

MEETING MINUTES  
ISB BOARD OF TRUSTEES  
REGULAR SESSION  
MPB 3  
Tuesday, 19 November 2013

- Present: Dr. Sumiter Singh Broca (6:50)  
Mr. Gurdist Chansrichawla  
Dr. Prathip Chiaravanond  
Dr. Ana Coghlan  
Ms. Joy Davy (7:30)  
Mr. Marc de Vries  
Mr. Brent Gros  
Mr. Bill Harvey  
Mr. John Heinecke (7:40)  
Mr. Janewit Kraprayoon  
Mr. Eric Ma  
Mr. Michael Mussi  
Mr. Pravit Sukhum  
Mr. Kevin Sypolt
- Absent: Mr. Ira Blumenthal
- Administration: Dr. Andy Davies, Head of School  
Mr. Graeme Scott, Deputy Head of School for Learning  
Dr. Ugo Costessi, Deputy Head of School/Chief Financial Officer  
Ms. Elizabeth Rossini, Curriculum and Professional Learning Director
- Guests: Ms. Cory Fox, PTA President  
Ms. Kristin Simpson, Consultant to the Nurses Office

**I. OPENING**

Mr. de Vries opened the meeting at 6:06 pm.

**Approval of Minutes**

Minutes from the 15 October 2013 meeting were approved 11-0 as presented.

**II. PTA UPDATE**

Ms. Fox outlined PTA activities in recent weeks, including a very well received resilience seminar for expatriate parents by Robert Wagner. Due to the response from attendees, the PTA will look for opportunities to increase offerings like this workshop. The PTA also hosted well-attended middle school and high school divisional meetings. Attendance at the elementary school divisional meeting was low, and the PTA is reviewing whether a change in recent topics may increase the interest in

parents to attend.

At a recent PTA executive board meeting three grant requests had been approved: 1) television replacement in the MS/HS cafeteria; 2) purchase of two eco-cameras for MS activities and trips; and 3) carpet to protect the ES gym floor, which will allow drinks and food to be consumed in the gym. Ms. Fox reminded the board of the primary criteria for approving grant requests: that the project will impact a large number of students and that the project features luxury items benefiting students that the school may not be planning to purchase. In addition to the grant program, the PTA has initiated a new “service fund”, opened November 1, making funds available to requests from ISB clubs. One of the primary sources of PTA funds, the adult education program numbers were a bit lower than expected in the fall, but are anticipated to be higher in the spring.

At the recent meeting, the PTA brainstormed ways to improve voter turnout for Board of Trustee elections. Suggestions were raised such as offering multiple voting locations, giving voters “I Voted” stickers to wear to remind others to vote, including photos of candidates in the candidate introduction packet and on the ballot. The PTA will continue to solicit ideas to explore.

In the next semester, the PTA plans to deploy parent ambassador volunteers to reach out to parents/families that may be experiencing difficulty plugging into ISB life. The PTA also plans to offer more parent seminars, including the return of Robert Wagner in the spring. The Girl Talk program to discuss puberty and psychological changes with 4<sup>th</sup> grade girls and older with their mothers has been well received and will continue. A new idea is a Parent Day, much like a Passion Day for adults, during which parents can model being lifelong learners and thus inspire their own students to strive for the same. PTA would like to explore whether the Principal Forum in high school might be a beneficial model for discussions at the middle and elementary school levels as well. Finally, the International Family Fair is scheduled for Saturday, February 1.

### **III. SAFETY UPDATE**

Ms. Simpson briefed the board on her work with ISB’s five-member Thai nursing staff as a safety consultant to the school. Her time with the nursing team has focused on the following: 1) student injury and illness; 2) mental health support; 3) risk prevention, screening and referrals when needed, e.g., all 6-12 grade student athletes had physicals and EKG, 35 abnormal readings, referred to hospital for further; and 4) review of policy documents.

The nurses’ office sees approximately 80 students per day on average during school hours (7:00 am to 2:00 pm). In the most recent full month, the most common reasons for visits were 1) wounds/skin injuries (>200 students), 2) physical pains (155), 3) headaches (125), and 4) abdominal pain (125). Occasionally, staff and parents visit as well. Nursing staff are available 2:15 pm to 8:00 pm for activities.

ISB is staffed in line with other international schools in Bangkok; the student to medical professional ratio is 393:1. ISB has the second best ratio relative to other IASAS schools; only JIS with 3 campuses has a better ratio at 282:1. Next after ISB is ISM at 432:1.

Ms. Simpson has contributed to increasing first response capability by offering CPR and First Aid training to staff, students, guards, parents, and bus monitors. Additional AEDs were purchased and placed around campus. As for medical response, all nurse stations have been fully equipped with medical emergency kits, and an additional nurse has been hired. ISB is in the process of updating all health and safety policies.

#### **IV. WASC ACCREDITATION**

Overall, the WASC team visit went very well; so well that it has been difficult to discern specific items for the school to focus on for improvement. The team remarked that ISB encourages innovation, the Strategic Learning Plan (SLP) is comprehensive and focused, and the BOT governs effectively. Nine schoolwide areas of strength were identified, including items such as the positive school culture and strong sense of community; the ISB leadership team, faculty, and support staff are highly talented and extremely dedicated; and ISB has successfully embedded learning as its central focus.

The team identified three schoolwide critical areas for follow up:

- 1) The LT needs to examine the proper balance between open systems of thinking and the need for clarity and consistency in understanding.
- 2) ISB needs to clarify initiatives that need whole school consistency and those that have flexibility between different grades or divisions.
- 3) Faculty and administrators should continue to leverage current work in assessment to effectively report on student learning.

As for next steps, the LT will review findings and determine which recommendations will be folded into the SLP and a WASC action plan will be drafted. The final decision on accreditation will be forthcoming, with consideration being given to six-year period with a mid-term visit or a five-year period without a mid-term visit to keep ISB on a same WASC five-year cycle as the Thai ONESQA accreditation.

#### **V. BOT COMMITTEES**

The Business Committee reported that online access is now available for alumni or others to give donations, but it is not yet clear what the target of giving will be. Traffic was discussed; the school has gathered some recent data at different times of the day from the remote controlled plane. It has been recognized that the bottleneck is at the roundabout just outside school, not the flow inside the school. The current business target matrix may need to be adjusted slightly, but there is not a need to tighten it just because ISB is doing well financially. The debt to equity ratio target may be reduced from 25% but this decision has not been finalized yet.

The SILC continued to discuss performing arts programs and the Learning Scorecard. The committee pointed out that the scorecard focus has been primarily on academic performance previously, but the committee would like to encourage inclusion of other parts of ISB's mission in the scorecard. Finally, the team that traveled to California to explore innovative education programs reported to the committee (see below for this team's report to the board).

The COT reported on a presentation received from the National Honor Society advisor about a review of the NHS student candidate selection process. The NHS advisor detailed parent concerns that have arisen over the last couple of years and discussed how two different review groups that examined the selection process generated similar suggestions. The NHS Faculty Council has agreed to modify some language in the guidance given to teachers as they score candidates on leadership and character to remove possible cultural bias. The NHS advisor will also make a renewed effort this year to encourage greater teacher participation in providing feedback on student candidates to get more thorough information about students. The COT was satisfied with the level of review conducted by the NHS advisor, Faculty Council, and the administration. The COT believes the process strives to use as much objective information as is available, while recognizing that the NHS selection process will still retain subjective aspects, which are recognized and accepted by the NHS organization.

## **VI. TEACHER APPRAISAL**

The overall goal in teacher recruitment is to find the best teachers who will develop and have good cohesion with ISB's mission and vision. There is a formal appraisal system, called the Professional Practice Program (PPP), which includes standards used for teachers, counselors, and administrators. Certified staff meet with administrators at the beginning and end of each year, at least, to establish goals and discuss progress. Administrators conduct classroom observations and reflect with each teacher on what administrators observe.

Initially, new teachers are considered at Level 1, as administrators observe how new teachers meet ISB standards; administrators conduct formal observations and conversations with each teacher. As new teachers are seen to be performing well, they are considered to be at Level 2, meeting ISB standards and requiring fewer formal observations. Teachers who are found not to be meeting standards may be placed on probation and given 90 days to meet the standards. Administrators also initiate an improvement plan and assign a supportive colleague to assist the teacher. During this period there are frequent progress meetings.

ISB offers teachers \$1,850 in professional development monies annually to be used at teacher discretion for activities such as conferences, pursuing a degree, or purchasing educational materials, in addition to participating in professional development days organized by administrators at ISB.

The appraisal model that has been used previously has some limitations, such as the standards being teacher behavior based and not aligned with ISB's mission or the definition of learning. Consequently, ISB has developed some new standards based on improved student learning, considering these factors when evaluating teacher success.

## **VII. MAP**

Dr. Davies reported recently received results of the fall Measures of Academic Progress (MAP) test. The test is taken on a computer and is not timed. A primary benefit of the test is that it demonstrates individual academic growth over a school year for students in grades 3 through 9. These results are considered in context with other assessments and student grades to get an overall picture of a student. The spring MAP results will be paired with these results to gauge student progress over the academic

year.

One general trend that ISB sees is higher percentiles in the later grades. However, 9<sup>th</sup> grade is an exception because ISB sees an influx of Japanese students who have completed 8<sup>th</sup> grade at a Japanese school and transfer to ISB for high school, but they have lower English reading levels.

### **VIII. FUTURES EXERCISE**

Mr. Scott and Ms. Rossini briefed the board on a trip in which they participated with three other ISB administrators to explore four California institutions that are on the cutting edge of educational innovation.

The group visited **826 Valencia**, where author Dave Eggers operates a writing workshop. The goal is to elevate student writing from low stakes writing to a professional level that can actually be published. Students are transformed initially simply by walking through the portal of the commercial front into the creative area for writing in the rear.

**ISB** can use this type of experience to create new writing opportunities for students.

The team then visited **Google**, where it is recognized that ideas come from all sources and innovative, free thought is encouraged. Google seeks to foster creative solutions to problems. Google recommends that one not wait too long to try to perfect a new idea, but it is better to put an imperfect prototype out for people to comment on and provide healthy amounts of feedback. The feedback will be used to improve and strengthen the prototype. **ISB** can further encourage innovation and institute some of these practices.

**Stanford University** endeavors to create a growth mindset alongside encouraging life balance, including “me” time. Stanford’s D (Design) school uses a multi-disciplinary, non-compulsory problem solving approach with the aim of making the world a better place.

**ISB** can develop design thinking and include wellness as a key part of the school community. Students need assistance in building their own stories.

**The Nueva School** also encourages design thinking while students are caring, sharing, experiencing social emotional learning, empathizing, taking action, and developing some type of prototype that will help improve life and the world around them.

**ISB** can bring design thinking to where there is movement in thought and action (where the “sucking” is); that is where synergies develop and ideas will grow and prosper.

Overall, ISB will explore how to integrate wellness, social emotional learning, preparation of students for an uncertain future, and assessments that drive student study and learning behaviors. Design-thinking is most effective when human-centered and built around what students care about. It shows them how to find a contemplative balance in the world and unlock creative confidence. The team will work on implementing some of the ideas they observed.

### **IX. EARCOS**

Mr. de Vries reported some thoughts that were gleaned from the EARCOS conference. He proposed that the board consider spending more time on generative discussions and less time on reporting topics. However, he said, we don't want to lose opportunities to validate what members of the board are accomplishing, so we still want to recognize outcomes of committees, etc. It was suggested that we consider preparing ourselves better for meetings by pre-reading more material, leaving more time for discussion.

A key point that came out of an EARCOS session on design thinking was that it is important to support visits, not only for administrators, but also for teachers. In observing new ideas and applications, teachers will figure out to apply what they see and learn, back in their home environment at ISB.

**X. COMMENTS AND QUESTIONS**

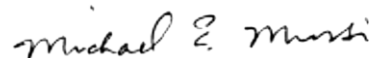
None.

**XI. ADJOURNMENT**

The meeting was adjourned at 9:21 pm.

*The next meeting will be held on Tuesday, 17 December 2013.*

Verified as approved by the Board  
at its meeting December 17, 2013



Michael Mussi  
Secretary, ISB BOT