MP3- G12) offers lessons on healthy student relationships • Husky Values and the Virtues Project have been embedded/integrated with the IPC curriculum planning, student-led action, and homeroom meetings. <p>HIS helps students develop a range of skills for school and life through its experiential learning and leadership opportunities.</p> <ul style="list-style-type: none"> • The Outdoor Education program and place-based field trips allow students to develop relationships and emotional connections with peers and teachers. Additionally, life skills such as leadership, collaboration, grit, planning, and goal-setting are incorporated into these trips. <ul style="list-style-type: none"> ○ Middle and High school students participate in 1-2 overnight trips per year-- this is a required part of the curriculum. 	<p>Counselor referral policy SEL curriculum for homeroom teachers Child Safeguarding training FLASH curriculum IPC Route map</p> <p>Outdoor Program Niseko All-School Outdoor Trips 23-24 Niseko trips integrated into the curriculum</p>

<ul style="list-style-type: none"> ○ Middle and high school students participate in day trips (required) and weekend AdHoc trips (optional) to extend outdoor learning and team-building opportunities. ● Monthly assemblies at the secondary and elementary levels highlight student leadership, agency, a reflection of learning, and “virtues acknowledgments.” ● During homeroom time, secondary students work on life skills and post-secondary planning through the Unifrog platform. ● Husky Athletics participates in tournaments across Japan for their specific sports, which helps them interact with students from other schools while also strengthening their relationships as a team. 	<p>Sample elementary assembly Elementary assemblies news Unifrog Athletics events schedule</p>
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D1.3. Indicator: Culture of Teacher Innovation and Support

Indicator Framing Questions:

To what extent does the school demonstrate a culture which supports and encourages teachers to use innovative approaches which enhance student learning?

How effective is the leadership at promoting a positive culture at the school amongst staff and faculty?

Findings	Supporting Evidence																																													
<p>Survey results and other evidence largely indicate that HIS demonstrates a growing culture of support to encourage teachers to use innovative approaches which enhance student learning.</p> <p>Staff survey results on a 1-5 scale (4th column = 2023)</p> <table border="1" data-bbox="105 955 1088 1396"> <tr> <td>3. At work, I have the opportunity to do what I do best every day.</td> <td>3.48</td> <td>3.63</td> <td>4.00</td> <td>3.97</td> </tr> <tr> <td>4. I regularly receive recognition or praise for doing good work.</td> <td>2.81</td> <td>3.17</td> <td>3.26</td> <td>3.45</td> </tr> <tr> <td>5. Administrators seem to care about me as a person.</td> <td>3.52</td> <td>3.46</td> <td>3.70</td> <td>3.94</td> </tr> <tr> <td>6. There is someone at work who encourages my development.</td> <td>3.38</td> <td>3.42</td> <td>3.78</td> <td>3.94</td> </tr> <tr> <td>9. My associates or fellow employees are committed to doing quality work.</td> <td>3.86</td> <td>3.29</td> <td>3.59</td> <td>4.23</td> </tr> <tr> <td>10. I have a colleague I can turn to at any time for support.</td> <td>4.29</td> <td>4.04</td> <td>4.41</td> <td>4.29</td> </tr> <tr> <td>11. In the last year, someone at work has talked to me about my progress.</td> <td>3.10</td> <td>3.67</td> <td>3.93</td> <td>4.03</td> </tr> <tr> <td>12. This last year, I have had opportunities at work to learn and grow.</td> <td>3.29</td> <td>3.71</td> <td>3.89</td> <td>3.81</td> </tr> <tr> <td>13. The administration facilitates school improvement with plans of action which enhance quality learning for students.</td> <td>3.05</td> <td>3.21</td> <td>3.44</td> <td>3.87</td> </tr> </table>	3. At work, I have the opportunity to do what I do best every day.	3.48	3.63	4.00	3.97	4. I regularly receive recognition or praise for doing good work.	2.81	3.17	3.26	3.45	5. Administrators seem to care about me as a person.	3.52	3.46	3.70	3.94	6. There is someone at work who encourages my development.	3.38	3.42	3.78	3.94	9. My associates or fellow employees are committed to doing quality work.	3.86	3.29	3.59	4.23	10. I have a colleague I can turn to at any time for support.	4.29	4.04	4.41	4.29	11. In the last year, someone at work has talked to me about my progress.	3.10	3.67	3.93	4.03	12. This last year, I have had opportunities at work to learn and grow.	3.29	3.71	3.89	3.81	13. The administration facilitates school improvement with plans of action which enhance quality learning for students.	3.05	3.21	3.44	3.87	
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<p>Administrators support professional growth through the Danielson evaluation process and PD (both personal and school-wide.)</p> <ul style="list-style-type: none"> ● Administrators observe teachers at least twice a year to meet teacher goals through the observation process. ● Staff are granted a yearly PD allowance to pursue professional goals. ● Whole school PD is provided to keep teachers up to date on current practices <ul style="list-style-type: none"> ○ 2023 IPC training ○ 2020 Virtues training ○ 2023 Makerspace preview activity at orientation ○ 2019 WIDA training ○ During COVID-19, some PD days were professional “potlucks” in which teachers share an interest or skill with other teachers. <p>Teacher interest drives continuing education on topics of interest, which often leads to teacher-led initiatives and programs being enacted.</p> <ul style="list-style-type: none"> ● 2022-2023 saw the return of all staff reading through professional reading 	<p>Observation process Professional development handbook</p> <p>Professional reading book</p>																																													

<p>“book clubs.”</p> <ul style="list-style-type: none"> ● Teachers have proposed and enacted the following initiatives (often through the Leadership Team framework) based on personal passion and professional interest. <ul style="list-style-type: none"> ○ Green White Plan ○ HIS Reads ○ Kitara ○ Domestic global challenge ○ D.E.A.R. ○ Micro-libraries ○ HIS Writes ○ Science fair ○ CDGP ○ Elementary Assembly ○ Poetry Cafe ○ Grade 5 Moving Up Ceremony ○ Elementary Overnight Trip ○ Math Olympiad ○ IPC Expos ● Teachers regularly research, design, and plan for extension activities (field trips, community collaborations) that align with their taught curriculum and are encouraged to pursue this aspect of their pedagogy. <p>Leadership has shown commitment to maintaining a positive school culture through check-ins and promotion of staff bonding activities.</p> <ul style="list-style-type: none"> ● Delegating a “sunshine team” leads to promoting a positive school culture ● Head of school meets with new teachers a few months into the school year to see what is going well and what can be improved ● Administration supports a beginning of year staff retreat day during orientation as well as Sunshine committee activities such as the holiday party ● Administration assigns a mentor to each incoming teacher ● Administration revisits and frequently references staff norms and agreements 	<p>clubs</p> <p>Green Plan Description</p> <p>HIS Reads</p> <p>Kitara</p> <p>DEAR</p> <p>HIS Writes</p> <p>Science Fair</p> <p>CDGP</p> <p>Domestic Global exchange</p> <p>IPC Expos</p> <p>New teacher mentors</p> <p>Orientation agenda showing retreat day on Friday</p> <p>Example of Sunshine Committee event organizing</p> <p>HIS Staff Agreements</p>
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D1.4. Indicator: Safe, Clean, and Orderly Environment

Indicator Framing Questions:

How effective are the school's existing policies and procedures to continually ensure a safe, clean and orderly environment that nurtures learning, including effective operating procedures for internet safety?

Findings	Supporting Evidence
<p>The school has shown commitment to students’ safety and a clean environment by having different policies and procedures that are evident in daily routines, infrastructure, the child safety team, cleaning services, and health policies.</p> <p>Despite a lack of an in-school nurse, staff are reasonably well prepared for basic student health and emergency needs that may arise.</p> <ul style="list-style-type: none"> ● Each teacher is given a first aid kit to keep on their desk ● The office has a sick room where students can rest until parents can pick them up to take them to a doctor ● Every year, staff are provided first-aid training emphasizing AED, CPR, and Epipen use. In 2023, staff were also required to complete suicide prevention training. ● HIS followed the Japanese government and JCIS guidance during COVID-19 to maintain effective health protocols 	<p>CPR training</p> <p>Covid protocols</p> <p>Campus access guidelines during COVID 19 Pandemic</p> <p>Example spreadsheet of student</p>

- Student allergies and other medical issues are viewable by teachers on ALMA.
- Emergency drills, including earthquake and fire drills, are scheduled regularly during the school year. Students must also bring in an earthquake emergency kit at the beginning of the year.

allergies pulled from ALMA
Emergency handbook

The building is well-maintained by cleaning staff, teachers, and students, with particular attention to safety adjustments, improvements, and renovations upcoming in 2024.

- Students clean their classrooms at the end of each school day, and an additional contracted cleaning crew is used for deeper cleaning, bathrooms, trash pickup, etc.
- There are bi-yearly walk-throughs of the school building & the grounds by the Child Protection Team to target 'problem areas'.
- In 2022, a full time building manager position was added, who has frequent communication with staff and is very attentive to building needs as they arise.
- HIS, often aided by grants from the US office of overseas schools, regularly improves school security (gate to backfield, crash barriers, extra security doors in the dorm)
- Grounds maintenance, mowing, trimming, and clearing snow in winter - including away from buildings and off roofs. Snow clearing provides safe walking pathways for students to school and in-between buildings.
- Upcoming renovations are planned in 2024 to make the building more conducive to learning, including considerations around sound and safety at drop-off and pick-up.

Example of student-assigned cleaning jobs

Teacher requests for cleaning supplies

Building manager job description

Safety committee building walk-through notes

Evidence of OOS grants to improve school security
(Documentation in School Office)

Evidence of grounds maintenance to provide a safe school environment

Example of plans for upcoming renovations related to safety or learning environment

Survey results indicate that students and parents are largely satisfied with the cleanliness of the building and the adequacy of facilities.

Student results on a 1-5 scale.

Statement	2020 33 responses	2021 47 responses	2022 63 responses	2023 85 responses
1. The school is a clean and pleasant place to learn.	3.97	3.87	3.29	3.32
2. The school facilities are adequate to support instruction.	3.64	3.70	3.43	3.53
3. School technology is up to date	3.97	3.77	3.19	3.31

Parent results on a 1-5 scale.

Statement	2020 101 responses	2021 94 responses	2022 102 responses	2023 125 responses
1. The school is a clean and pleasant place to learn.	4.13	4.17	4.11	4.19
2. The school facilities are adequate to support instruction.	3.92	3.80	3.82	3.98
3. School technology is up to date	3.89	3.78	3.96	3.91

Students are supervised during regular school days and on outings in order to ensure their safety.

- Elementary and secondary teachers participate in a recess duty rotation, and elementary teachers rotate on bus duty.
- As defined by precise staff-to-student ratios, field trips and overnights are staffed with appropriate coverage.

Secondary lunch duty schedule
Elementary lunch duty schedule
Field trip ratios

Student online safety is considered through limitations imposed by the technology department, student education around tech usage, and conversations with parents about healthy tech usage.

- Student-teacher communication takes place on HIS emails and servers.
- Students cannot access inappropriate websites, and elementary

HIS Code of Conduct

<p>students can only access Kids YouTube.</p> <ul style="list-style-type: none"> • Students and teachers have distinct wifi networks with different passwords. • Students are given digital citizenship lessons, and parents have been invited to “tech nights” to discuss student tech usage. 	<p>Campus device regulations</p> <p>Homeroom curriculum featuring digital citizenship lessons</p> <p>Tech night for parents</p>
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D2. Child Protection Criterion

The school has an effective child protection program that includes a clear definition of child abuse, policies and practices, training for stakeholders, and reporting procedures within the legal and cultural context of the host country.

D2.1. Indicator: Definition of Child Protection

Framing Questions:

How aligned is the school's definition of child abuse, including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation, inappropriate behavior of children towards other children, and online child protection, with internationally recognized child protection standards as found in the resources of the International Centre for Missing and Exploited Children (ICMEC)?

To what extent is the school cognizant of the legal context of the host country?

Findings	Supporting Evidence
<p>HIS Child Protection policies align with Japanese laws and internationally recognized child protection standards.</p> <p>HIS has developed a clear policy on child safeguarding, as stated on the HIS website, and is in the process of systematizing child safety documentation into a more updated and coherent child safety handbook.</p> <ul style="list-style-type: none"> • HIS policies are aligned with the United Nations Rights of the Child • HIS is a JCIS member school and abides by its statement on safeguarding. • All teachers AND outside vendors complete a child safeguarding training annually and sign a code of conduct. <p>HIS is cognizant of the legal context in Japan.</p> <ul style="list-style-type: none"> • Administrators and counselors have participated in legal workshops hosted by the Japan Council of International Schools and continue to follow JCIS-wide standards and policies. • The school counselor regularly participates in meetings of the Japan Counselors Network to keep abreast of new child safety topics and discuss case studies with colleagues that shed light on dealing with complicated issues in the Japanese legal context. 	<p>HIS Website statement and documents on safeguarding</p> <p>Folder of documents currently being streamlined/ updated for the child safety handbook</p> <p>JCIS statement on safeguarding</p> <p>Teacher Code of Conduct</p> <p>Outside vendor agreement</p> <p>Counselor notes on JCIS training</p>

D2.2. Indicator: Policies, Practices, and Written Guidelines for Child Protection

Indicator Framing Questions:

To what extent are the school's policies, practices and the written guidelines (code of conduct) for appropriate and inappropriate behavior of adults towards students, students towards adults, and students towards other students understood and followed by all?

To what extent are the school's policies and practices followed to ensure the safety and welfare of all students, including, excursions, trips and student exchanges and, if applicable, within boarding facilities, homestay and residential arrangements boarding?

Findings	Supporting Evidence
<p>Adults and students well understand the school's policies on behavior.</p> <p>Adults are annually reminded of appropriate behavior towards</p>	<p>HIS Website statement and documents on safeguarding</p> <p>Folder of documents currently being streamlined/ updated for the child safety</p>

<p>students through child safeguarding training and signing the Code of Conduct.</p> <ul style="list-style-type: none"> • The safeguarding training reminds teachers of appropriate reporting procedures to the Child Safety Lead (Head of School). • Additionally, the Child Safety Committee is working towards a more systematic understanding of reporting by planning scenario-based staff training during full faculty meetings. <p>Appropriate student behaviors towards adults and other students are communicated through the handbook, homerooms, assemblies, and the FLASH Health Curriculum.</p> <ul style="list-style-type: none"> • Before special trips, especially overnights, appropriate expectations are reviewed during assemblies and homerooms, and students and parents must sign an understanding agreement. • The Child Safety Committee is working to post clear signage around the school to ensure students know how to report inappropriate behavior. <p>In the dormitory program, measures have been taken to tighten up the rules, regulations, and communications to ensure a safe environment for all (see Residential Life section)</p>	<p>handbook</p> <p>Common training is required for all staff, aligned to international norms for Child Safeguarding & Protection</p> <p>Teacher Code of Conduct</p> <p>Outside vendor agreement</p> <p>Child Safety Committee plans to update staff</p> <p>Incident Report Form</p> <p>Student Codes of Conduct in the Community Handbook</p> <p>Waiver Agreements for all Overnight Trips and Excursions.</p> <p>Example of FLASH lesson discussing grooming</p> <p>Child Safety Committee poster plan</p>
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D2.3. Indicator: International Norms of Child Protection

Indicator Framing Questions:

To what extent does the school understand and adapt to international norms of the families it serves as well as the community in which it resides?

To what extent does the school comply with the international legal and ethical expectations and requirements regarding child abuse within the country in which it resides?

Findings	Supporting Evidence
<p>As stated in D2.1-D2.2, the school understands and adapts to the international norms of its families and its community by keeping up to date on the Japanese legal context and following child safety policies that comply with both international and local norms.</p> <p>HIS fully cooperates with Japanese authorities when approached about child safety concerns in our community.</p> <p>Adults are annually reminded of international legal and ethical expectations and requirements regarding child abuse through child safeguarding training and signing the Code of Conduct.</p> <ul style="list-style-type: none"> • The safeguarding training reminds teachers of appropriate reporting procedures to the Child Safety Lead (Head of School). • In 2023, HIS switched from Educare to Childsafeguarding.com for annual training to better align with international rather than British-based norms. • Additionally, the Child Safety Committee is working towards a more systematic understanding of reporting by planning scenario-based staff training during full faculty meetings. <p>HIS is cognizant of the legal context in Japan.</p> <ul style="list-style-type: none"> • Administrators and counselors have participated in legal workshops hosted by the Japan Council of International Schools and continue to follow JCIS-wide standards and policies. 	<p>Niseko Town Bullying Prevention Basic Policy</p> <p>Niseko Town Ensuring the safety of children and students (school safety)</p> <p>Common training is required for all staff, aligned to international norms for Child Safeguarding & Protection</p> <p>Teacher Code of Conduct</p> <p>Outside vendor agreement</p> <p>Child Safety Committee plans to update staff</p> <p>Incident Report Form</p>

<ul style="list-style-type: none"> The school counselor regularly participates in meetings of the Japan Counselors Network to keep abreast of new child safety topics and discuss case studies with colleagues that shed light on dealing with complicated issues in the Japanese legal context. <p>As one example of adapting to the norms of our families, the Child Safety team deliberated for a year about finalizing the onsen policy to reflect both international child safety norms and respect for local customs.</p>	<p>Counselor notes on JCIS training</p> <p>Meeting notes on finalizing onsen policy 2023</p>
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D2.4. Indicator: Curricular Programs for Child Protection

Indicator Framing Question:

How appropriate are the school's age-appropriate programs and activities that focus on child-protection including topics such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behavior, neglect and negligent behavior, self-harm, safety away from home, commercial exploitation, and disclosing abuse as defined by the United Nations Convention on the Rights of the Child and/or the International Center for Missing and Exploited Children (ICMEC) www.icmec.org/education-portal/?

Findings	Supporting Evidence
<p>These topics are covered in Health Ed using the Flash Curriculum at age-appropriate levels, and some of these topics are also covered within the homeroom curriculum.</p> <p>Grade 4+ FLASH curriculum covers healthy relationships and online safety, which includes personal safety, physical and emotional abuse, manipulation, grooming, and healthy sexual behavior.</p> <ul style="list-style-type: none"> FLASH provides age-appropriate materials and activities for these topics for grades 4+. We have identified this as a growth area for 23-24, as the Health teachers did receive some feedback that students wanted more legal definitions and explanations of consequences related to abuse/ harassment. <p>The secondary homeroom curriculum covers some of these topics through the CASEL framework, and the adoption of an elementary SEL curriculum in 2024 will be examined to see how well it covers these areas.</p>	<p>Flash Website Link</p> <p>HIS adapted FLASH curriculum</p> <p>See slides 28-30 for updated information for the 23-24 Health curriculum</p> <p>Homeroom curriculum resources spreadsheet</p>

D2.5. Indicator: Reporting of Child Protection Disclosures

Indicator Framing Questions:

How effective are the school's structured procedures for reporting suspected or disclosed maltreatment or abuse?

To what extent do reporting procedures include identifying actions to be taken by specific individuals, including informing appropriate authorities?

Findings	Supporting Evidence
<p>The school has implemented a comprehensive child protection policy to ensure our procedures are clear, effective, and consistently followed.</p> <p>The school engages in consistent revision/improvement of Child Protection policies.</p> <ul style="list-style-type: none"> For example, The Child Safety Committee is working to post clear signage around the school to ensure students know how to report inappropriate behavior. <p>The school has a structure of procedures that effectively addresses</p>	<p>HIS Website statement and documents on safeguarding</p> <p>Folder of documents currently being streamlined/ updated for the child safety handbook</p> <p>Common training is required for all staff, aligned to international norms for Child Safeguarding & Protection</p> <p>Teacher Code of Conduct</p> <p>Outside vendor agreement</p>

reporting of suspected maltreatment or abuse. The procedures in place clearly identify the steps or actions.	Child Safety Committee plans to update staff Incident Report Form Child Safety Committee poster plan
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D3. Parent/Community Involvement Criterion

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

D3.1. Indicator: Consistent Parent Involvement

Indicator Framing Questions:

In order to build a culture of collaboration, how effective are the strategies and processes for the consistent and appropriate involvement of parents as active partners in the student learning process and understanding the desired outcomes?

How effective are these strategies and processes for involving non-English speaking parents and/or online parents?

Findings	Supporting Evidence																																							
<p>HIS has high parent participation across the school, and parents have a measure of partnership in student learning.</p>	Parent-teacher conferences Open house Example of EY weekly update sent to parents Example of elementary assembly video link																																							
<p>Parents are invited into the school for parent-teacher conferences twice a year, elementary assemblies, and open houses to keep them up to date on their child's academics.</p>																																								
<ul style="list-style-type: none"> Elementary teachers use weekly newsletters, Class Dojo communication, and Storypark (EY) to keep parents up to date on what their children are learning in the classroom. Even for parents who cannot attend elementary assemblies, links to the full video are sent to the parent community. Parent-teacher conferences were successful even through the COVID-19 pandemic via virtual Zoom meetings, and parents of dorm students who are not in the country continue to be offered Zoom conferences, as well as parents who cannot attend on conference day. 																																								
<p>Survey results indicate high parent satisfaction with their involvement in their child's learning.</p>																																								
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<p>HIS strives to continue to build an active and stable culture of collaboration with parents, even in the face of language or distance barriers (in the case of parents of dorm students).</p>																																								
<p>Teacher-initiated parent meetings are provided with translators or are</p>																																								

<p>paid for by the school.</p> <p>Teachers, administrators, and support staff frequently invite parents for information sessions to keep them educated on the desired outcomes (academic, HUSKIES, college, and career).</p> <ul style="list-style-type: none"> At the beginning of the year, orientations for parents acquaint them with the learning outcomes and goals. Slides are emailed to parents who cannot attend. College counselors require a student-parent-counselor meeting in the spring of the junior year to ensure everyone is on the same page in the college search process. All high school parents are invited to the annual college info nights. IMYC provides parent communication about upcoming learning in each unit The Health teachers send home “family homework” for MP3 students to discuss with their families to allow family participation in learning about healthy relationships. <p>LINE groups (parent networking) help parents communicate with one another, sometimes in Japanese rather than English, to ensure that parents are aware of upcoming learning events.</p>	<p>ES parent orientation SS parent orientation 9-10 College Presentation College Info Night MP3 Health folder with family homework Examples of IMYC Communication</p>
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D3.2. Indicator: Use of Community Resources

Indicator Framing Question:

How effective is the school's use of community resources, such as professional services, partnerships, service learning, speakers etc., of the host country and beyond to support student learning?

Findings	Supporting Evidence
<p>The school effectively leverages community resources, including professional services, partnerships, service learning, and speakers from Sapporo and beyond, to enhance and enrich student learning experiences.</p> <p>Service learning trips and HUSKIES week have utilized connections with organizations throughout Japan to help high school students complete SDG-centered projects.</p> <ul style="list-style-type: none"> These connections include National Parks services, local farms, other international schools in Japan, food banks, and local universities. In 23-24, student-led groups are given the option of continuing these partnerships. <p>High school students engage in multiple exchanges with local and domestic schools, including:</p> <ul style="list-style-type: none"> Hiragishi Exchange Club (local high school cultural exchange) Sapporo University (discussion on academic topics) Sagara High School Exchange <p>HIS utilizes local resources, including volunteer guides, to aid with field trips and outdoor education.</p> <ul style="list-style-type: none"> Some examples include MP3 volunteer guides for Takino, Jozankei, Nishioka Koren, and the yearly visit to the Ainu Museum. 	<p>HUSKIES week and service connections</p> <p>Hiragishi Exchange Club Sapporo University Exchange Sagara High School Exchange</p> <p>Niseko Pillar Calendar & Sapporo Pillar Calendar of Community related</p>

<ul style="list-style-type: none"> • During ski days, students of all grade levels make use of local ski facilities and ski instructors (if needed) <p>The college counseling team regularly invites universities from around the world to share their offerings for high school students as well as utilize local and international resources for career days.</p> <p>HIS continues to work on building connections to counseling and mental health resources for English speakers in Japan.</p> <ul style="list-style-type: none"> • HIS works with a local contracted English-speaking psychologist, TELL (based in Tokyo), and IMHPJ to help students and families locate services • In 2023, HIS started conversations with the Kento Center to build more robust local partnerships regarding mental health and learning needs services. <p>Local organizations such as the Fire Department and nurses are invited to HIS to conduct First Aid training for staff and Fire Safety training for students.</p>	<p>trips</p> <p>College University visits Example of a career day student selection sheet</p> <p>TELL- English-based mental health services in Japan IMHPJ- a network of English-speaking counselors in Japan</p> <p>Fire Department visit</p>
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Category D. School Culture, Child Protection, and Parent/Community Involvement

Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's culture, child protection, and parent/community involvement based on the Category D Criteria affect the impact on student learning?*

Student learning is largely enhanced through the focus of HIS on building an inclusive, inviting, and connected school culture. It is often said that HIS is a “tight-knit” community, and survey results reflect this feeling. Rather than strictly focusing on academics, HIS strives to educate students on building positive relationships both through curricular offerings as well as multiple experiential learning opportunities. In addition, constant efforts are being made to enhance child safety, both through building and cleaning enhancements and the work of the Child Safety Committee.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category D, prioritize the strengths and growth areas for continuous improvement.*

Strengths

1. **Equity and caring for individualized student needs:** HIS is a tight-knit community, and its small size allows teachers to develop strong relationships with students and seek out appropriate resources for their individualized needs.
2. **Opportunities for community connections:** Both campuses provide students with multiple opportunities to connect to local resources through learning excursions, trips, and service opportunities, which enhances overall student learning.
3. **Involvement of parent community:** Survey results indicate that parents largely feel welcomed by the school and are frequently involved in their child’s academic progress and other school activities.
4. **Continued attention to updating and enhancing child protection policies:** The work of the Child Safety Committee and seeking out new training and resources shows that continued efforts are being made to strengthen and systematize Child Protection at HIS.
5. **Building improvements:** The addition of a full-time Building and Grounds Manager, contracted custodial staff, and a plan for school renovations in 2024 shows HIS’s commitment to enhancing the learning environment for all students.

Growth Areas for Continuous Improvement

1. **SEL coverage/ Student education on child safety and online safety issues:** Although some issues are addressed through the FLASH Health curriculum, efforts should be made to ensure that education extends preK-12 and is covered by the newly adopted Elementary SEL curriculum in 2024. **(1D)**
2. **Continued DEIJ work, including addressing LGBT issues:** Although the discussion has begun through the DEIJ PLC 2022-2023, teachers feel that more work needs to be done to provide education on these issues beyond what is provided in the FLASH curriculum, which only starts in Grade 4. **(2D)**
3. **Inclusivity and connection between grade levels:** Teachers see many opportunities to improve relationships and connections between different age cohorts, for example, Middle School and High School students working more effectively together and demonstrating mutual respect. **(3D)**
4. **Building staff awareness of child protection processes, especially in the Japanese legal context:** Although the Child Safety Committee has done much work and a few key school leaders in this area, communicating that information to all staff in a more systematized would be helpful to ensure that everyone is clear on the local context. **(4D)**

Next Steps:

The School Culture, Child Protection, and Parent / Community Involvement Focus Group would like to recommend all of the above growth areas to the Action Planning Committees for inclusion in the 2024-2030 school-wide action plan.

Category E: Residential Life

E1. Residential Program Criterion

The school offers a residential program aligned to the school's purpose. Residential program leadership and staff are qualified for their assigned responsibilities, are committed to the school's mission, vision and schoolwide learner outcomes and engage in ongoing guidance and support to students.

E1.1. Indicator: Alignment to School Purpose

Indicator Framing Questions:

To what extent are the residential program policies and procedures understood and implemented by the governing authority, leadership, teachers, staff, students, parents, guardians, and community for the residential students?

To what extent does the governing authority of the residential program hold the program leadership accountable for goals, policies, and procedures that are aligned with the school's mission, vision, and schoolwide learner outcomes?

Findings	Supporting Evidence
<p>All community members associated with the dorm (leadership, teachers, staff, students, parents, and guardians) have access to a good understanding of program policies and procedures. The policies, procedures, and activities in the dorm are aligned with the school's mission, vision, and schoolwide learner outcomes.</p> <p>HIS works to ensure collective understanding, responsibility, and accountability for the success of the school's boarding program via a variety of means:</p> <ul style="list-style-type: none"> ● Dormitory handbook posted on the website ● Dormitory-specific conversations at secondary meetings ● Regular review of dormitory procedures and policies by the Executive Board and school-based leadership team ● Regular dormitory/administration team meetings ● Alignment of boarding child protection policies with school child protection policies ● Full dormitory team orientation each August ● Alignment to resources and professional development from The 	<p>HIS dormitory drive (including handbook)</p> <p>2022-2023 dormitory team/admin meeting minutes</p> <p>Dorm Handbook (23-24)</p> <p>Dorm Doings</p> <p>Student Orientation</p> <p>Dorm Meetings</p>

Association of Boarding Schools ("TABS")

E1.2. Indicator: Qualified Staff**Indicator Framing Question:**

To what extent are the staff members of the residential program 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	Supporting Evidence
<p>HIS seeks out Dormitory Coordinators with relevant experience, certifications, and knowledge to support boarding students effectively. Additional training and professional development, including a full program orientation in August, is provided. HIS is working on adding additional professional development opportunities through The Association of Boarding Schools.</p> <p>HIS ensures staff members of the residential program are qualified for their roles and responsibilities via a variety of means, including:</p> <ul style="list-style-type: none"> ● Orientation training ● Ongoing meetings ● Training through TABS and pending formal membership exploration ● In-depth hiring process, seeking relevant prior experience and certifications ● Providing an in-house counselor with a specific focus on supporting boarding students ● Administration and office staff are part of the support network for students, including provision of medical insurance, support with medical appointments, translation, phone cards, visas, etc. 	<p>Safeguarding training</p> <p>Dormitory Coordinator Orientation Training</p> <p>TABS professional development provided (2021 sample)</p>

E1.3. Indicator: Supervision and Continuous Professional Development**Indicator Framing Question:**

How effective are the processes for ongoing supervision, evaluation, and professional development for all boarding staff to implement the goals of the program and meet student needs?

Findings	Supporting Evidence
<p>The boarding staff regularly meets with the administration, providing a structured platform for ongoing supervision. These meetings serve as a forum for open communication, addressing concerns, sharing insights, and fostering a collaborative environment.</p> <p>HIS ensures ongoing supervision, evaluation, and professional development for all boarding staff to implement the goals of the program via a variety of means, including:</p> <ul style="list-style-type: none"> ● Professional development opportunities referenced above (E1.2) ● Providing supervision (administration is a part of the dormitory program, with the Head of School providing final oversight). ● Regular meetings of the dormitory team and dorm/admin teams 	<p>2022-2023 dormitory team/admin meeting minutes</p>

E1.4. Indicator: Program Implementation, Evaluation and Continuous Improvement

Indicator Framing Questions:

How effectively are the support systems and procedures implemented?

How effective is the school's process for ongoing evaluation of all aspects of the residential program in relation to the school's purpose, student expectations and continuous improvement, including an appeal process related to decisions impacting students in the program?

How effectively is the residential program in meeting the required local, state, provincial, national and international legal standards, including sanitation and food services?

Findings	Supporting Evidence
<p>The residential program at HIS demonstrates a commitment to effective support systems and procedures through a variety of initiatives.</p> <p>HIS ensures effective program implementation and evaluation in numerous ways, including but not limited to:</p> <ul style="list-style-type: none"> ● On-site and off-site counseling as needed ● New student check-ins with the counselor ● Regular cleaning of the building ● Electronic signing in and signing out (REACH) ● Dedicated apps for ease of communication ● Use of disciplinary committees & robust, transparent, collaborative process for considering any violations of community expectations ● Appeals and probation processes in place ● Certified and licensed catering company 	<p>Dorm doings sample</p> <p>Disciplinary committee process</p> <p>REACH boarding management system members</p>

E2. A Culture of Care Criterion

The school residential program is a safe, healthy, nurturing environment that honors individual and cultural differences. Staff understands and communicates clear expectations and responsibilities for students and ensures the physical and emotional well-being and personal safety of all students.

E2.1. Indicator: Respecting Diversity of the Students

Indicator Framing Question:

To what extent is the culture of the residential program responsive to and respectful of the diversity of all students in the residential program?

Findings	Supporting Evidence
<p>The residential program at HIS strongly emphasizes creating a culture that is responsive to and respectful of the diversity of all students.</p> <p>This commitment is evident through various initiatives and practices implemented by the school:</p> <ul style="list-style-type: none"> ● Staff members receive Diversity, Equity, Inclusion, and Justice (DEIJ) training ● An orientation meeting is conducted each year for dormitory students, emphasizing creating a welcoming environment that respects diverse experiences and backgrounds. ● English is intentionally used as a language of inclusion during meal times ● Resident Advisors (RAs) lead a welcoming protocol for new students to the dormitory ● The program acknowledges and accommodates diverse needs, including meal accommodations and open discussion of diverse identities, such as transgender students ● Comprehensive information is available in the dormitory handbook and other program materials ● Roommate agreements help ensure respect and safety for students both physically and emotionally 	<p>August 2023 message to all dormitory families</p> <p>Dormitory staff orientation overview</p> <p>Dorm Handbook (23-24)</p> <p>Roommate agreement</p>

E2.2. Indicator: Personal and Academic Support to Meet Student Needs

Indicator Framing Question:

How effective is the planned program in meeting personal and academic support needs that is integral to the program for students and is aligned with the school's residential program's expectations?

Findings	Supporting Evidence
<p>The residential program at HIS effectively meets students' personal and academic support needs.</p> <p>HIS has implemented a framework of personal and academic support within the residential program that includes elements such as:</p> <ul style="list-style-type: none"> ● Integration of the school counselor into the dormitory community and processes ● Dormitory coordinators who are available for personal support (see schedule) ● Outside counseling support arranged by the school as needed ● Orientation meeting for students conducted to explain support available ● Weekly dormitory meetings provide a forum for student voices to be heard and foster a sense of community ● Dormitory coordinators meet regularly with the administration to coordinate and enhance support for students ● Conflict resolution protocols and roommate agreements in place ● Scheduled study time ● Peer tutoring initiatives ● Special health initiatives such as flu and C19 shots exclusively for dormitory students ● Enforced curfews and routines ● Transparent dormitory coordinator schedule, ensuring continuous availability and support for students ● Constantly seeking student input on the program 	<p>Sample Dormitory Coordinator Schedule</p> <p>Sample dormitory student survey</p> <p>Please see above for evidence of scheduled meetings, orientations, and continuous communication.</p>

E2.3. Indicator: Communication

Indicator Framing Question:

To what extent does the staff of the residential program work closely and communicate regularly with the students, parents and/or guardians to support the students who are boarding? This includes clear expectations and monitoring for those under guardianship or legal authority of the school.

Findings	Supporting Evidence
<p>The residential program at HIS ensures effective communication with students and parents and/or guardians, including clear expectations and monitoring for students while under the school's responsibility.</p> <p>HIS maintains a strong communication infrastructure within the residential program, utilizing newsletters, messages, instant messaging, and monitoring tools. More specifically:</p> <ul style="list-style-type: none"> ● Regular updates are communicated through the Dorm Doings newsletter ● Parents of dormitory students receive consistent messages from both dormitory coordinators and the Head of School ● A WhatsApp instant messaging system facilitates communication between dorm coordinators, students, and parents ● Students are required to have a phone data plan to participate in communication structures ● The Alma student information system centralizes all dormitory student information, aiding communication and coordination efforts. ● The REACH system helps monitor student activities and well-being (check-in / check-out) 	<p>Dorm Doings newsletter</p> <p>HIS Boarding program website</p>

<ul style="list-style-type: none"> • The dormitory camera system enhances security and provides an additional layer of monitoring. • An informative dormitory website serves as a central hub for essential information. 	
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E3. Child Protection and Advocacy Criterion

An independent advocate with clear responsibilities and expectations, not under the authority of the residential home or the school administration, is appointed to advocate for students. The residential students understand the role and responsibilities of the advocate and how to contact the person.

E3.1. Indicator: Understanding and Use of Timely Reporting Processes

Indicator Framing Questions:

To what extent are the policies and the processes for reporting accusations of abuse or harassment timely and understood by students and the advocate?

How effective are the confidential communication processes for contacting the Child Protection Officer and/or his/her designee?

Findings	Supporting Evidence
<p>HIS ensures timely reporting processes for accusations of abuse or harassment, with policies clearly communicated to all staff through training.</p> <p>HIS has established effective policies and training and demonstrated a commitment to maintaining a safe boarding program environment:</p> <ul style="list-style-type: none"> • Timely reporting processes are integrated into schoolwide Child Protection reporting policies • The school provides a comprehensive Child Safeguarding training overview, contributing to the understanding and use of reporting processes. • The digitized Child Protection handbook serves as a guide for staff members in this area. • Increasing student awareness of these practices and procedures is an area for growth currently being addressed. <p><i>(See Category D: School Culture, Child Protection, and Parent / Community Involvement for more details)</i></p>	<p>Child Safeguarding Training Overview</p> <p>HIS Child Protection Handbook table of contents</p>

E3.2. Indicator: Child Protection and Safeguarding Trainings

Indicator Framing Question:

How effective are the child protection and safeguarding trainings provided for all school and residential personnel including the prevention and reporting of harassment and abuse?

Findings	Supporting Evidence
<p>HIS provides effective child protection and safeguarding training for all school and residential program personnel.</p> <p>HIS demonstrates a commitment to effective child protection and safeguarding practice in a variety of ways:</p> <ul style="list-style-type: none"> • Feedback from dormitory students contributes to the ongoing evaluation and improvement of safeguarding training • 100% staff compliance with training requirements • All staff members sign a Code of Conduct, reinforcing their commitment to maintaining a safe environment • Violations of community expectations are swiftly addressed, and the overall number of such violations is very low, indicating the effectiveness of the training in preventing misconduct. • Peer-on-peer violations are dealt with through a mediation protocol, counseling, and, when necessary, administrative intervention, ensuring 	<p>Child Safeguarding Training Overview</p> <p>HIS Child Protection Handbook table of contents</p> <p>TABS professional development provided (2021 sample)</p>

a comprehensive approach to addressing such issues.	
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E4. Facilities and Environment Criterion

The residential facilities are suitable for the size and purpose of the program, well maintained and regularly assessed to ensure appropriate, enhanced quality care and safe living conditions of the residential students.

E4.1. Indicator: Facility Resource Allocation and Adherence to Regulations

Indicator Framing Question:

To what extent are there appropriate budget allocations for facility maintenance and improvements and the documentation showing compliance with local, state, provincial and national and international regulations are in place?

Findings	Supporting Evidence
<p>HIS demonstrates appropriate budget allocations for facility maintenance and improvements, with well-documented compliance with relevant local regulations.</p> <p>HIS has a well-organized system for facility resource allocation and improvements, e.g.:</p> <ul style="list-style-type: none"> • Dorm facilities receive consistent supervision by the Building and Grounds Manager, ensuring ongoing maintenance and adherence to regulations • Weekly student and common area room inspections / RA reports contribute to prompt repairs • Annual initiatives, such as boiler maintenance and repairs, showcase a proactive approach • Comprehensive documentation, including repair logs 	<p>Sampling from recent logs of relevant repairs & work on the dormitory buildings:</p> <p>2021: boiler replacement, AC installation in both manager rooms,</p> <p>2022: extra outlet in the dorm entrance, window screen repair,</p> <p>2023: replacing wallpaper, flooring, and ceiling in the east manager room, fridge replacement, a facet replacement in the kitchen, shower room repair in the east,</p> <p>Every year: radiator air bleeding, boiler maintenance, minor repair in the dorm (doors, windows, locks, flooring, and carpets), prevention of frozen pipes, Clearing snow on the roof, Dairy cleaning on weekdays, Garbage disposal</p> <p>Building inspections log (smoke alarms, health, appliances, pipes, etc)</p>

E4.2. Indicator: Basic Services

Indicator Framing Questions:

To what extent do the basic services meet the expected ratio of staff to students, the number of students per adequate individual living quarters and the required services such as medical support, laundry, meals, transport, technology?

To what extent does each residential room provide students with suitable levels of personal privacy, modesty, and the ability to safely store personal items, e.g., single-gender bedrooms and bathroom areas with restricted entrances, privacy stalls in the bathroom and shower facilities, and secure storage for valuables?

Findings	Supporting Evidence
<p>HIS ensures basic services meet the expected staff-to-student ratio and include essential amenities such as medical support, laundry, meals, transport, and technology.</p> <p>HIS provides appropriate essential services for all boarding students. Examples include:</p> <ul style="list-style-type: none"> • The staff-to-student ratio of 2 full-time staff per 20 students, with one on duty 24/7 at any given time, exceeds expected standards and ensures comprehensive supervision and support 	<p>Sample correspondence & feedback re: dormitory meals</p> <p>YouTube video: A Day in the Life of a HIS dormitory student (provides an overview of building/living quarters)</p>

<ul style="list-style-type: none"> • Collaborations with local medical clinics, a medical translation service, and counseling arranged as needed contribute to robust medical support services. • Adequate laundry facilities are provided • Catered meals are offered (3 per day on weekdays), with ongoing surveys to ensure quality and satisfaction. • A dedicated dormitory van, along with the dorm’s location and proximity to public transportation, ensures reliable transport services for students. • Two-person dorm rooms with lockable doors, individual shower, and toilet stalls, curtains for bed privacy, and lockable storage contribute to suitable levels of privacy and personal space. • WiFi provided with scheduled turn-off from 11 pm to 4 am daily 	
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E4.3. Indicator: Security Plan and Emergency Procedures

Indicator Framing Questions:

How effective are the processes for developing, regularly reviewing, and implementing the comprehensive written security and crisis management plan specifically for the residential program and its facilities?

How effective and appropriate is the training and practice for staff and students regarding crises and security issues, including emergency procedures for the residential facilities?

Findings	Supporting Evidence
<p>While the HIS residential program identifies the development and regular review of a comprehensive security and crisis management plan as a growth area, current initiatives indicate a commitment to ensuring the safety and security of students.</p> <p>Ongoing improvements in this area would further enhance the dormitory program’s emergency preparedness, and this is noted for the next action plan. However, current practices do ensure emergency preparedness and safety of dormitory students:</p> <ul style="list-style-type: none"> • All dormitory staff undergo first-aid training • Practices are in place to ensure appropriate response to medical emergencies • Drills for earthquakes and fires are conducted • Information on security plans and emergency procedures as outlined in the dormitory handbook, providing a readily accessible resource for staff and students 	<p>Dormitory Handbook (23-24)</p>

Residential Life

Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school’s residential life based on the Category E Criteria affect the impact on student learning?*

A vibrant residential life program is critical not only for the educational experience of the students living in it but also for all students because these students contribute to the diversity and richness of the academic program as a whole.

Strengths and Growth Areas for Continuous Improvement: *After analysis of Category E, prioritize the*

strengths and growth areas for continuous improvement.

Strengths

1. Strong dormitory culture & relationships; intentional structures to facilitate strong ongoing communication between staff, students, and families
2. Comfortable, well-maintained living areas appropriate for the needs of students and staff
3. A safe and inclusive environment for students, utilizing a broad range of supporting staff in a nurturing, small-school environment
4. Forward-thinking, rapid ongoing adaptation of program to meet evolving community needs

Growth Areas for Continuous Improvement

1. **Support:** Seeking additional support for unaccompanied international students (banking, phone, etc.) **(1D)**
2. **Safety:** Continue to update the security plan and emergency procedures/emergency flow chart **(2D)**.
3. **Culture:** Expanding activities (weekend) to enable more immersion in Japanese culture and the local community, as well as fostering connections between the school and the dormitory **(3D)**
4. **Building:** Expanded dormitory common areas and entertainment options should be considered **(4D)**
5. **Growth:** As the dormitory is an important part of the school's growth and contributes much to its international demographics, efforts should be made to expand the boarding program through marketing. **(5D)**

Next Steps:

The Residential Life Focus Group would like to recommend all of the above growth areas to the Action Planning Committees for inclusion in the 2024-2030 school-wide action plan, with particular attention to dormitory marketing to fill the dormitory while providing greater support and services to boarders.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

After assessing the progress made on our 2018-24 action plan since the previous self-study, analyzing data following the completion of our current school profile, and considering insights from focus groups and stakeholders, the WASC Leadership Team has pinpointed four main areas for improvement with a focus on learners.

These areas are roughly in line with the four categories of focus established in our previous action plan. They include:

- **Curriculum and Assessment** - In particular, with a focus on prioritizing curriculum review, making better use of student assessment data to guide curricular and instructional decisions, and establishing a schoolwide focus on language and literacy, specifically in the area of writing.

- **Student Support and Inclusion** - In particular, improving both inclusion and academic rigor and a continued focus on personal and emotional support and equity.

- **Character/Service** - In particular, work to further integrate the HUSKIES into everything we do and strengthen and broaden service and leadership opportunities for students across the school

- **School-wide Resource and Growth Plan:** In particular, improving the school environment for the enhancement of learning and improvement of safety

The above goals were then communicated to teachers within their home groups and to parent and student groups for feedback.

Curriculum and Assessment

After a thorough review of the school profile, available assessment data, community surveys, and focus group findings, the WASC leadership team has identified that:

- 1) There are still several areas in the school curriculum that need alignment, in particular, math (transition from elementary to middle school) and science (bridging IPC, IMYC, and AP)
- 2) There are areas for which we still need to collect sufficient common assessment data, including writing skills across all grade levels and baseline academic data for K-3.
- 3) Teachers are not yet utilizing common assessment data such as MAP and PSAT results to direct instruction.
- 4) There is evidence that professional development should be more focused to be more consistent across the school (school-wide PD, better sharing of PD experiences amongst staff) to ensure the improvement of instruction and assessment practices to aid student learning.

Relevant Aspirations for the 2024-30 Action Plan:

We believe that continual development of curriculum and thoughtful reflection on assessment data and practices are integral components of an effective school. HIS aims to continue reviewing and revising the curriculum to ensure alignment with currently relevant knowledge and skills. Likewise, regular reflection on assessment data will allow HIS teachers to gauge the effectiveness of their instructional strategies, identify areas for improvement, and tailor approaches to better meet students' diverse needs.

Student Support and Inclusion

After a thorough review of the school profile, available assessment data, community surveys, and focus group findings, the WASC leadership team has identified that:

- 1) The school has a broad range of English language learner needs, with many students requiring significant support.
- 2) Despite progress in this area, focus is needed on effectively implementing an SEL curriculum across all

grades - EY to 12.

- 3) HIS has a growing student population requiring a diversity of learning support. Further development and streamlining of the HUSKY Support Plan process are critical components in meeting these needs, as is the provision of professional development.

Relevant Aspirations for the 2024-30 Action Plan:

Providing student support, encompassing both academic and social-emotional aspects, plays a pivotal role in fostering a healthy and conducive learning environment within a school. Academic support ensures students receive the necessary resources and guidance to understand and master challenging skills and concepts. At the same time, attention to social-emotional well-being is crucial in nurturing resilient, empathetic, and socially adept individuals.

By addressing both academic and social-emotional dimensions, we aim to empower our students to excel academically, emotionally, and socially.

Character and Service

After a thorough review of the school profile, available assessment data, community surveys, and focus group findings, the WASC leadership team has identified that:

- 1) Although the role of service learning has grown at HIS over the last few years, better alignment and consistency are needed to make it part of the curriculum and culture throughout the school.
- 2) HUSKIES are currently assessed in high school through the culminating Character Development Graduation Portfolio (CDGP). However, this project may not adequately meet the needs for which it was originally created, and perhaps a new approach is called for. Work is also needed on how the HUSKIES are taught and assessed across all grade levels, EY to 12.
- 3) HIS is a diverse community of students, families, and staff. As such, and given that we aspire to develop each student as a global citizen, we should have robust DEIJ policies and practices in place.

Relevant Aspirations for the 2024-30 Action Plan:

PLC groups at HIS have determined that character, service, and leadership learning are essential components of a well-rounded education, contributing to the holistic development of students. Instilling strong character traits cultivates ethical decision-making, integrity, and responsibility, fostering individuals who not only excel academically but also contribute positively to their community. By engaging students in meaningful community activities, service learning instills empathy, compassion, and a sense of civic responsibility. Additionally, leadership learning equips students with essential communication, teamwork, and problem-solving skills, preparing them to take on active roles in shaping their futures and positively influencing those around them. Integrating these elements at HIS enhances the academic experience and shapes students into responsible global citizens ready to make meaningful contributions to the school and the larger community.

School-wide Resource and Growth Plan:

After a thorough review of the school profile, available assessment data, community surveys, and focus group findings, the WASC leadership team has identified that:

- 1) The school requires a major renovation due to aging facilities and a need for learning spaces aligned with our pedagogical practices and school mission.
- 2) For the vitality and viability of the school's academic and pillar programs, stronger efforts are needed in student recruitment and school promotions to showcase HIS's unique learning experiences.
- 3) Human resource allocations should prioritize marketing & admissions and appropriate international hiring to support school processes & systems to bolster school programming and educational offerings.
- 4) Build on the growth of the boarding program, reaching full capacity (approx 36 students) over the coming years, and continue increased investments in staffing, professional development, and facilities, with an emphasis on the value-add for students of a vibrant residential life program as part of the school—even for students & families outside of that boarding program itself
- 5) Continue investment in marketing and facilities for HIS Niseko to remain the premier international school option, EY-8, for the region. Continue to offer innovative, place-based experiential learning and

- strong alignment to the Sapporo program and a pipeline to the Sapporo high school boarding program.
- 6) At the Executive Board and school level, remain highly responsive to changes in local demographic context (e.g., economic shifts, influx of foreign employees for new Rapidus plant, etc.), including active exploration of satellite campus or other supplemental programming, such as appropriate to meet community need.

Relevant Aspirations for the 2024-30 Action Plan:

Over the last six-year cycle, HIS has determined that investing in and improving the school's infrastructure is required to provide an environment more conducive to learning and safety. Upgraded facilities, such as modern classrooms, well-equipped laboratories, and bright open spaces, would provide our students with the necessary tools and resources for a more engaging and effective learning experience. In essence, enhancing the school's infrastructure is an investment in the quality of education, student sense of well-being, and overall educational outcomes.

Chapter V: Schoolwide Action Plan

Curriculum and Assessment

<p>Overarching Goals: Continue the process of improving the curriculum and assessment practices of HIS. In particular, focus on prioritizing curriculum review (with special attention to science and language arts), making better use of student assessment data to guide curricular and instructional decisions, and establishing a schoolwide focus on language and literacy, specifically in the area of writing.</p>					
<p>What will successful implementation look like? Regular processes for data and curriculum review, documented through meeting minutes and classroom observation, and an alignment that is schoolwide regarding curriculum and instruction priorities. Also, a common writing assessment is in place which will aid schoolwide benchmarking and programmatic conversations among staff. Finally, standardized assessment data is used extensively by teaching staff to inform instruction.</p>					
<p>HUSKIES / School Statements addressed: Vision: Learning through academic pursuit Mission: the need for lasting connections between knowledge, skills, and understanding Huskies: Effective communicators, Understanding Collaborators, Knowledgeable Thinkers</p>					
<p>Key Connections to the 2022-2027 Strategic Plan Completion of the E-12 curriculum alignment process - Middle School curriculum alignment via IMYC - Staff-wide professional development in data-driven instruction & pedagogical approaches; continuous analysis & adjustments based on qualitative & quantitative data (as well as both formal and informal data). Regular data review cycles and participants identified. (Use of common rubrics & frameworks to facilitate powerful collaborative conversations) Standards-based Grading, Assessment, & Curriculum - Common formative assessment practices; policies and grading scale revisions carried out on the basis of recommendations arising from the curriculum review process - All HIS curriculum articulated, cataloged, and regularly reviewed (including staff-wide PLC-driven curriculum mapping process). New staff onboarding formalized for curricular support and PD. Support for diverse learning needs: - Manual for tiers of individualized learning support - Professional development in inclusive practices</p>					

Tasks	Action Steps	Staff Responsible	Start/End Dates	Resources PD /Budget/Time)	Evidence of Accomplishment
Continuation of curriculum	Form Curriculum Review PLCs / presentation to the Curriculum Team and Faculty	Curriculum Team	ongoing	Monthly PLC collaboration	Documentation showing vertical

review process initiated in 2018-24 Action Plan (2B)	<ul style="list-style-type: none"> - Language and Literacy - Science - Math/s - Social Studies <p>Completion of yearly curricular alignment and review process:</p> <ul style="list-style-type: none"> - Year 1: Language Arts + HS Science - Year 2: Science (Whole School) - Year 3: Math - Year 4: Social Studies 	Faculty		<p>Time</p> <p>Data collection</p> <p>Student work samples collection</p> <p>PD</p>	<p>and horizontal alignment K-12</p> <p>In-house PD and presentation</p> <p>Evidence of working documentation outlining rationale and process</p>
Student Assessment Data use (1B)	<p>Develop common practices for data assessment in stages. Training and review among teachers and administration related to classroom data, MAP, PSAT, and other assessment data results.</p> <p>Review current standardized testing programs and consider possible alternatives.</p>	Data Team Faculty	<p>Stage 1: By June 2025</p> <p>Onboard from August</p>		<p>Schoolwide systematic habit of data review and responsiveness to trends.</p> <p>Relevant teachers completing training.</p>
Schoolwide focus on language and literacy Creation of schoolwide Common Writing Assessment (4B)	<p>Initiate discussion and review of current practices for teaching reading and writing in the K-12 curriculum.</p> <p>Investigate and review the need for potential phonics programs for k-3 classrooms.</p> <p>Review and refine earlier work on the development of a common school-wide writing assessment to bring it to the point of implementation.</p> <p>Scheduling of faculty-wide norming and baselining of writing assessment results</p>	Curriculum Team Faculty - teachers of writing across subjects	Ongoing, but with an aim to initial pilot in 2024-25	<p>Meeting time with the curriculum team and teachers to iron out the purpose and practice</p> <p>Possible PD on structured writing instruction</p>	<p>A common understanding of writing assessments, norming goals, and the purpose of a writing diagnostic</p> <p>Implementation of school-wide process</p>
Supporting Curriculum Development, Instruction, and learning through common professional development (3A)	<p>Establishment of ongoing professional development sharing process for staff, fostering a culture of shared professional learning</p> <p>Reflection and evaluation of PD and existing school policies and procedures (4A)</p>	All faculty and admin	June 2025		A standardized process for sharing learning from individual PD with faculty and staff

Rationale:

Continuation of curriculum review process initiated in 2018-24 Action Plan (2B)

We believe that continual curriculum development and thoughtful reflection on assessment data and practices are integral components of an effective school. HIS aims to continue reviewing and revising the curriculum to ensure alignment with currently relevant knowledge and skills.

Focus on Student Assessment Data Analysis and Use

Regular reflection on assessment data will allow HIS teachers to gauge the effectiveness of their instructional strategies, identify areas for improvement, and tailor approaches to better meet the diverse needs of students.

Schoolwide focus on language and literacy

Analysis of MAP and PSAT data indicates that language and literacy learning represents the greatest area for growth.

Creation of Schoolwide Common Writing Assessment

In the area of baselining standardized testing, this is a missing assessment piece for the school.

Supporting Curriculum Development, Instruction, and Learning through Common Professional Development

A common PD plan promotes consistency, collaboration, and alignment of goals, ultimately leading to improved teaching practices and better outcomes for students.

Student Support and Inclusion

Overarching Goals:

HIS continues to grow in supporting students' academic, emotional, and personal growth while developing a set of DEIJ policies and practices. We will also continue to develop measures and procedures to ensure child safeguarding.

What will successful implementation look like?

A comprehensive support system for students will ensure both student and teacher success by providing clear guidance and resources. Systems for monitoring student progress will be firmly established, ensuring accountability and identifying areas for intervention. Students will demonstrate proficiency in online safety and CASEL competencies. Moreover, HIS will commit to a fully formed DEIJ policy. Staff members will be well-versed in child protection processes, particularly within the Japanese legal framework, ensuring a safe and nurturing environment for all.

HUSKIES / School Statements addressed:

Mission Statement:

At HIS we believe in:

- the need for lasting connections between knowledge, skills, and understandings
- learner-centered experiences
- character-rich environment

HUSKIES:

This plan will help students to develop all of the HUSKIES character traits, which are the foundation of HIS

Key Connections to the 2022-2027 Strategic Plan

Support for diverse learning needs:

- Manual for tiers of individualized learning support
- Professional development in inclusive practices

School culture & intercultural competence:

- Staff regularly read and discuss professional literature for developing cultural competence
- Staff recruitment (including consideration of diversity and representation)
- Implementation of transgender inclusion policy

Socio-emotional support:

- Schoolwide homeroom curriculum including robust anti-bullying work
- Overnight trips, outdoor immersion & student events
- Development and support of comprehensive school counseling

Child Protection:

- Child safety manual
- Dormitory child protection and pastoral care
- Emergency management practices

Tasks	Action Steps	Staff Responsible	Start/End Dates	Resources PD /Budget/Time)	Evidence of Accomplishment
Support for Student Academic	Develop a systematic and data-driven approach to provide tiered academic support and interventions for all students, decreasing the	Counseling Team	Fall 2024 ~	Quarterly check-ins with teachers	HIS has a well-developed support system

<p>Growth</p>	<p>number of struggling students For example:</p> <ul style="list-style-type: none"> Define Support team membership Clarification of what falls into each tier, what supports we can offer, and whose responsibility <p>Further development and streamlining of the HUSKY Support Plan process (3C) For example:</p> <ul style="list-style-type: none"> Documentation Update schoolwide template (behavior/emotional) Reflection and follow-up <p>ELL process and ELL/Classroom teacher collaboration (2C) For example</p> <ul style="list-style-type: none"> Review of staffing needs Staff-wide professional development Collaboration Time 	<p>ELL Coordinator Inclusion Coordinator Admin</p>		<p>HUSKY Support Team Meetings Explore PD options</p>	<p>for students to be successful (and teachers to know what to do to ensure that success) Systems are in place for monitoring of student progress.</p>
<p>Support for Student Emotional and Personal Growth</p>	<p>Student education on child safety and online safety issues Supported implementation of SEL curricula EY - 12 (1D)</p>	<p>Counseling Team Health educators Homeroom teachers Admin</p>	<p>Fall 2024 ~</p>	<p>Curriculum purchases as needed Devoted homeroom blocks Staff training</p>	<p>Students can demonstrate an understanding of online safety issues and CASEL competencies.</p>
<p>Development of DEIJ policies and practices (2D)</p>	<p>Development & implementation of schoolwide DEIJ policy & Approach For example</p> <ul style="list-style-type: none"> Continue DEIJ PLC work Communication of the school's policy (and that of JCIS) LGBTQ+ Alliance Club formation 	<p>DEIJ PLC Student Council Advisor Counseling Team Inclusion coordinator Exec Board Admin</p>	<p>Fall 2024 ~</p>	<p>Meeting Time - PLC - Board - Student Council Staff training</p>	<p>HIS will have a fully formed and implemented DEIJ policy and evidence of it being part of the fabric of the school.</p>
<p>Continue to develop measures and procedures to ensure child safeguarding</p>	<p>Building staff awareness of child protection processes, especially in the Japanese legal context: (2A) (4D)</p>	<p>Child Protection Team Counseling Team Consultation with JCIS,</p>	<p>Fall 2024 ~</p>	<p>Team Meeting time Staff Training</p>	<p>HIS Staff are knowledgeable of child protection processes, especially in the Japanese legal context.</p>

		Japanese authorities			
		Admin			

Rationale:

Support for Student Academic Growth

The provision of student support, encompassing both academic and social-emotional aspects, plays a pivotal role in fostering a healthy and conducive learning environment within a school. Academic support ensures that students receive the necessary resources and guidance to understand and master challenging skills and concepts. As our Chapter 2 school profile illustrates, HIS has a proportionally large number of students requiring support in ELL. As well, we have some tier II tier III students who need tailored support. Therefore, clearer systems are required to meet these students' needs.

Support for Student Emotional and Personal Growth

Attention to social-emotional well-being is crucial in nurturing resilient, empathetic, and socially adept individuals. Although more time and resources have been committed to SEL counseling and education over the last few years, more attention should be given to a full school vision and to child online safety.

Development of DEIJ policies and practices (2D)

A DEIJ policy is essential to foster a supportive and inclusive learning environment where all students feel valued, respected, and empowered to succeed. This policy would help guide decision-making, curriculum development, and interactions within the school community, ultimately promoting fairness and academic excellence for all students.

Continue to develop measures and procedures to ensure child safeguarding

There has been a lot of progress in this area over the last few years; however it is recognized that building greater staff awareness through thoughtful engagement with case studies is still an area for improvement

Character & Service

Overarching Goals: As we continue to develop our pillars program through reflection and further implementation strategies, we plan to increase student learning of HUSKIES through strengthening of our school-wide service learning program and making connections with the SEL curricula.					
What will successful implementation look like? A whole school (Pre-K to 12) program that is fully articulated and developed enough so that staff feel prepared and equipped to deliver the program. Students have many opportunities to demonstrate the value of and show knowledge of the HUSKIES through their engagement. Evidence that the SEL curriculum supports the HUSKIES.					
HUSKIES addressed: All HUSKIES are addressed.					
Key Connections to the 2022-2027 Strategic Plan Virtues Project, HUSKIES, character education: - Service learning and HUSKIES week - Schoolwide Virtues work - Schoolwide common values-based reflection tools - Development of research-based SEL best practices					
Tasks	Action Steps	Staff Responsible	Start/End Dates	Resources PD /Budget/Time)	Evidence of Accomplishment
Schoolwide Service Learning -	Establishment of relationship with PD provider(s) and planned PD schedule.	PLC Groups Curriculum	Ongoing	Collaboration Time	The school has a list of individuals /organizations they

strengthened and broadened	Consider staffing & structural updates to reinforce service, character, & leadership work as a pillar program (4C)	Team Leadership Team Admin		Possible allocation of paid working blocks	can consult for professional development needs. A schedule with ongoing PD for all levels (EY to 12) Staffing & structures are in place to ensure the success of the program
Schoolwide Student Character Expectations - further integration of the HUSKIES into everything we do	Consider an updated vision for HUSKIES implementation that takes into account recent innovations and developments, such as newly adopted SEL curricula and a revised approach to the Virtues program (5B)	PLC Work Curriculum Team	2024-25	Collaboration Time	A modified HUSKIES document which shows the integration of the SEL and Virtues.
K-12 Service Learning and co-curricular activities program fully articulated, developed, and aligned with HUSKIES (4C)	Continued reflection process on the HUSKIES Week initiative Creation of more structured student leadership opportunities throughout the school with a special emphasis on elementary Build upon HS HUSKIES service week as a starting point but expanding to cover all grade levels.	Pillars PLC Team	2024-25 and ongoing	Staff PD Collaboration Time School costs associated with service trips and learning	Each level (EY-MP3) engaged in service-related activities during Huskies Week. Documentation or traces of learning to show that students from EY to grade 12 had opportunities to lead and be of service during the school year.

Rationale:

Schoolwide Service Learning - strengthened and broadened.

PLC groups at HIS have determined that character, service, and leadership learning are essential components of a well-rounded education, contributing to the holistic development of students. By engaging students in meaningful community activities, service learning instills empathy, compassion, and a sense of civic responsibility.

Schoolwide Student Character Expectations - further integration of the HUSKIES into everything we do

Instilling strong character traits cultivates ethical decision-making, integrity, and responsibility, fostering individuals who not only excel academically but also contribute positively to their community.

Creation of more leadership opportunities throughout the school

Leadership opportunities equip students with essential skills such as communication, teamwork, and problem-solving, preparing them to take on active roles in shaping their futures and positively influencing those around them.

School-wide Resource and Growth Plan

<p>Overarching Goals: Fully renovated and modernized school facilities, sustainable enrollment growth that leverages full capacity of new facilities, and programs that are internationally recognized as premier examples of their kind (e.g., boarding, outdoor, etc.)</p>					
<p>What will successful implementation look like? See evidence of accomplishment below.</p>					
<p>HUSKIES addressed: Mission: global engagement, growth for all, experiential learning, HUSKIES: Internationally-minded citizens, effective communicators, socially and personally responsible individuals</p>					
<p>Key Connections to the 2022-2027 Strategic Plan Student recruitment & retention - Balanced domestic and international marketing to increase school profile - Meet annual enrollment targets - Establish an endowment fund that supports both merit and need-based scholarships Building & Grounds - Environmentally sustainable model for any new building - Modeling environmentally responsible practices - Protect health, safety, and well-being as it relates to the construction and occupancy of our campus facilities - Make HIS a safe, stimulating, and aesthetically pleasing place to learn Executive Board governance & support - Establish alumni office - Establish increased scholarship & financial aid options - Develop fundraising activities - Develop and initiate long-range plan for buildings & facilities - Clarified roles & structures; adherence to existing protocols - Strong ongoing communication with school community about the Executive Board's role and decisions</p>					
Tasks	Action Steps	Staff Responsible	Start/End Dates	Resources PD /Budget/Time)	Evidence of Accomplishment
Schoolwide Renovation and Long-Range Maintenance Plan	A community-wide effort to support a massive 5-6 year renovation plan.	EB, Renovation Coordinator, Endo Atelier Architects, Supporting staff	2024 / 2030	CIDF / Ongoing	Completed full school renovation, grounds renovation, & new building
Student Recruitment and School Promotions	Investment in marketing & admissions, school-wide efforts to capture the work of our program (5A)	School Admin Additional Staffing: (e.g., Director of Marketing and Admissions / Community Relations)	2024 / 2030	Digital marketing PD Review staffing Allocated time for promotions for staff	Full enrollment with a waiting list New enrollment fueled by promotions "How did you find us?"
Community Transition, Retention and Communications	A Shared Vision for Student Experience from the First Point of Contact to alumni-hood. Cohesive communications strategy for both campuses. (5A)	School Admin Additional Staffing: (e.g., Director of	Annual	Review Staffing Time allocated for	Students surveyed indicate strong alignment with the school's vision.

		Marketing and Admissions / Community Relations)		surveying and alumni activities.	Continued alumni engagement with the school
Establish a more comprehensive boarding program (system, community connections, staffing, activities)	Dormitory Student Support - especially for those unaccompanied from overseas (1E) Security plan and emergency procedures (2E) Dorm culture - immersion and activities (3E) Dormitory common areas (4E)	School Admin Dormitory Coordinators Building Manager	Staffing = 2024 + further support (2030) System = 2026 Community connections = 2027	Review staffing Time and Money allocated for specific boarding program promotions Scheduling to provide broader school support for the boarding program	Dorm at 80%+ capacity
Pillars - Outdoors, Arts and Service	Provision of the resources (human, financial, PD) required to maintain and grow these programs.	School administration Outdoor Coordinator Service Coordinator Arts & Music Coordinator (future?)	Prioritize training across six years to ensure school staff are prepared to support pillar responsibilities	Wilderness First-Aid Training across relevant staff Ski/board instructor course Small-bus course Substitute teacher pool to allow for sufficiently safe staffing on trips Prioritizing staff fitness Compensation for duties that extend beyond classroom teaching	"X days without an accident on all school excursions." Student and parent surveys indicate trust in the execution of pillar program events. Staff surveys indicate a feeling of preparedness and recognition for their pillar duties. Evidence of increased student competency in pillars (e.g. fewer ski lessons taken, more independence demonstrated (setting up tents))

Rationale:

Schoolwide Renovation and Long-Range Maintenance Plan Over the last 6-year cycle, HIS has determined that investing in and improving the school's infrastructure is required to provide an environment even more conducive to

learning and safety. Upgraded facilities, such as modern classrooms, well-equipped laboratories, and bright open spaces would provide our students with the necessary tools and resources for a more engaging and effective learning experience. In essence, enhancing the school's infrastructure is an investment in the quality of education, student sense of well-being, and overall educational outcomes.

Student Recruitment and School Promotions To fulfill our mission and strategic plan goals, we need to leverage the total capacity of our facilities and ensure that the broader community is aware of and has access to the transformational work our school is doing.

Community Transition, Retention, and Communication If the goal above is about inviting people in the door, this is about the quality of experience they have once here—we want to ensure that from the first point of contact with the school to alumni hood, community members have a positive experience that aligns to our school mission and vision.

Continue development of the dormitory program. The boarding program should not only be fully included in the goals outlined above but also represent a unique and distinct value-add: an immersive residential life experience that meets the highest international criteria for dormitory programs.

Pillars - Outdoors, Arts, and Service These are the distinguishing elements of our school and deserve robust investment—success here is deeply connected to our ability to deliver on our mission and many of the goals outlined above.

Appendices

<p>WASC: Recent Interim Progress Reports / Self Study Reports / Mid-Cycle Reports / Action Plans / Strategic Plan</p> <ul style="list-style-type: none"> ● Revised Action Plan 2018-2024 ● Strategic Plan 2022-2027 ● WASC / HIS Strategic Plan Cross Reference ● WASC Interim Progress Report 2022 ● WASC Mid-Cycle Report 2021 ● WASC Visiting Committee Report 2021 ● WASC Interim Report 2020 ● WASC Interim Report 2019 ● WASC Self Study Report 2018 ● WASC Visiting Committee Report 2018 ● WASC Mid-Cycle Report 2015
<p>Annual Principal Reports (submitted each fall to the Board of Counselors)</p> <ul style="list-style-type: none"> ● Annual Report 2022-2023 ● Annual Report 2021-2022 ● Annual Report 2020-2021 ● Annual Report 2019-2020 ● Annual Report 2018-2019 ● Annual Report 2017-2018
<p>School Organizational Structure and Responsibilities</p> <ul style="list-style-type: none"> ● Organizational Chart ● Roles, Responsibilities, Decision-Making & Reporting ● Leadership Team Structure and Role at HIS ● Leadership Team Decision-Making Framework ● Curriculum Team & Appointment Process ● Curriculum Team Implementation Rubric ● Stipends Summary Sheet 23-24

PLC Groups**2023-24 Groups**

- Science
- DEIJ
- Pillar programs

2022-23 Groups

- Science
- DEIJ
- Pillar programs

2021-22 Groups

- Social Studies
- Leadership and Service Learning

2020-21

- K-12 Language Arts
- K-12 Mathematics
- Leadership and Service Learning

Scheduling / School Calendar:

- HIS Sapporo Master Schedule (2023-24)
- HIS Niseko Master Schedule (2023-24)
- School Calendar (2023-24)
- Elementary Recess Supervision Schedule (2023-24)
- Secondary Recess Supervision Schedule (2023-24)

Assessment / HUSKIES

- Alma - HIS Student Information System
- CDGP (Character Development Graduation Portfolio) Student Tracker
- CDGP Infographic
- CDGP Rubric (To be revised when used as a course assignment)
- CDGP Student Example
- Community Handbook 2023-24
- EIR Credit Requirements and Guidelines
- EIR Student Register Form
- End of Year Awards
- End of Year Awards Nomination System (Commencing Spring 2024)
- HIS Reads - scoring, system, organization (on website)
- How to Use MAP Data (Teachers)
- How to Use MAP Data (Parents)
- IMYC Entry Points Folder
- IMYC Blueprint 2023-24
- Pandemic / Distance Learning Grading Policy
- Pathways rubrics
- Rubrics for assessing the HUSKIES
- School Statements
- Secondary Assessment Guidelines Presentation
- Writing Rubric Development Folder

Communications

- Communication and Conflict Resolution Protocol
- Communications Protocol
- Emailing Best Practices

- HIS Promotional Video 2016
- HIS News Page (Sapporo)
- HIS News Page (Niseko)
- HIS Youtube
- HIS Website
- HIS Instagram
- Monday Memo Folder (2013-2021)
- Monday Memo Folder (2021-2024)
- Parent Coffee Mornings
- PTA Website
- Staff Collaboration Norms & Agreements
- Staff Agreements

Pandemic Response Documents

- Covid-19 Procedures and Practices
- Covid-19 Procedures and Practices Guide (updated)
- Online Learning Protocol
- Family Guidance for HIS Campus Access During COVID19 2020
- (Japanese) Family Guidance for HIS Campus Access During COVID19 2020
- Pandemic / Distance Learning Grading Policy
- Pandemic Response Folder
- Temperature Screening Slips 2021-22

Curriculum

- AP Capstone Presentation for Students
- CDGP Infographic
- CDGP Rubric
- Curricular Commitments
- HIS Reads Information
- Homeroom Curriculum Blueprint
- Homeroom / Unifrog Lessons Alignment
- IMYC Homepage
- IPC Homepage
- Online Student Contract
- What is the IMYC? Screencast - HIS Produced
- WIDA Standards

Handbooks

- Community Handbook 2023-24
- Emergency Handbook
- Child Safeguarding Handbook (Drive Link)
- Child Safeguarding Handbook (Directory)
- Rules of Employment
- Dormitory Handbook
- PD Handbook
- School Profile 2023-24
- School website
- Teacher Housing Handbook

Outdoor Programs (Historical)

- Outdoor Education Folder
- Green and White Plans
- Activities Waiver

Protocols / Policies / By-Laws

- Articles of Incorporation
- Budget Planning Process at HIS
- Budget Responsibilities 2023-2024
- By-Laws
- Campus Network, Personal Device, and PC Usage Regulations
- Campus Network, Personal Device, and PC Usage Regulations (Employee Use)
- Code of Conduct
- Conflict Resolution at HIS
- Conflict Resolution Protocol
- Covid-19 Procedures and Practices
- Covid-19 Procedures and Practices Guide (updated)
- Curriculum Team & Appointment Process
- Curriculum Team Implementation Rubric
- Data Analysis Protocol
- Emailing Best Practices
- Essential Instructional Practices
- List of Things Done (2011-Present)
- Long Range Maintenance Plan
- Leadership Team Structure and Role at HIS
- Leadership Team Decision Making Framework
- Nominating Committee Protocols
- Online Learning Protocol
- Procedures and Protocols Folder
- Pandemic Response Folder
- PTA Protocols
- School Statements
- Secondary Assessment Policy
- Staff Collaboration Norms & Agreements
- Stipends Summary Sheet 20-21
- Student & Staff Protection Policy & Protocol
- Vendor / Service Provider Agreement (for child protection)

School Foundational Statements / Schoolwide Learner Results

- Foundational School Statements Page on school website
- HUSKIES Document
- HUSKIES posters
- School Statements
- HUSKIES Character Targets for Secondary Reporting

Student Support

- Academic Coaching Welcome Letter
- Academic Coaching Guidelines
- Aspiring Athletes and Careers Agreement
- Career Workshops presented by HIS parents

- College Information Night Presentation
- College Preparation Checklist for Juniors and Seniors
- College Board
- ELL Parent Orientation Template
- ELL Program Overview
- ELL Milepost Orientation Template
- ELL Plan 2017-18
- Graduation Requirements (Pg 29 of Community Handbook)
- HIS Catalog of College Acceptance
- Niseko Financial Assistance Program slideshow
- Online Student Contract
- Referral Services
- School Profile 2020-21
- Using MAP results presentations
- WIDA Website

Child Protection / Safeguarding

- **Child Safeguarding Handbook**
- Activities Waiver Agreement
- Campus Network, Personal Device, and PC Usage Regulations
- Campus Network, Personal Device, and PC Usage Regulations (Employee Use)
- Child Abuse Report Form
- Child Protection: Signs to Look For
- Child Safeguarding Page on School Website
- Code of Conduct
- Child Safeguarding Training
- Field Trip Ratios Protocol
- Guidebook for Intervention of Child Abuse
- Permission Form for Weight Room Use
- Referral Services
- Student & Staff Protection Policy & Protocol
- Vendor / Service Provider Agreement (for child protection)

Surveys

- HIS Family Exit Questionnaire
- Parent Survey Results Fall 2023
- Student Survey Results Fall 2023
- Teacher Survey Results Fall 2023

Teachers / Professional Development

- *Essential Instructional Practice*
- *Essential Professional Reading List*
- *Observation Process*
- *Professional Development Handbook*
- *Professional Development Approval Form*

Team Meetings

- Curriculum Committee 2023-24
- Curriculum Committee 2022-23
- Curriculum Committee 2021-22
- Curriculum Committee 2020-21
- Curriculum Committee 2019-20
- Curriculum Committee 2018-19

- Curriculum Committee 2017-18
- Elementary Team Meetings 2023-2024
- Elementary Team Meetings 2022-2023
- Elementary Team Meetings 2021-2022
- Elementary Team Meetings 2020-2021
- Elementary Team Meetings 2019-2020
- Elementary Team Meetings 2018-2019
- Elementary Team Meetings 2017-2018
- Executive Board Minutes
- Full Faculty Team Meetings 2022-2024
- Full Faculty Team Meetings 2021-2022
- Full Faculty Team Meetings 2020-2021
- Full Faculty Team Meetings 2019-2020
- Full Faculty Team Meetings 2018-2019
- Full Faculty Team Meetings 2017-2018
- HIS Niseko Meeting Minutes 2023-2024
- HIS Niseko Meeting Minutes 2022-2023
- HIS Niseko Meeting Minutes 2021-2022
- HIS Niseko Meeting Minutes 2020-2021
- HIS Niseko Meeting Minutes 2019-2020
- HIS Niseko Meeting Minutes 2018-2019
- HIS Niseko Meeting Minutes 2017-2018
- Leadership Team Agenda and Minutes 2023-2024
- Leadership Team Agenda and Minutes 2022-2023
- Leadership Team Agenda and Minutes 2021-2022
- Leadership Team Agenda and Minutes 2020-2021
- Leadership Team Agenda and Minutes 2019-2020
- Leadership Team Agenda and Minutes 2018-2019
- Secondary Team Meetings 2023-2024
- Secondary Team Meetings 2022-2023
- Secondary Team Meetings 2021-2022
- Secondary Team Meetings 2020-2021
- Secondary Team Meetings 2019-2020
- Secondary Team Meetings 2018-2019
- Secondary Team Meetings 2017-2018
- Wednesday Collaboration Planning 2023-24
- Wednesday Collaboration Planning 2022-23
- Wednesday Collaboration Planning 2021-22
- Wednesday Collaboration Planning 2020-21
- Wednesday Collaboration Planning 2019-20
- Wednesday Collaboration Planning 2018-19
- Wednesday Collaboration Planning 2017-18