



**SHINAGAWA  
INTERNATIONAL  
SCHOOL**

# PARENT / STUDENT HANDBOOK

2019-2020  
School Year

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## INTRODUCTION

Dear Students and Parents,

Welcome to Shinagawa International School! We are very pleased to have you be a part of our school community.

This handbook is meant for parents and students who have already been accepted to SIS with the hopes of providing them with answers to their questions. If, after reading this handbook, you still have questions, please do not hesitate to contact the school.

If someone is looking to be admitted to SIS, please see an administrator for a separate packet of information, which details admission policies, admission and enrolment fees, and the admission procedure.

### Abbreviations

Throughout this handbook and/or at various times during the year, you will see the following abbreviations:

- ASP..... After School Program
- ESL..... English as a Second Language
- JSL..... Japanese as a Second Language
- PS..... Preschool
- K..... Kindergarten
- G1..... Grade 1 (G2 = Grade 2, etc)
- PE..... Physical Education
- ICT..... Information and Communication Technology
- SIS..... Shinagawa International School

# School Life

## HOURS / DROP-OFF & PICK-UP ROUTINES

8:15-8:25	8:25-15:15	15:15	15:15-16:00	16:00
• Arrival	• School Hours	• Dismissal 1	• After School Programs	• Dismissal 2

Arrival times for all students: 8:15-8:25

School hours for all grades: 8:25 - 15:15

Any student not in the morning assembly either in assembly room or classroom by 8:25 is considered late.

Dismissal 1: 15:15

After School Program: 15:15-16:00

Dismissal time for all students: 16:00



All students begin and leave at the same time and our lobby is quite small. Therefore, in order to ensure the safety of all children, we ask that the lobby remain as clear as possible.

The following routines will be followed each morning and afternoon during the arrival and dismissal times.

### Drop-off (Morning) Routine

A SIS staff member will be on duty every morning. The following routine should be followed by all parents at all times when bringing their children to school.

1. There is no parking available at SIS.
2. There will be no supervision available before 8:15. SIS does not assume responsibility for your child before then. Students will be supervised from 8:15 to 8:25. At 8:30, students will be dismissed to their rooms after the morning assembly.
3. Bring your child into the school where a staff member will ensure your child gets safely inside the school.

### Pick-up (Afternoon) Routine

A SIS staff member will be on duty every afternoon. The following routine should be followed by all parents at all times when picking up their children from school.

1. Come to the front of the school doors where a staff member will bring your child from inside (for security reasons, students must remain in the designated location until dismissed by a staff member)
2. Should you arrive after 15:15 (or 16:00 after ASP), please call and inform the office.

## PARKING

**There is no parking available at SIS;** we encourage using public transportation as much as possible.

## UNIFORM / DRESS CODE

The tone and learning environment of a school are greatly improved when students maintain a standard of appearance. Therefore, all students must be properly attired in the SIS uniform at all times. Unless otherwise noted, all uniform items are purchased through the SIS supplier. Please see the Administrative Secretary for any questions regarding uniforms or uniform purchase.

**Please label all items with your child's name!**

### School Uniform (Company: Lands' End)

	Required	Optional
Girls	<p><b><i>Polo Shirts</i></b> (one of the following items)</p> <ul style="list-style-type: none"> <li>• Short Sleeve Mesh polo</li> <li>• Short Sleeve Interlock Polo</li> <li>• Long Sleeve Mesh Polo</li> <li>• Long Sleeve Interlock Polo</li> </ul> <p><b><i>Skirt or/and Pants</i></b></p> <ul style="list-style-type: none"> <li>• Long Chino Skirt</li> <li>• Chino Skirt</li> <li>• Plain Front Stain-resist Pants</li> </ul> <p><b><i>Polo Dress</i></b> (if you purchase polo dress, neither of polo shirt nor skirt /pants are needed)</p> <ul style="list-style-type: none"> <li>• Short Sleeve Polo Dress</li> <li>• Long Sleeve Polo Dress</li> </ul> <p><b><i>Backpack</i></b></p>	<p>Fine Gauge Cardigan Girls Cardigan Knee Socks Tights (Black or Navy Blue) Basic Rib Crew Socks Fleece Jacket</p>
Boys	<p><b><i>Polo Shirts</i></b> (one of the following items)</p> <ul style="list-style-type: none"> <li>• Short Sleeve Mesh polo</li> <li>• Short Sleeve Interlock Polo</li> <li>• Long Sleeve Mesh Polo</li> <li>• Long Sleeve Interlock Polo</li> </ul> <p><b><i>Pants or/and Shorts</i></b></p> <ul style="list-style-type: none"> <li>• Plain-front Pants</li> <li>• Plain-front Short</li> </ul> <p><b><i>Backpack</i></b></p>	<p>Drifter Vest Drifter Cardigan Basic Rib Crew Socks Fleece Jacket</p>

\*purchased through the [school website](#).

**PE Uniform (Company: 株式会社矢部プロカッティング)**

	Required	Size
Girls	<p><b><i>T-shirts (White)</i></b></p> <ul style="list-style-type: none"> <li>• Short Sleeve T-shirts</li> <li>• Long Sleeve T-shirts</li> </ul> <p><b><i>Pants (Red)</i></b></p> <ul style="list-style-type: none"> <li>• Short pants</li> <li>• Long pants</li> </ul> <p><b><i>Sport Shoes (Playground)</i></b>  <b><i>Indoor Shoes (Gymnasium)</i></b></p>	From 100 to 160 (170 size will cost extra)
Boys	<p><b><i>T-shirts (White)</i></b></p> <ul style="list-style-type: none"> <li>• Short Sleeve T-shirts</li> <li>• Long Sleeve T-shirts</li> </ul> <p><b><i>Pants (Blue)</i></b></p> <ul style="list-style-type: none"> <li>• Short pants</li> <li>• Long pants</li> </ul> <p><b><i>Sport Shoes (Playground)</i></b>  <b><i>Indoor Shoes (Gymnasium)</i></b></p>	From 100 to 160 (170 size will cost extra)

\*purchased through the school office.

If your child does not have a PE uniform, please see the Administrative Secretary. The pants, shorts, and tops are purchased through the SIS supplier. Students must be properly dressed for PE. The inability to do so will adversely affect your child's PE grade.

All students are required to come in their PE uniforms on designated PE days. You will be notified by your child's teacher of the scheduled PE days. In order for students to be properly prepared for PE classes, PE uniforms must be washed over the weekend.

**Additional Guidelines**

- Students are to dress and groom in a clean, neat, and modest manner. This includes hairstyles, nails, and overall cleanliness.
- Students should come to school in clothing that is appropriate for the weather.
- Students are not permitted to wear hats or any head covering including bandanas, visors, or sunglasses inside the building. The exception to this is in cases of religious or health reasons.
- Shirts must be tucked in at all times.



- Jackets and coats are not to be worn indoors. Please make sure your child has his/her uniform sweater to wear indoors.
- Students need to wear their indoor shoes inside the school.
- No accessories are permitted except those are required for health reasons.

The uniform policy and dress code will be strictly enforced. If a child is in violation of the dress code, parents will be immediately called to bring proper uniform clothing for the student.

## **ATTENDANCE**

Good daily attendance at school is important for the academic and social growth of children. Regular attendance will help ensure the continuity of learning needed for a successful education.

### **Absences**

Teachers will not provide make-up work for absences. Therefore students' grades may be adversely affected by any absences. The numbers of absent days are recorded in each term's Report Card.

### **Absence Notification**

It is important for the safety and welfare of your child that we all know where he/she is during the school day. Therefore, if your child is going to be absent and you are unable to inform the office prior to the absence, please call the office at 03-6433-1531 between 8:00 and 8:30am on the day of your child's absence. Alternatively, you could send an email by 8:00am of the same day.

### **Late Arrivals**

- Students must arrive on time each day. The first few minutes of each day is dedicated to team building and character education. These are important aspects to creating well-rounded, global citizens. Therefore, if your child is late, he/she will miss out on important instructional time.
- Students will be considered late if they are not in their assigned places by 8:25 unless excused by authorized permission such as a train delay ticket. The numbers of late days are recorded in each term's Report Card.

### **Excessive Late Arrivals**

When there are excessive late arrivals, the following actions will be taken:

- When a student has been late 5 times, an administrative warning letter will be sent home.
- When a student has been late 10 times, a second letter will be sent home stating the late record of the student.
- When a student has been late 15 times, a third letter will be sent home stating the late record of the student and requesting the parent to schedule a conference. Members attending the conference will include the principal, the parent(s), the student, and the teacher. They will meet to develop an education plan for the student. If the parent refuses to participate in such a meeting, the principal will place in the student's attendance records documentation of such refusal.

- If the student continues to be habitually late, a second conference will be held to determine if continued attendance at SIS is appropriate.

### **Early Leave**

When it becomes necessary to check a student out of school early, please inform the office/class teacher via email or phone call. Early pick up should not be in the middle of lesson hours. When you come to pick up, please ask for help from the school staff. Please be reminded that early pick up is not recommended. The number of school days left early is recorded in the term's Report Card.

### **Medical & Dental Appointments**

Students and parents are discouraged from scheduling appointments during school hours.


### **Vacations**

SIS does not recommend families to schedule vacations while school is in session. However, when vacations are planned, the school is not required to provide assignments or make-up work for students while they are on vacation.

## **CELL PHONES**

SIS supports the fact that many students carry cell phones with them for safety reasons. However, in order to avoid disruptions to the educational environment, **all cell phones and other electronic devices must be kept in their bag the whole time during school hours (8:25 to 15:15 or 16:00).**

- Walking students may not use any devices until outside the school gate.
- Bus students should get on the bus and fasten their seat belt before using their devices.

 If, in an emergency, you need to give a message to your child during school hours, please call the office at **03-6433-1531**. The message will be delivered to the student immediately.

## **BEHAVIOUR & DISCIPLINE**

### **Rationale: Caring and courageous.**

Students at SIS should have the opportunity to learn in a safe and respectful learning environment. They should be encouraged to care for each other and yet strive for the very best that they can achieve. Positive and clear guidelines for behaviour management will help our community nurture and realize the potential of the children in our care.

### **Definition:**

Behaviour management at SIS will be the responsibility of the whole school community. This will be reflected in a policy which clearly outlines the roles, expectations and consequences of behaviour at the school. Parents, teachers and students will be involved in the process of developing and then implementing the framework.

**Purpose:**

To provide an environment where we feel:

- ✓ safe and protected
- ✓ justice is applied
- ✓ accepted
- ✓ happy
- ✓ valued and understood
- ✓ listened to
- ✓ challenged / supported
- ✓ nurtured
- ✓ trusted and believed

**Strategies:**

	Encourage Positive Behaviour	Discourage negative behaviour
Strategies	<ul style="list-style-type: none"> <li>• A system of awards and incentives at both whole school and classroom levels</li> <li>• Recognition of effort, ability and setting a fine example</li> </ul>	<ul style="list-style-type: none"> <li>• Where necessary a support group will be established to develop a behavior modification plan               <ul style="list-style-type: none"> <li>→ Time out system</li> <li>→ Behavior book</li> <li>→ Suspension</li> <li>→ Expulsion</li> </ul> </li> </ul>

**School Rules and Processes:**

The following represent key aspects in the implementation of the school behaviour policy:

- guidelines

Everywhere in school:

- Keep your hands to yourself
- Speak appropriately
- Listen and learn
- Look after the school

In the hallway:

- Always walk in the school

In the playground:

- Use your hands when playing with the ball

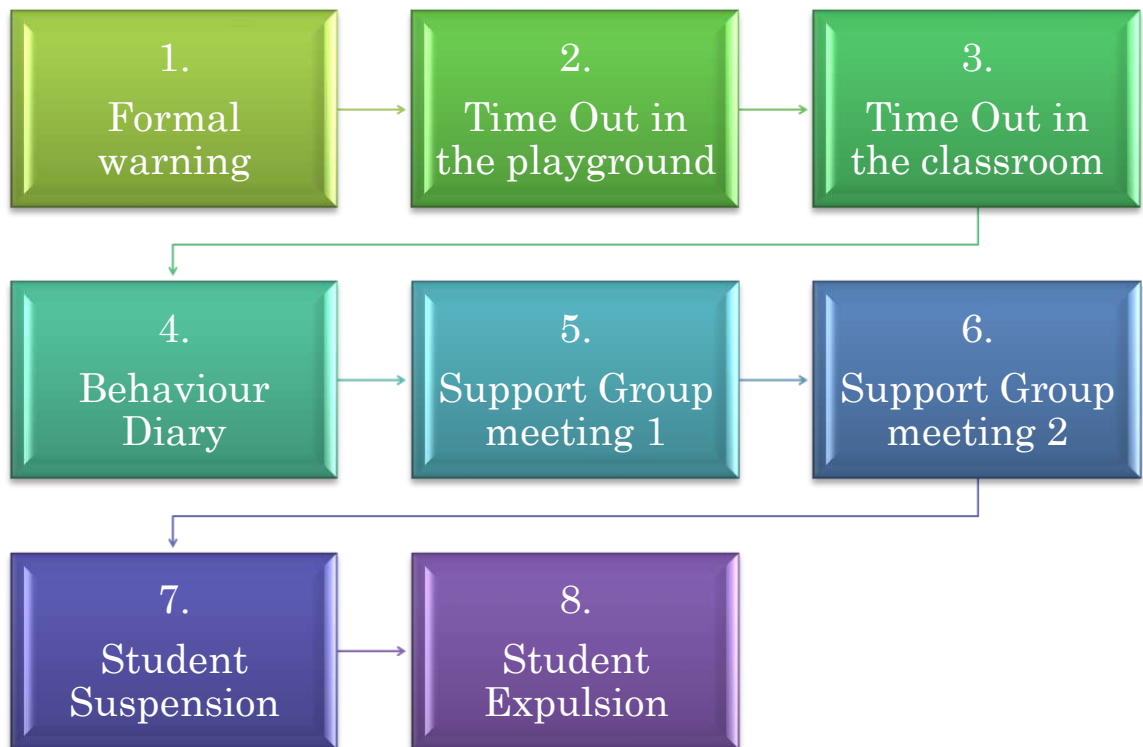
- time-out slip – 4Ws (see next page) (Parent contact is required after three time-outs.)

- consequences – warning, time out in class, time out in another class, detention, behaviour diary (time out, detention will be noted in Behaviour Book).

- support groups – counselling meeting with principal and teacher, meeting with principal, teacher and parent (measures might include behaviour diary, suspension or expulsion)

### School Rules and Steps:

The following steps should be followed as necessary during formal implementation of the school behaviour policy:



1. Formal warning
2. Time Out in the playground: Loss of 5 minutes of playtime
3. Time Out in the classroom: Loss of 20 minutes of playtime- also completion of evaluator Time Out sheet required
4. Behaviour Diary
5. Support Group meeting involving student, teacher and principal
6. Support Group meeting involving student, teacher, principal and parents (Both parents are required to attend)
7. Student suspension
8. Student expulsion

Early implementation of a later step in the process may be required where the severity of an incident warrants such consideration.

# Time Out – 4Ws

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

---

---

Which rule I broke

- |  |   |
|--|---|
| <input type="checkbox"/> Keep your hands to yourself | <input type="checkbox"/> Speak appropriately                  |
| <input type="checkbox"/> Listen and Learn            | <input type="checkbox"/> Look after the school                |
| <input type="checkbox"/> Always walk in the school   | <input type="checkbox"/> Use hands when playing with the ball |

What I did:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why I did it:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What I can do to fix it:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent signature:









>>>>> Please return this form. Thank you for your support.

## LUNCH & SNACKS

At SIS we have designated lunch and snack times. Your child should bring his/her own lunch and snack.

Since lunch and snacks are part of your children’s daily nutrition, it is important that you provide healthy and nutritious food. Serving healthy food is also important for supporting lifelong healthy eating habits, and helping to prevent costly and potentially-disabling diseases in the future.

When preparing your child’s lunch and snacks, please refrain from including items such as chocolate, cookies and foods with excess sugars such as sweets, because these are not very nutritional and do not promote a healthy lifestyle. It is recommended that most of the snacks your child brings to school be fruits and vegetables.

 <span style="margin-left: 50px;">Food Recommended</span> 	 <span style="margin-left: 50px;">Food NOT recommended</span> 	 <span style="margin-left: 50px;">Food NOT allowed</span> 
Fruits Vegetables Yoghurt 100% juice Whole grain cereal/ crackers Granola bars Trail mix  	Cookies Chocolate High salty snacks High sugar snacks	Gum Candy     

### Lunch and Snack Supplies

All students must provide:

- Lunch and snack including utensils
- Eating mat (please get a ‘furoshiki’ to spread under while your child is eating.)

Your child's name should be clearly written in permanent marker on each utensil. These supplies are not washed or kept at school. They will be sent home each afternoon with students. Please be sure they are clean and returned to school the following day. Do not send glass or ceramics in your child's lunch.

### Eating Rules

The lunch and snack periods are meant to be times of relaxation as well as eating. The following rules are to be observed during lunch and snack times:

- Students will use proper table manners as discussed with their teacher.
- Students will talk in quiet voices during lunchtime.
- Students will remain seated until excused by the teacher or supervising adult.

- All students are required to help clean the eating area (tables and floor) before being dismissed.
- Due to students' food restrictions, students may not share lunch or snacks with others.
- Any leftover lunch or snack should be brought back home so that Parents can check what students didn't eat.

### **Gum & Candy**

Studies show that gum and candy contribute to dental, medical and behavioural problems for some students. In addition, many problems are created for teaching staff when students consume treats during the day. Having items such as these adds to both the cleaning responsibilities and discipline responsibilities of the teaching staff. **Therefore, gum and candy are not permitted in school.**

## **SCHOOL LUNCH**

Kiwi Kitchen (<https://kiwikitchen.com/english/>) is the school lunch provider.

The order deadline is the mid-night on Thursday for the following week.

The online menu is available at

[http://edu.kiwikitchen.com/Kiwi\\_Kitchen\\_School\\_Lunch\\_Menu.pdf](http://edu.kiwikitchen.com/Kiwi_Kitchen_School_Lunch_Menu.pdf)

The price is 515 yen for small size and 720 yen for Large size.

Vegetarian menu is available everyday.

Payment can be done by bank transfer or credit card.

For further information please contact to the school secretary.

## HOMEWORK

At our school regular homework will be provided for all children from grade 1. Kindergarten students can also benefit from regular reading and storytelling with parents. Families should use as many opportunities as possible to introduce and develop language and number concepts through play.

### Purposes of Homework

- To reinforce skills learned in class.
- To establish a routine of study skills and good work habits.

### Some General Points

- Amount and type of homework will be flexible according to the student group (age, capability, ESL profile, transport time to home).
- Teachers will provide a homework schedule at the beginning of the school year.
- Teachers will check and sign all completed work.

### Recommended Daily Reading

Daily reading has many benefits. Students who read on a regular basis become better readers, build larger vocabularies, and gain exposure to many topics (even when reading fiction). Therefore, SIS strongly encourages parents to incorporate reading for pleasure in their child's nightly routine. Depending on the child's level, this may include being read to by an adult, reading together, children reading aloud to parents, or independent reading.

### Students' Responsibilities

In order for students to get the full benefit from homework, there are certain tasks they should perform. They are:

- Be clear about homework requirements - ask questions if unclear.
- Turn their completed homework in on time.

### Parents' Responsibilities

Parents are encouraged to:

- Ensure their child completes their homework
- Check homework regularly
- Create a positive learning environment for their homework (a quiet place, adequate stationery)
- Be involved with your child's learning (listen, encourage, support, and help to establish a regular routine)
- Keep in contact with the teacher

As a parent, you might also find yourself doing one of these;

- Listening to questions
- Helping with ideas
- Pointing out errors

Encourage and nurture your child's abilities and confidence.



## RECESS & PARK TRIPS

Outdoor recess is part of the daily schedules for all students. In preschool and kindergarten, park trips are also part of the weekly schedule. At other levels, teachers may occasionally take students outdoors and/or to a nearby park as part of their curriculum (for example, PE, science, art, etc.). These are not considered field trips and therefore prior notice of these outings is not necessary.

All of these activities provide opportunities for physical exercise, fresh air, a release of energy and, during recess, relaxation with friends. Therefore, outdoor recess and park trips are held, except during inclement weather (rain, snow, etc.). The following guidelines apply:

- Students should be dressed appropriately for the weather. Weather changes occur quickly, so children need to be dressed in a manner to reflect any seasonal changes in weather. All children, when outside, are told to inform their teacher if they get uncomfortably cold.
- A written request from a parent is needed in order for a child to be excused from recess. The note should state the nature of the illness that prevents the child from participating in recess and the period of time they are to stay in from recess. A child with a written note that does not have a physician's written excuse can only remain in from recess for one day.
- When the weather is bad, the teacher may have a quiet recess in the classroom or may take the students to the gym, multi-media centre or library if it is available.

### Playground Rules

When students are in the playground, the following rules apply:

- Speak appropriately
- Keep your hands to yourself
- Listen when a supervisor calls your name
- Look after the school and resources
- Use your hands when playing with the ball

### Park Rules

When students are on outings to the park or other outdoor activities, all regular safety measures (as well as additional measures) are followed. In addition, students are, as always, expected to follow all SIS rules and all directions given by the teacher(s) in charge.

When students are at the park, the following rules apply:

- On slides, students must go down one at a time, feet first.
- On swings, standing or jumping off is not allowed.

## COMPUTER & INTERNET USE



SIS believes that the use of technology (including computers and the Internet) offers unique resources for students and teachers and is therefore pleased to bring these services to its students. The school's goal in providing these services to students is to promote educational excellence by facilitating resource sharing, innovation, and communication in support of education and for uses consistent with the educational objectives of SIS.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school settings. On a global network it is impossible to control all materials; a user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may obtain material that is not consistent with the educational goals of the community. The school will work to minimize any exposure to controversial information.

### **A Privilege**

Use of the Internet and SIS computers is a privilege, not a right. All students must agree on the Internet Use Guideline prior to having the privilege of using the Internet at SIS. Inappropriate use shall result in cancellation of such privilege for any student who violates this guideline, any computer/Internet rules or directions given by SIS and its staff.

Each student who has agreed on the Internet Use Guideline, and thereby has access to the Internet, shall participate in classroom and/or individual instruction with a school faculty member regarding appropriate use of the Internet.

Access to the Internet will not be allowed, except upon specific permission from a SIS staff member. Email access will not be provided to a student unless the student is participating in a class that requires instruction on email or a teacher-directed activity such as a classroom-based e-pal program. Attempts to gain access to the Internet without permission of the supervising SIS staff member will result in cancellation of a student's privilege to access the Internet.

### **Assumption of Risk**

Students who agreed on the Internet Use Guideline assume responsibility to use the Internet in accordance with the terms of the guideline and all attachments, rules, policies and regulations of SIS. SIS will not be responsible for the accuracy, truth or quality of any information obtained from, by or through the Internet. SIS will not be responsible for delays, non deliveries, incorrect deliveries or service interruptions caused by any reason.

Access to the Internet through school computers may be monitored by SIS staff. Every effort will be made to limit access to only those online services that have been authorized for study and research. However, determined users may be able to access services and communicate with people on the Internet, and students may intentionally or unintentionally gain access to information and communications that they or their parents/guardians find inappropriate, offensive, controversial, or otherwise objectionable.

## General Computer/Internet Guidelines

- Be polite.
- Use of any inappropriate language is not permitted.
- Do not use the computer in such a way that would disrupt the use of the network by other users. Browsing on other computers in the network is not permitted.
- Reading, deleting, changing, or copying files and/or data belonging to other users without their permission is not allowed.
- Any deliberate action which damages or disrupts a computing system, changes its normal performance, or causes it to malfunction is not allowed.
- Logging onto a computer with anyone else's password or identity is not permitted.

## Search Engines

Research skills are an integral part of our curriculum (Literacy, Topic Exploration, Social Studies, etc.). Therefore our teachers sometimes allow students to use internet search engines for research purposes. To provide content safety, Safe Search Filtering options of the search engines are activated. However, it should be kept in mind that these filters do not provide for 100% safety. Therefore students are allowed to use the search engines only under teacher supervision.

## Computer Games

From time to time students are allowed to play computer games generally as a means of rewarding and with only educational content. By the help of computer games, students develop various skills such as mouse control, choice making, strategy and etc. Frequency depends on the lesson and the grade level.

## LIBRARY

Kindergarten and primary students will be taking part in library study throughout the school year. Besides learning basic library skills, it gives all students the opportunity to check out books on a regular basis. Checking out materials properly and returning them promptly and in good condition is expected of all students.

## Library Guidelines

The following guidelines apply at all times to the library:

- Books are checked out for one week. However, if you wish to renew a book, you may do so for a total check out of two weeks.
- If you return a book before its due date and wish to check out another book, you may do so. You do not need to wait for the due date to return a book.



## Overdue Books

If a book is overdue for longer than a week, the following procedures will apply:

- The student will not be permitted to check out another book until the first book is returned. Parents will be sent a note requesting parental response concerning the location of the overdue book.
- A second notice will be sent the following week and so forth for one month.
- All books which have been lost for a month should be paid for immediately.

The money will not be refunded once the payment is made even if the lost book is found.

## Damaged and Lost Books

Books are expensive and must be replaced for the benefit of all students if lost or damaged. Please report any damaged book to your child's teacher. A small repair fee will be charged when applicable. The full price will be charged if the book is damaged beyond repair.



Fig. 2 damaged book

## Reading at home

Please encourage your child to read more at home by regularly checking the books they bring home.

## AFTER SCHOOL PROGRAMS

SIS offers After School Programs for its students. All students are able to participate. Programs may vary each term.

### General Information:

- ASPs are offered three days a week on Tuesdays, Wednesdays, and Thursdays.
- Programs are from 15:15 to 15:50.
- Programs are available for different age groups, for example. K, K-up, Grade 1-up. Please apply only for programs that are offered for your child's grade level.
- Interested families are required to sign up for ASPs individually each term.
- Any special equipment, supplies, etc., must be purchased by the parent.
- Each program has its own policy. Parents will be notified of the policy when students apply for programs. There may be a maintenance fee required for some programs. This information will be included with the registration information.
- The school tuition fee covers the regular school time which is 08:30-15:15. After school programs are extracurricular activities provided by SIS as a service to our students. However for ASPs that we hire special instructors for, we require a registration fee.
- If any program has fewer registrations than the minimum number required to open a program, then that program will be cancelled. Minimum number may be different for each program.
- Once your child has been signed up for a program, changes will not be accepted unless there is a major reason that has been approved by the ASP coordinator.
- All questions related to After School Programs should be addressed to the ASP Coordinator.
- If a class period has to be cancelled for any reason, there will be no make-up class.
- Please understand that bus riders cannot be provided with supervision during ASP times hence they are required to register for an ASP.

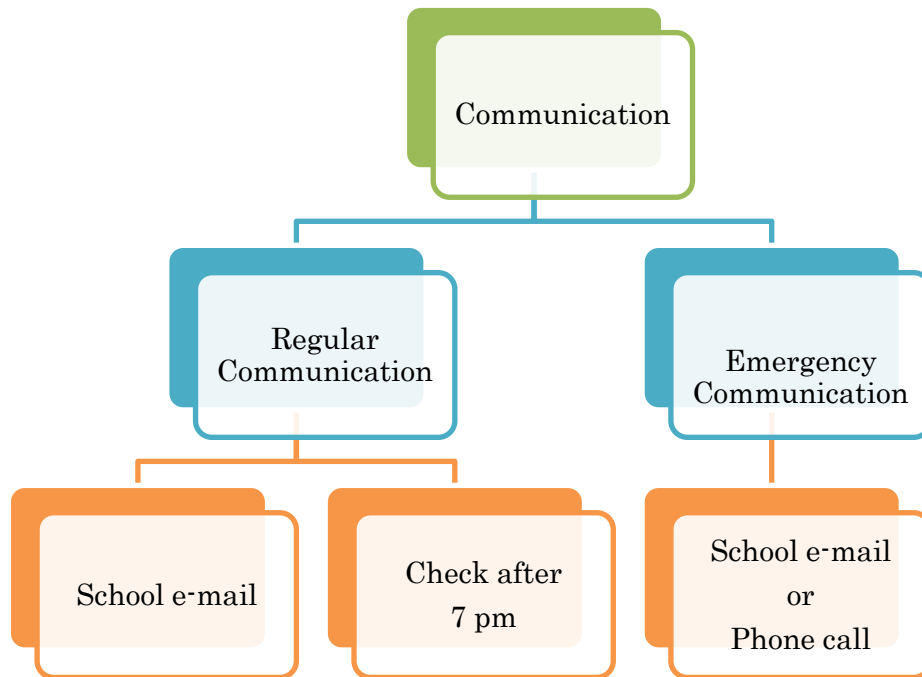
## **SATURDAY SCHOOL**

The aim of the Saturday School programs is to offer additional help in building English, foreign language, math and computer skills. It is also a great opportunity for students to socialize with friends in other grades through enjoying various activities. Some classes are free of charge but there are classes require fee. Please ask school office for details.

For Parents

## SCHOOL COMMUNICATION

SIS provides each family a school email account and all administrative as well as teachers' correspondence will be sent to the account. This will include announcements, updates, newsletters, teacher comments and parental permissions. Parents are responsible of the emails they receive and reply to, so that time, energy and resources are saved.



The following guidelines apply to the Email Communication:

- All email details will be kept private.
- Emails are expected to be checked after 7pm every night.
- It is the parents' responsibility to check and reply to the emails.
- *Please reply to all emails even shortly to acknowledge the teacher that you have received and read the message.*

## FEES, PAYMENTS & WITHDRAWALS

After being accepted into and enrolled at SIS, there are annual tuition fees and maintenance fee which are payable per term, and a day care fee (optional). All fees are reviewed annually by the School Board and announced in May of the previous school year. All fees should be remitted in Japanese yen.

### **Late Payment of Tuition**

Any student whose bill is in arrears for more than 1 month will be suspended until the payment is made.

### Refund of Tuition

No refund of tuition fee or maintenance fee in part or whole for the term shall be granted except in the case when a student does not attend school at all during the term. However, in case of complete absence, a notification of one month is required before the term starts. Please note that the enrolment fee, building fund, the first term tuition and maintenance fee and application fees are not refundable even in the case of complete absence.

### Excessive Absence

In case of excessive absences or long vacations which are less than one term, parents are required to pay for the full tuition fee.

### Withdrawal

If you are going to withdraw your child from SIS, please submit a Withdrawal Form (available from the office) one month prior to the withdrawal date. Please note that even in the case of withdrawal during any term, no refund of tuition fees in part or whole for the term shall be granted.

### Uniform

The school uniform is mandatory for all grades. Please order the school uniform through the school website or see the Administrative Secretary to inquire about the school uniform. The overall cost depends on the number of items ordered. Please see the "Uniforms/Dress Code" section for further details.

### Supply Fees

Although we send a list of supplies to be purchased by each parent at the beginning of the year, we order some of the items through the school. As more items become necessary throughout the year, we will be asking you to send out money, 5000 yen to school to purchase some of those for your child.

### Payment of Fees

All fees should be paid directly into the bank account listed below by the due date. Be sure to mention the student's name for easy identification of the source of payment:

Bank Account Informations		
Bank	Mitsubishi UFJ Bank (0005)	三菱UFJ銀行
Branch	Yokohama Ekimae Branch (251)	横浜駅前支店
Account No	Ordinary 0086152	普通 0086152
Account Name	Tokutei Hi Eiri Katsudo Houjin Kokusai Kouryu Gakkyu Rijicho Deniz Mehmet	特定非営利活動法人国際交流学 級 理事長 デニズ メフメット

\*For overseas fund transfer, please contact school office for bank account information.

### Release of Records

No documents (report cards, certificates of attendance, etc.) will be issued if any fees are outstanding or if there are library items unreturned. The Report Card, Certificate of Student Registration, and Certificate of Graduation are issued upon your request if necessary.



## PERSONAL ITEMS

Students are not permitted to bring personal belongings (including sports equipment, toys, games, etc.) to school unless specifically asked or allowed to do so by their teacher. Unapproved items will be removed from the student. These items will be returned to the student at the end of the day to be taken home. If such items are brought repeatedly, parents will be notified and the item will be kept in school office until it can be returned to the parent.

The school assumes no responsibility for personal items lost, stolen, or damaged. Under no circumstances should students bring candies, large amounts of money (or any other items of value) to school. Parents are responsible for monitoring what your children bring to school.

### Weekly Cleaning

As cleanliness and hygiene are of utmost importance, the school will be sending personal items home with the students at the end of every week. Please provide a large bag to put these items in and send them back washed/cleaned with your child on Mondays for a fresh start.

### Lost and Found

- The SIS Lost and Found box is located in the entrance hall. Students who have found any lost items are requested to give them to the school secretary to place them in the Lost and Found box. Money, jewellery or other valuable items should be given to a teacher or the secretary.
- We urge all parents to mark clothing and possessions with your child's name to expedite locating lost articles. Writing in permanent ink or sewing in a tag are the best methods. If an article such as this is found, it will be promptly returned to the owner.
- Although we will try to inform our parents about the lost items, those items that are not picked up within 3 weeks after the day of loss will be disposed by the school. **The school is not responsible for any lost items.**

### QUESTIONS / CONCERNS

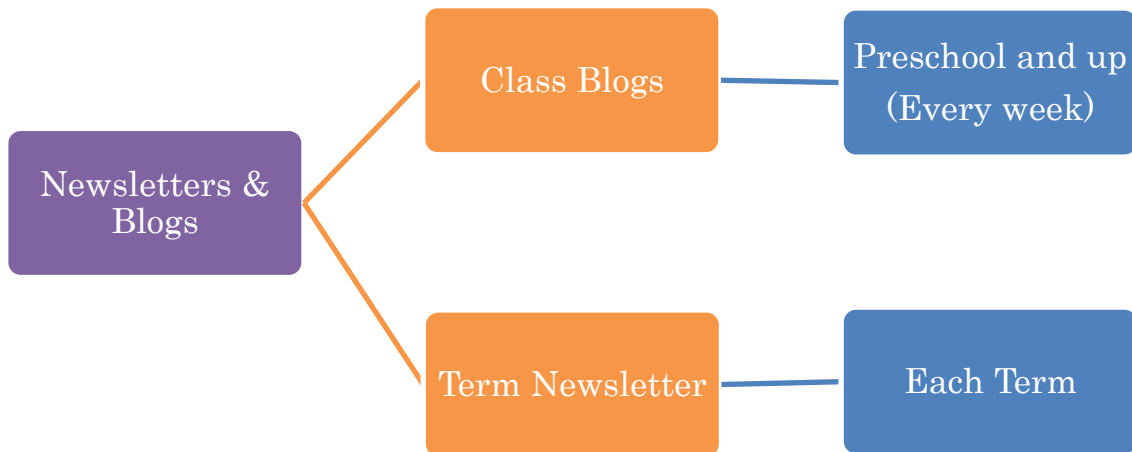
On occasion, parents have questions, concerns, or comments about their child's education. When this occurs, the first person to contact is your child's class teacher. This is the person who spends the most amount of time with your child, knows the day-to-day happenings of the classroom, and is best prepared to answer your questions or address your concerns about your child's education. Always feel free to request a conference with your child's teacher to discuss any educational issues, remembering that advance notice is required.



If, after speaking with your child's teacher, you still have questions or concerns or your questions are non-education related, please contact the administration office. We will direct you to the person in charge.

## NEWSLETTERS & BLOGS

The communication between the school and parents is a critical factor in our success with students.



Class Blogs are to inform the parents about what their child's class has been/will be doing within the corresponding period. They are updated weekly on Friday.

School also publishes Term Newsletters at the end of each term.

## PARENTS' MORNING

SIS will be holding two Parents' Days during the school year. Please refer to the Calendar for the scheduled Parents' Days.

The Parents' Day is a time when parents (and/or guardians) are specifically invited to the classrooms. Opportunities will be available for you to observe your child, interact with your child in his/her educational environment.

Visitors are asked to be respectful of all teachers, students, and other visitors. Please do not intrude into classroom activities unless specifically invited to participate by teachers. You are requested to visit the classroom at certain times scheduled by the school.

Please note that only adults are allowed to attend Parents' Day. Therefore, if you have other children, you must make alternate arrangements for them during your visit to SIS.

## CONFERENCES

### Parent Teacher Student Conference

All parents are invited. Parents meet teachers individually and discuss their children's progress as indicated in their report cards and portfolios. Each family is given 15-20 minutes for one child. Parents are allocated time for their conference. Primary school students attend to the PTSC. Depending on the need, teachers or parents may call for additional conferences.

### Student Led Conference

SIS operates Student-led conferences in June under the guidance of assessment standards of IB PYP.

- Parents and students are welcomed by classroom teacher.
- Student brings together portfolio materials and guides parents through the conference
- Presentation of portfolio
- Discussion of class room centres, works displayed on the walls, games and various ways of learning
- Discussion and walk through of specialist subject learning

### Conference Requests

Although no unscheduled conferences will be held during the instructional day, parents can schedule conferences throughout the year with their child's teacher(s) by contacting the teacher and making arrangements for a conference. Please note that advance arrangement is required. If necessary, the school may request additional parent-teacher conferences.

## EVENTS

We hold various events throughout the school year. Below are descriptions of events that appear on the school calendar.

### Parent Orientation

A day before the first day of school. New and existing parents come together for the revised school rules, procedures, curriculum and IB PYP Programme. Updated items and important elements of the Parent Student Handbook are gone over with the parents. The staff is also introduced.

### Family Picnic

This is an opportunity for all families to join in a special gathering and enjoy the company of family and friends. Attendance is strongly recommended.

**Child Health Day**

Teachers focus on health and hygiene topics in their classrooms with various activities.

**Literacy Week**

Activities that promote reading and writing are held such as book fairs, costume parades, and story dramatizations. Parents may come to classes to read stories in English or in their own language and their involvement in other activities is also welcome.

**Family Fun Day**

Parents come to school and play various games with students and each other. It may be combined with another event.

**Parents' Morning**

Parents visit classes and participate in actual instruction for evaluation on these days. They are held twice a year, in autumn and winter terms.

**Celebration of Learning (Winter & Yearend Performance)**

Held at the end of December and June. Students perform songs, dances, plays and a lot more.

**Japanese Culture Day**

Students enjoy different elements of Japanese culture through various activities.

**Numeracy/Science Week & World Math Day**

Activities that promote numeracy and science skills as well as showing children the importance of maths and science in the real world are held.

**International Children's Day**

This festival will help us celebrate of joys of children from all over the world. Fun with games and activities from the international background of SIS students are enjoyed. Attendance is mandatory for students. The Event is open to the outside international and japanese community. During this event the PTA also organizes a bakesale.

**Sports Festival**

Children will participate in dances as well as some sporting competition. Attendance is mandatory. They will also be required to wear their PE uniforms.  
If the weather is poor it is postponed or cancelled.

## Notes

1. Student attendance is mandatory and attendance is taken unless otherwise stated.
2. Students wear their school uniforms unless otherwise stated. For optional events students do not need to wear their school uniforms.

## FIELD TRIPS

- The purpose of a field trip is to provide educational experiences which are beyond the immediate school environment. Field trips are planned by the classroom teacher. Advance written notice of all field trips is sent to parents.
- **Students must have parent/guardian permission email to participate in field trips - No exceptions are made to this policy.** Please be prompt when completing and returning these permission slips.
- There may be times when classroom teachers will request a parent to accompany his/her child so that the trip is a positive and safe experience for everyone involved. Parents assisting teachers as chaperones on a field trip will have students in their care and, therefore, cannot bring other children with them.
- Dress code during field trips may differ depending on the features of the trip. Parents will be notified about the dress code before each field trip. However, unless otherwise stated, students are required to come with their school uniforms.

## FOOD RESTRICTIONS

We understand that many students have food restrictions due to allergies, religious or personal beliefs, or other reasons. All students must have on file a Food Restrictions Form, regardless of whether or not they have food restrictions. If your child does not have any food restrictions, please mark the form accordingly. If your child does have food restrictions, please be as detailed as possible. If any changes take place during the year, please complete a new form (available from the Administrative Secretary). Without this form, we cannot properly assist your child in avoiding these foods.

SIS will make every effort to help your child avoid any foods listed on his/her Food Restrictions form. However, please note that we cannot always warn your child about everything he/she eats. Ultimately, the responsibility lies with the parents and the child.

## HEALTH / MEDICATIONS

Regular school attendance is expected. However, if the student is ill, he/she should not be at school. **Please do not send your child to school if:**

- A fever is present. (100F/37.7C or more)
- Vomiting or diarrhoea is present.
- There is evidence of a persistent cough or strep throat.
- There is evidence of a suspicious skin rash or other contagious condition.
- Head lice

If any of these symptoms occur while your child is at school, you will be contacted to pick up your child immediately. SIS is able to treat minor first aid injuries and temporarily house students waiting to be picked up due to illness. SIS does not have the facilities or the manpower to care for sick children during the day.

If an emergency occurs during the school hours, we will contact a parent/guardian on the list of "Emergency Contacts". If we cannot reach a parent/guardian, the student will be taken to the nearest medical facility. For your child to be treated with his/her health insurance, please **submit a copy of your child's health insurance certificate to the school**. Please note that every effort will be made to reach you as soon as possible. Please remember to keep your Emergency Contacts form current.

### Contagious Diseases

- By Japanese law, the school must be notified if your child has any of the following contagious diseases: measles, rubella, chicken pox, whooping cough, the mumps, pinkeye, strep throat, head lice, scabies. This will help us take the appropriate measures to protect other students and staff. All the information will remain confidential.
- When your child has been absent due to a contagious disease, he/she must have a readmission slip from a physician in order to be readmitted to school.

### Head lice

Head lice are a very common problem for families of any socioeconomic background. They are wingless parasitic insects that feed on the blood of the people they are on. Head lice are extremely contagious as having close contact with another person or their belongings may put you at risk. Its symptoms include excessive scratching and/or sores caused by it. It might also cause difficulty in sleeping since lice are most active in the dark.

**If your child is infested** (actions taken by parents):

- School should be informed immediately
- It is recommended that a doctor's advice be taken before any action
- The child should not be sent to school until he/she is thoroughly treated
- All members of the family should be checked and treated if they are infested (Medicated lice treatments should NOT be used for children younger than 2 years old)

**If a child is suspected to be infested** (actions taken by school):

- The child who is suspected to be infested will be asked to stay home until he/she is thoroughly treated.
- An email to the parents of the students the child has been in contact with will

- be sent with no names mentioned
- A hair check will be done for all the students in the child's class
- School may run unannounced head lice inspection at varying intervals

### Health Concerns

Please make sure your child's class teacher knows about any special health problems your child may have such as allergies, seizures, conditions requiring medication, frequent need for restroom facilities, etc. We would like to meet the needs of all of our students, both physically and emotionally.

### Medications

- Students are advised not to bring any non-prescribed medication to school. All medications need to be prescribed by a doctor.
- Each medication must have a separate Medication Release Form signed by a doctor and a parent/guardian. This form must be on file in the school office, before the medication can be administered. Absolutely no medication will be administered to any student by school personnel without the doctor's signature on the form.
- When needed, you can get a Medication Release Form from the SIS office. It is easiest for most parents to keep a blank form at home for when it is needed.
- **All medication should be sent in its original container and must be labelled with:**
  - The child's name and grade
  - The name of the medication
  - The amount of the medication to be taken
  - The time the child is to take the medication

### Over-the-Counter Medications

Over-the-counter medications will not be administered unless written permission has been given by the parent. For emergencies, e.g. toothache, parental consent will be requested by phone.

### Inhalant Medications

- In the case of inhalant medications, self-administration may be approved with a prescription from a doctor. In addition, an Inhalant Medication Self-Administration Release form must be on file.  
If any student is discovered to be in possession of medication that has not been reported to the proper school personnel, the medication will be taken from the student and the parent/guardian will be contacted. For your child's safety, under no circumstances will a student be allowed to keep medication with them.

## SPECIAL NEEDS / COUNSELING

As noted in the Respecting Diversity section, SIS feels it is very important that our students be respectful of all differences. This includes students with different needs. Therefore, SIS will make reasonable efforts to accommodate the needs of individual students. SIS does not have any personnel designated as special educators, so the school may not be able to accommodate all requirements (whether academic or behavioural).

If, after careful observation, a teacher is concerned that a child is not progressing satisfactorily, he/she will suggest to the parents that educational testing and/or counselling may be appropriate. It is ultimately the parents' choice whether or not to seek testing and/or counselling for their child, but SIS reserves the right to require evidence of such services when a student's behaviour or academic needs become disruptive or detrimental to the welfare of the individual student or other students. If a student's academic or behavioural concerns become so severe that SIS can no longer meet the student's needs, SIS reserves the right to require the student to withdraw.

If you ever feel your child is in need of counselling or other special services, please see your child's class teacher.

## TRANSPORTATION

Parents may either send their children to school via the SIS school bus or they may take responsibility themselves for ensuring their child's safe arrival at school and home. Regardless of the mode of transportation, all students must have on file a Transport Information Form.

If at any time your child is taking a different route home or is being picked up by someone different please contact SIS in advance. If we are not notified, your child will have to wait at school until proper identification and parental verification can be made.

### **Information for All School Bus Riders**

- Please check the bus schedule for the pick-up and drop-off times.
- Preschool / PreK / Kindergarten students must be brought to and picked up from the school bus stop by a parent or guardian. Please be on time since the bus will not wait. In the afternoon, if you are not at the bus stop at the designated time, your child will remain on the bus and be brought back to school. It will then be your responsibility to come and get your child from school.
- Primary students may go to/from the bus stop on their own and accompany their siblings in the Preschool / PreK / Kindergarten, but a permission slip must be completed prior to this. If a permission slip is not on file, a parent or guardian must drop-off/pick-up the student.

### **SIS School Bus Guidelines**

Students transported in a SIS school bus are under the authority and responsibility of the bus driver and/or bus supervisor. When students arrive at school in the morning, they should go to their classrooms.



#### Morning Pick-up:

- Buses depart right at the time advised to you.
- Be on time at the designated stop, preferably 5 minutes prior to the bus arrival.
- If you are running late call the bus phone before departure time. The bus will wait 3 minutes after the scheduled departure time.
- If your child will be absent that day and you haven't previously contacted the school, please call the bus before its arrival to the stop as well as the school office.
- Dress according to weather conditions.
- If walking to a stop with no pavement, walk facing the traffic.
- When crossing the road, always watch for traffic.
- When waiting at the stop, stay back from the edge of the road.
- Good behaviour is expected at each stop.
- As the bus arrives, stay back until it comes to a full stop. Wait for the bus driver's signal before approaching the bus.
- Don't go after anything that rolls under or in front of the bus...tell the driver/assistant!
- Do not push or crowd when boarding/unloading.
- When moving as a group from the bus to the school or from the school to the bus, always stay in two lines, hold the next person's hand, display your best behaviour and do not run.

#### Afternoon Drop-off:

- You will be given the approximate time for bus arrival in the afternoon.
- If the student is picked up by a parent/guardian, please be on time at the designated stop, preferably 5 minutes prior to the bus arrival.
- There may be times buses are late. If the bus departs from a previous stop more than 15 minutes late, you will be contacted by the bus supervisor.
- Students may not leave the bus at any stop other than the one assigned to them unless they have a signed note from their parent or guardian permitting such a change.
- The driver will not discharge riders at places other than approved stops unless authorized by school officials.
- When exiting the bus, be alert. Go directly to your stop, look for traffic and never walk back towards the bus.
- Never cross behind the bus.

#### Rules for the bus:

- Remain seated at all times with the seatbelt fastened.
- No big heavy objects are allowed on the bus.
- Always stay properly seated on the bus sitting on your bottom, facing forward with your feet facing down.
- Keep all books, pencils and other sharp objects in backpacks.
- Keep arms, legs and other objects out of the aisle.
- Do not open the windows.
- No eating or drinking unless permitted by the supervisor.
- When arriving at your stop, stay seated until the bus comes to a full stop.
- Do not push or shove when leaving the bus.

The following are examples of bus misconduct:

	Offenses	Consequences
Minor Offenses	<ul style="list-style-type: none"> <li>• Talking too loud, constantly being noisy and rowdy</li> <li>• Will not follow directions</li> <li>• Discourteous to others, pushing, crowding and teasing</li> <li>• Littering and/or throwing objects</li> <li>• Unnecessary physical contact</li> <li>• Will not stay in seat</li> <li>• Taking seatbelt off</li> <li>• Eating and drinking without permission</li> </ul>	<p><b><u>1st offense</u></b> Warning by the supervisor</p> <p><b><u>2nd offense and onwards</u></b> 5 minutes time out (accruing)</p>
Major Offenses -Endangering yourself or others -Bulling -Recurring problem	<ul style="list-style-type: none"> <li>• Openly defiant towards the bus driver</li> <li>• Using obscene language or gestures</li> <li>• Causing damage to the bus</li> <li>• Purposely distracting the driver</li> <li>• Not following emergency procedures</li> <li>• Using dangerous materials onboard the bus</li> <li>• Jeopardizing the safety of others</li> </ul>	<p>Think Sheet will be sent home for parents to sign it</p> <p>Suspension or expulsion for recurring problem</p>

### Non-School Bus Riders

If a student does not ride the SIS bus, the following general guidelines apply:

- The parents of students in the Preschool, PreK and Kindergarten are required to take their child to and from school.
- Primary school students are allowed to go to and from school by themselves as long as there is written parental permission on file with SIS.
- If a student is to go home after school with an older brother/sister, prior written notification must be on file in the office.

### Parents using the school bus

Since we have limited seats in our buses and to make it fair for all bus routes, we do not allow parents to ride the bus no matter how many empty seats there are.

## VISITORS

All visitors and volunteers, including parents, must report to the Administrative Secretary upon admittance.

Although we welcome parents to visit their child's classroom, it is important to note that any visitors in the classroom, especially parents, cause a disruption to the learning of all children. Children become nervous with parents present and frequently do not behave in the classroom as they normally would. This causes stress not only to your child but to the other children and sometimes to the teacher as well. Therefore, as a general rule, we ask that you refrain from visiting your child's classroom except on rare occasions. There are two special Parents' Days included in the SIS calendar when we invite all parents to visit their child's class. (Please see "Parents' Days" for further information.)

## EVACUATION DRILLS

As a school, we have evacuation drills many times in a year.  
We have 3 types of drills that are listed below.

**Earthquake Drill**

**Fire Drill**

**Stranger Drill**

## BIRTHDAYS & CELEBRATIONS

Student birthdays are celebrated as the whole school during morning assemblies where students sing the happy birthday song. Due to dietary restrictions, we don't accept food, drinks or other treats from parents.

## SCHOOL AWARDS

### **International Mindedness**

This award is presented to a student who utilizes communication skills in at least two languages to contribute positively to the school and its community, maintains a positive and determined attitude toward friendship and learning, and has exercised international-mindedness throughout the school year.

### **Fair Play**

This award is presented to a student who takes responsibilities for her/his own physical and social wellbeing, shows concern for the rights and well-being of others, and participates actively for a healthy life style.

### **Kanji Award (Lower grade students)**

This award is presented to a lower grade student who has consistently shown dedication to the practice of kanji characters.

**Kanji Award (Upper grade students)**

This award is presented to an upper grade student who has consistently shown dedication to the practice of kanji characters.

**Literacy Award (Lower grade students)**

This award is presented to a lower grade student who is passionate about reading and writing, consistently strives to produce high quality work, and has challenged herself/himself throughout the year.

**Literacy Award (Upper grade students)**

This award is presented to an upper grade student who has pushed her/his writing to a higher level through experimenting with different writing styles, vocabulary, and techniques. This student is passionate about reading a variety of genres, and uses a range of strategies to improve her or his understanding.

**Perfect Attendance Award**

This award is presented to a student who has no absence in school.

## DONATIONS

We are always looking for new items to add to our school. All donations are welcome! However, please consult with the teachers or office staff before bringing in the actual items. We are especially happy to receive donations of books or arts and crafts supplies. Any items you send will be for your child's class unless you specify otherwise or we feel the items are better suited for another class.

# Miscellaneous



## INSURANCE

Although student insurance is not mandatory, SIS has partnered with AIU Insurance Company to offer a child insurance program. In accordance with our agreement with AIU, all SIS students are under insurance for 24 hours as long as they are enrolled at SIS.

Policy holder: All SIS Students

Coverage: Accidental Death and Injury \* It does NOT cover disease or illness.

Insurance: Death or Sequelae-500,000 JPY / Injury- up to 500,000 JPY per accident

### 【Procedure】

- 1) Accident occurs
- 2) Go to the hospital and pay the fee by yourself. Receive and keep a receipt from the hospital.
- 3) Let the school know about the accident and submit the receipt to the school secretary.
- 4) School will claim the insurance from the insurance company.  
(You will be asked to fill in a claim form by the school secretary.)
- 5) The Insurance will be paid back into your bank account.

Please talk to the school office if you want to learn more.

## RESPECTING DIVERSITY

As a non-sectarian, private school, SIS neither promotes nor inhibits religious beliefs or non-beliefs. One of our founding educational principles is:

**“Encourage a broad international perspective, respect and appreciation for other cultures and beliefs which make up both the school and the global community so that students regard diversity as natural and necessary as well as a source of strength, inspiration and knowledge.”**

In order to be successful, productive citizens in an international society, our students need to respect all aspects of nationality, race, religion, gender, physical differences, language and culture. In our international atmosphere we teach children about the diversity of humanity.

SIS does not teach religion. However, some cultural traditions we learn about are inseparable from religion. Therefore sometimes we study a variety of traditions from all over the world as part of our curriculum. All discussion about religion is academic without any implication of right or wrong. If you have any questions about this policy please contact the Principal.

## PROMOTION / RETENTION

Upon admission to SIS, students will be placed at a grade level according to their age. However, an upper or lower grade may be advised if found better suited to them *academically, socially, and emotionally*. Students will normally be promoted from one grade to the next upon completion of each academic year.

Age as of Sep 1 <sup>st</sup>	Grade Level	Age as of Sep 1 <sup>st</sup>	Grade Level
3 years old	Preschool	8 years old	Grade 3
4 years old	PreK	9 years old	Grade 4
5 years old	Kindergarten	10 years old	Grade 5
6 years old	Grade 1	11 years old	Grade 6
7 years old	Grade 2		

### Retention

SIS recognizes that retention in a grade is usually not in the best interest of the student. However, exceptions may be made when such exceptions are in the best educational interest of the student. Excessive absences or academic failure in more than one subject are some of the many factors which may affect a student's retention in a grade level.

If there is a chance that a student will be retained, parents will be informed of this at the earliest possible time, but certainly no later than the Parent-Teacher Conferences scheduled in the third term. This will allow all involved parties (parents, teachers, student, and administration) to make every effort to remediate any factors that may be contributing to the possible retention.

## LANGUAGE POLICY

As an international school, we serve students from many countries and language backgrounds. Therefore, English is the only common language for many students and parents. Because English is the language of instruction at SIS and the common language for all students, it is expected that English will be the only language spoken throughout the school. The exception to this is when students are attending another language lesson (such as Japanese or an ASP by a Japanese instructor).

### Philosophy

Language plays an important role in all learning areas. All SIS teachers play an essential role in facilitating the acquisition of language. Language development is an ongoing process. Language is reinforced in multiple ways, including technically, practically, and as a medium of instruction. Language is the major connecting element across the curriculum. Although English is the main language of instruction, systems are in place to encourage the support and development of all other languages used by students.



## Guiding Principles

- Language learning at SIS will reflect International Baccalaureate PYP Language Scope and Sequence learning outcomes.
- All teachers are teachers of language.
- All members of the school community are learners of language.
- Language development programs are developed using constructivist theories.
- Teachers assist students to scaffold their learning and to work within the students' "Zone of Proximal Development."
- Teachers take background knowledge and previous learning experiences into consideration when planning their lessons.
- Teachers provide comprehensible input and present language through meaningful tasks in authentic contexts.
- Teachers provide age-appropriate scaffolding strategies such as visual aids, graphic organizers, demonstrations, dramatizations, and small-structured groups.
- Teachers guide learners to extend their language by combining high expectations (complexity and abstraction of concepts, increased density of low frequency and technical vocabulary, sophisticated grammatical constructions) with learner-centered practices in a contextualized learning environment.
- Teachers promote a school environment that welcomes diversity of cultures and perspectives.
- Teachers collaborate with parents to achieve shared goals.

## Language Profile

As of September 2019, the SIS student body consists of 135 students.

The nationalities represented in the student body are as follows: American, Australian, Brazilian, British, Bruneian, Chinese, Filipino, Israeli, Malaysian, Myanmar, Pakistani, Qatari, Peruvian, Russian, South Korean, Taiwanese, Turkish, and Uzbekistani.

Additionally, many students are of mixed heritage and hold multiple citizenships from the aforementioned list. The students' linguistic backgrounds are as follows: Arabic, Chinese, English, Japanese, Korean, Malay, Russian, Spanish, Turkish and Uzbek. SIS currently has 27 staff members. The nationalities represented among the staff are as follows: American, Australian, Azerbaijani, British, Filipino, Irish, Japanese, New Zealander, and Turkish. The linguistic backgrounds of the staff include: Azerbaijani, English, Japanese, and Turkish.

## Meeting the needs of SIS Community

- English is the primary language of instruction.
- All students study the official host country language, Japanese either as their native language or as an additional language.
- All school documents are in English.
- A student's language ability in both English and in their mother tongue is evaluated during the admission process.
- A student's language ability in both English and their mother tongue is evaluated during the placement process.
- EAL programmes are flexible and responsive to the needs of individual

students.

- SIS promotes the learning of additional languages.
- Language development occurs in authentic settings according to the language outcomes written in PYP language scope and sequence document.

### **Mother Tongue Language Development**

Mother tongue support is crucial for affirming identity and emotional stability of students. Parents are encouraged to use their mother tongue at home. In our library, we try to offer fiction and nonfiction books in various languages represented in our school community. We also welcome our parents to support the provision of mother tongue by providing facilities after school hours.

- Mother tongue languages are used to facilitate the development of an additional language.
- Language resources are provided whenever possible for mother tongue languages represented at SIS.

### **Planning for Language Learning**

- PYP Language outcomes guide instruction and assessment of student language development.
- Aspects of language development are incorporated into SIS weekly planning.
- Language learning is structured to assist students to experience success. This requires differentiated learning experiences and assessment tasks.
- An interactive class structure is facilitated by teachers. Activities and tasks are designed to give a wide range of communication forms.
- A variety of books, references, resources, and materials are available for classroom use according to the language abilities of the students.
- The EAL teacher collaborates with classroom teachers to help learners who need extra guidance and support in English.
- Activities are designed at various levels to meet all students' needs.
- Success criteria and language learning outcomes are designed according to the overall level of the class.
- Self and peer assessment is encouraged through the use of rubrics and one-on-one conferences.
- Students are involved in designing assessment criteria for their work.
- The summative task and type/amount of support given are differentiated according to the students' language ability.
- Various grouping strategies are utilized to cater to different abilities and learning styles.
- Students are placed in EAL classes that will suit their language needs during

some language classes.

- Students can move to full-time mainstream classes once their language abilities develop.
- Dynamic language grouping (based on students' abilities) is used within the classroom in order to develop specific aspects of language and to meet the requirements and expectations of a given task.
- Additional support for EAL learners is provided through in-class support.

### **EAL Support**

Since the language of instruction is English, the objective of the support programme is to enable the inclusion of EAL (English as an Additional Language) students in the mainstream class. Although students are required to display an English proficiency level commensurate with their grade level prior to enrolment, SIS works with the EAL teacher in cooperation with the homeroom teachers to enable the EAL students' transition into the mainstream class. This support is continued until the student has the skills and knowledge needed to access the regular curriculum.

**See Figure 1**

#### Entry Criteria

- A trial period of a half day in the classroom setting: Teachers look to see if students have the ability to understand and follow classroom instructions, and basic interpersonal communication skills.
  - An informal student interview is conducted during the trial period by the classroom teacher.
  - Administration administers a standardized language test (Primary School Assessment Kit)
  - After collecting the data and feedback from the homeroom teacher, the EAL specialist and the homeroom teacher decide what type of EAL Support is appropriate for the student.
1. If the student is within the Level 1 or 2 benchmark (K-Alberta Education), (s)he will participate in pull out EAL support.
  2. The EAL specialist will have ongoing communication with the homeroom teacher so that they can discuss and facilitate the progress of EAL learners.

3. If the student is within Level 3 or above, (s)he will receive in-class EAL differentiation and support from the homeroom teacher as necessary. (Example pre-teaching technical vocabulary, providing graphic organizers to help organize your thoughts etc. We believe most strategies to help EAL learners are part of good teaching practices and benefit everyone, not just EAL learners.)

#### Exit Criteria

- If a student who is receiving pull-out EAL support starts to move towards the Level 3 benchmark (Alberta Education, Canada), s/he will join the mainstream classroom setting full time. There the homeroom teacher will differentiate the learning environment according to the student's language proficiency until s/he can fully participate in the mainstream classroom without that support.

#### Benchmark

- ESL Benchmark, Alberta Education, Alberta, Canada

#### Resources

- Standardized test utilized in the admission process: Primary Assessment Kit
- Students are allowed to pick books such as Reading A to Z Leveled Books, Scott Foresman Leveled Books for EAL learners that are engaging and interesting to them.
- Teaching materials that are relevant to the current unit of inquiry and provided by the homeroom teachers

#### Planning

- The EAL specialist uses the SIS weekly planner template for planning.

### **Language for Successful Communication**

- Language development activities provide opportunities for critical thinking.
- Students reflect on their language ability according to the set criteria through self assessment.
- Teachers encourage the development of critical thinking skills such as debating,

active listening and thoughtful writing.

- Teachers provide opportunities for students to develop an understanding of concepts through discussion and daily ongoing communication.
- The social language of SIS is English, which is inclusive and understood by all members of the school community.
- Written communication amongst the school community is in English, which is inclusive and understood by all members of school community.
- Teachers organize various events and special days to promote an understanding of different cultures and languages.
- Students are actively involved in selecting their own books according to their level during guided reading time.
- Students are encouraged to use online reading programs to develop reading skills at their own pace.
- Book fairs are organized for school community to purchase books in English.
- Students are given opportunities to visit the library during class and recess times.
- Newspapers and magazines are available to develop students' global awareness and international-mindedness.

### **Professional Development**

SIS administration recognizes the significance of ongoing professional development in the area of language learning and EAL/JAL support.

- All teachers are language teachers and opportunities are available in the area of language learning and EAL/JAL support through workshops, seminars, and forums within the school and in the wider community.
- Monitoring and providing feedback on effective language learning in the classroom is part of teacher appraisals.

### **Library and Multimedia Center**

The SIS Library and Multimedia Center supports the learning environment and enriches the various languages represented in our school community.

- The SIS Library and Multimedia Center is designed to meet the study and research needs of both individuals and groups.
- A wide range of materials (language games, references, online resources, etc.) are available mainly in English.

- The librarian will look for opportunities to increase the amount of resources in additional languages represented in our school community.
- The librarian will provide support for teachers to find books, online teaching resources, and other materials.
- The librarian and other teachers will strive to increase awareness and appreciation of a wide variety of languages around the world through creating mother tongue language displays.
- Print materials including fiction and non-fiction books, Reading A to Z series, Big Cat Guided reading books, dictionaries, thesaurus, encyclopaedias, and reference books are available.

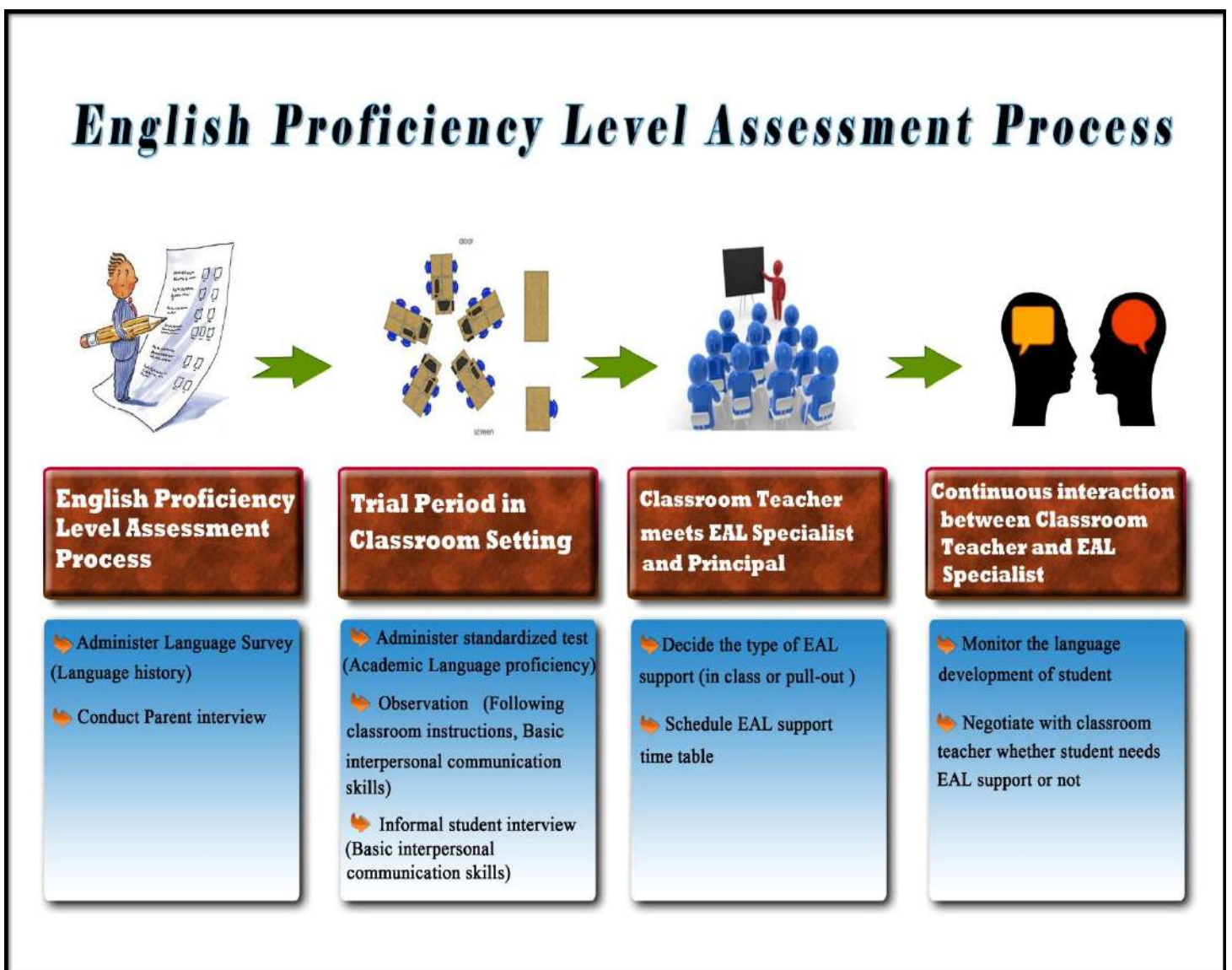


Figure 1

### English as a Second Language (ESL)

For some of our students, English is a second language. Although ESL support is

provided, the primary means of learning English at SIS is through immersion. This means students learn English through regular classes, not in a separate English class. In some cases, students may be withdrawn from class for short periods of time so they have a chance to practice particular skills. This time will vary for each student, with some students not being withdrawn at all.

### **Translation**

Because everyone speaks a different language and not all teachers speak the other languages of our students, translation will not be used in class. Our teachers are trained to serve students with varying language backgrounds and are well prepared to help students understand concepts through a variety of other means

## **PHYSICAL EDUCATION**

PE is part of the regular SIS curriculum at all levels and is a purposeful and vital part of your child's education. It aids in the realization of those objectives concerned with the development of positive self-image, creative expression, motor skills, physical fitness, as well as knowledge and understanding of human movement.

### **PE Uniform**

Please see "Uniform/Dress Code" section for details regarding the PE uniform.

### **PE Excuses**

Please do not request that your child be excused from PE unless absolutely necessary. In extreme cases, a child may be excused for up to two days with a note from the parent. To be excused beyond the second day requires a doctor's statement as to the nature of the problem and the probable duration of the disability.

## **ASSESSMENT**

### **Assessment Philosophy**

Shinagawa International School believes that the written, taught and assessed curricula are interdependent. Assessment is an important tool to evaluate what students know and can do. Therefore, it is essential to determine when, how, and what to assess for planning, teaching, and learning.

Teachers use a wide range of strategies and tools to assess students learning and maximize their potential within their "zone of proximal development". Shinagawa International School promotes internationally minded students who understand concepts, acquire knowledge, take action, and master their attitudes and skills. It is important for the whole school community to understand the importance of

assessment, what it is being assessed, and the criteria for success.

Assessment is used to screen the students' progress, achievement, and effort. It is also utilized to adapt the curriculum, and differentiate planning accordingly.

### **Purpose of Assessment**

Assessment is a fundamental aspect of teaching and learning. The main purpose of assessment is to inform students about their progress throughout the learning process. Assessment involves the collection, examination, and communication of evidence of students' knowledge, and ability, and understanding to provide guidance during educational development. At SIS, assessment is conducted with regard to the PYP's five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes, and the decision to take action. Assessment takes place within three main areas: *Assessing, Recording, and Reporting*.

### **Forms of Assessment**

**Summative Assessment** –serves as the crowning moment of the process of learning about a central idea. Within a summative assessment task, students have an opportunity to show what they have learned in terms of the concepts, skills, and attitudes that have been targeted within an inquiry. Summative assessment allows for clear differentiation according to student ability. Within a summative assessment, students have a chance to reflect on their own learning and on the learning of their peers. As summative assessments are often based on rubrics or other forms of success criteria, students have a clear understanding of how to be successful and can adjust their approach to learning at every step along the way.

**Formative Assessment-** is an ongoing means of discovering students' prior knowledge and present capabilities. It takes the form of a variety of assessment activities and is used as a source of feedback for teachers and students in order to adapt teaching and learning strategies. Formative assessment goes beyond merely making observations about student performance. It allows students to be aware of their progress and of the possibilities for self-improvement. Formative assessment encourages teachers to be ever aware of students' learning needs. It also encourages students to reflect upon and take continual responsibility for their own learning.

### **Roles and Responsibilities**

**Teachers' responsibilities include:**

- Plan future activities and understand the areas to be improved



- Recognise different learning styles and intelligence
- Use a broad range of strategies
- Analyse and appreciate the cultural differences and ways of learning and knowing
- Reflect upon every stage of the learning and teaching process
- Provide evidence about the students' progress for the school community
- Modify their instructions and methods of teaching
- Collaborate with the other teachers and the students
- Maintain detailed assessment reports
- Analyse data about the students' progress and performance
- Provide constructive feedback for future learning
- 

**Students' responsibilities include:**

- Analyse their learning and understand the areas to be improved
- Improve critical thinking skills
- Reflect upon their learning
- Produce quality work
- Analyse their learning and use different learning styles
- Find out and work on their strengths and weaknesses
- Acquire a variety of conceptual understanding, skills and knowledge

**Senior Academic Leadership Team responsibilities include:**

- Inform parents and students about the nature of subject assessments.
- Overlook teachers' instructions, pacing and assessment to ensure that they align with the curricula.
- Communicate with school community about the expectation of the programmes.
- Make sure that external examinations are invigilated properly.
- Keep the exam papers and other internal assessment materials in a secure place.
- Inform teachers about the conduction of the examinations.
- Inform the school community about the external assessment results.
- Collect data from the teachers about the students' progress

**Parents' responsibilities include:**

- Monitor students' progress and learning process
- Provide opportunities to support students' learning
- Understand the school's philosophy and what it values

Rubrics (Tools)	Students are given a set of performance criteria with clear expectations for degrees of success. Rubrics can be generated by teachers or together with students.
Exemplars (Tools)	Students' work samples can serve as a point of reference upon which work of similar nature can be assessed.
Checklists (Tools)	A mark scheme is an example of a checklist. These are lists of information, data, attributes or elements that should be present.
Anecdotal records	Observed evidence of the students' understanding is recorded on brief written notes and kept as an ongoing record.
Continuums (Tools)	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process. Colour-coded and leveled bands of guided reading books are one example of a continuum.
Observations (Assessment Strategies)	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant (observing from without), to participant (observing from within).
Performance Assessments (Assessment Strategies)	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video, and narrative records are often useful for this kind of assessment.
Process-focused assessments (Assessment Strategies)	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories, and narrative descriptions (such as learning logs) are common methods of collecting observations.)
Selected Responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended tasks (Assessment Strategies)	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram, or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

#### Assessment Tools and Strategies

## External Examinations

### International Schools' Assessment (ISA)

The ISA assessment program is designed specifically for students in international schools in Grades 3 through 10. It is based on the internationally endorsed reading and mathematical literacy framework of the OECD's Programme for International Student Assessment (PISA).

### Who uses the ISA?

International schools and schools with an international focus, whose language of instruction is English. It is available to our students in Grade 3, 4, 5, 6.

### When is the ISA offered?

Schools have the option of administering ISA in either October or February. Our school registered to take the ISA in February.

### What does the ISA provide?

The ISA is an assessment with a broad cultural base. It is comprised of a combination of multiple-choice and open-ended questions and prompts. The ISA provides student-level information about what individuals know and can also provide class and school-level information that can inform instructional programs. The ISA results also provide information about performance of sub-groups (for example, gender or language). Relevant comparisons between like schools, international normative information and information about growth over time can also be examined through the ISA results.

### What does the ISA test?

The ISA tests students in reading, mathematical literacy, and writing.

### Assessment and Reporting

Evidence of student learning may take the form of written records, video, audio, digital, and photographic records. This evidence is placed in each student's

learning portfolio. A portfolio is record of a student's progress and serves as a demonstration of the learning process as it unfolds. The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes, and the attributes of the learner profile over a period of time. It also may be used to show evidence of any action that is self-generated on the part of a student. Evidence of learning in a portfolio shows both how a student learns and what a student has learned. It ultimately focuses on demonstrating how a student progresses while in the process of constructing meaning. Entries in a portfolio come in a variety of forms and from a range of curriculum areas. As a portfolio is created, students have an opportunity to reflect upon their own learning as well as the learning of their peers.

### **Portfolios**

Pieces of work that are to be selected as entries into the portfolio meet the criteria of PYP expectations in terms of understanding of concepts, skills, attitudes and action. The pieces of work are selected by the students. The selected pieces of work are accompanied by self-assessments, peer assessments, and student reflections. The portfolios are documented both electronically and on paper and are stored at our school. Teachers and administration have access to the portfolios and parents may see them during parent-teacher conferences. Copies of student work will be kept on site at our school, and original works will be returned to students.

### **Three-way conferences (Parent /teacher/student)**

Parent-teacher-student conferences are held once in January. During the conferences, students have an opportunity to showcase some of the work included in their portfolios and teachers have an opportunity to discuss a student's developmental progress according to the attributes of the learner profile.

### **Student-led conferences**

SIS operates Student-led conferences in June under the guidance of assessment standards of IB PYP.

#### **20-minute Student-Led Portfolio Conference**

- Parents and students are welcomed by classroom teacher.
- Student brings together portfolio materials and guides parents through the conference
- Presentation of portfolio

- Discussion of class room centers, works displayed on the walls, games and various ways of learning
- Discussion and walk through of specialist subject learning

### **Preparing For the Conference**

Teachers guide students to write an explanation of each portfolio item. This should be planned and practiced.

- What did the student do to complete this piece of work?
- What was the work about?
- What is positive about the work and what could be improved?
- What has the student learned?
- What would students do if they had another opportunity to do the work?

### **Report cards**

Parents will receive a written report at the end of each term. This report card is shared with parents after Parent-teacher-student conferences which are held twice per year, once in January and once in June. This report indicates the students progress in all curricular areas, including work and social behavior. Teachers follow a coded form in report cards:

**C** = Consistently

**U** = Usually

**S** = Sometimes

**R** = Rarely

This shows progress in particular groups of attainment targets for each curricular area and is used to for future decisions about teaching, providing students feedback, reporting to parents. Report cards also provide the administration team with information about student progress within each class.

### **Exhibition**

In the final year of the PYP, Grade 6 students participate in a culminating project, the PYP exhibition. This requires that each student demonstrates engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes, and action. The exhibition unit may take place under any transdisciplinary theme. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating, and offering solutions to real-life issues or problems. The exhibition provides an opportunity to demonstrate the attributes of the learner profile that have been developed throughout their engagement with the PYP.

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