

2019-20

# SCHOOL HANDBOOK

KAIS  
ELEMENTARY &  
MIDDLE SCHOOL

## **Dear Parents,**

Welcome to KAIS Elementary & Middle School! We are honored to have your child join our school and excited to embark on this educational journey with your family. Since opening our school, we have welcomed students and families from over 20 countries, and we are dedicated to providing a diverse and inclusive environment for all students and staff members. Our students are respectfully treated as global citizens and expected to be open to perspectives that are different from their own.

At KAIS EMS, our approach is simple; we blend traditional goals with progressive methods. As such, we use a variety of pedagogical approaches in the classroom in the hopes of striking that perfect balance between the traditional and the novel, the old and the new. We are a growing, learning school and aim to never become complacent or satisfied with the status quo.

Thank you for joining us on this exciting journey, and trusting us with the most valuable resource and our best hope for the future -- your child.

Sincerely,

KAIS EMS Teachers & Staff

## **Dear Students,**

Welcome! Get ready for an amazing, educational journey at KAIS Elementary & Middle School. Before we get started, we would like to tell you a few things about what it means to be a part of the KAIS EMS family. Every member of this community acts with respect towards others and the country we live in. That means treating everyone, including ourselves, with kindness and respect. We are part of a global community that endeavors to contribute meaningfully both locally and globally. We are respectful of our planet and its environment and make a conscious effort to reduce our carbon footprint.

KAIS EMS is a place where students work diligently and fearlessly to make the most of all opportunities. Students take responsibility for their actions and do not shift blame onto others for their mistakes. Every member of our school strives to overcome laziness, fear, anger, pettiness, self pity, and arrogance, and we do our best to demonstrate this in every aspect of our lives. KAIS EMS students are cooperative, helpful to others, and unafraid of seeking help when they need it.

We're very excited that you're here with us. Let's make every moment of this journey count.

Sincerely,

KAIS EMS Teachers & Staff

# Table of Contents

<b>Our Mission</b>	<b>7</b>
<b>Our Vision</b>	<b>7</b>
<b>Guiding Principles</b>	<b>8</b>
<b>Our Approach</b>	<b>10</b>
Attentive and Personalized Instruction	10
High Academic Standards	10
Interdisciplinary, Project-Based Learning	11
Emphasis on Inquiry and Experience	11
Responsible Approach to Discipline	11
<b>What We Offer</b>	<b>13</b>
After-School Club Activities	13
All-English Environment	13
An International Faculty	13
Electives	13
English & Math Retention Checks	14
Focus Groups	14
Learning with Technology	14
Our Relationship with Our Host Country	14
Personalized Learning	15
Project Week	15
School Houses	15
School of Rock: LiVEJAM	15
Small Classes	15
Social Media: Bloomz	16
ThinkWave	16
We Don't "Enable" Children	16
<b>Academics</b>	<b>17</b>
Academic Honesty	17
Curriculum Overview: Core Classes	17
Mathematics	17
Language Arts	17
Japanese	18
Social Studies / Humanities	18
Science / STEM	18
Differentiated Math & English Labs	19
Grading System	19
Graduating to KAIS International School	20
Homework Expectations	20
Holiday Homework	20
Late Submissions	20

Reporting Process	21
Schedule Changes	21
Student Arrival & Dismissal Times	21
<b>School Policies &amp; Procedures</b>	<b>23</b>
Admissions Policy	23
Admissions Process	23
Class Size	24
Response to Intervention	24
Attendance	25
Absences & Lateness	25
Excessive Absences	25
Child Safeguarding Policy	25
Abuse at Home	25
Anti-Bullying	26
Approach to Discipline	26
Campus Security	26
Disciplinary Procedure in Cases of Bullying	27
Investigation	27
Disciplinary Action	27
Victim Support	27
Diversity & Inclusion	27
Internet Safety	28
Physical Contact & Relationships	28
Privacy	28
Dress Code	29
Electronic Devices at School	29
Lunch at KAIS EMS	29
Public Behavior Guidelines	29
Food & Drink	29
Public Transportation	30
At the Park & Other Venues	30
Recruitment Policy	30
Student Email Accounts	31
Transfer Process	31
Waste Minimization	31
Weather-Related Schedule Changes	31
<b>Health &amp; Safety</b>	<b>33</b>
Fire & Disaster Preparedness	33
Scheduled Safety Drills and Inspections	33
Emergency Evacuation Procedures	33
Guidelines for the Safe Use of Smartphones	34
Health Check	35
Illness	35

Medical Emergencies

35

**Contact Information**

**36**

## Our Mission

Our mission is to serve Tokyo's international community by providing an academically challenging, creatively stimulating, safe and caring learning environment. Our students are seekers of truth and promoters of compassion; we are co-authors of a future that values equality, global awareness, resilience and responsibility over all else.

## Our Vision

Education at KAIS nurtures the values, attitudes and expectations necessary to effectively shape one's life and thrive in a complex and uncertain global environment. Student success is limited only by the expectations we have of them, and so our vision to cultivate their personal, social and global skills sets the bar high. Ultimately, KAIS seeks to foster confident, curious and self-fulfilled individuals; to nurture empathetic, welcoming and socially responsible members of the community; and to cultivate future leaders, conscientious and enthusiastic agents of positive change in the world. KAIS students are ...

### *WELCOMING*

We cultivate connection, community and friendship with people across a diverse range of backgrounds, interests and personalities.

### *PRINCIPLED*

We exemplify leadership, independence, resilience and responsibility.

### *ENTHUSIASTIC*

We are excited about learning and thrive in a collaborative and spirited environment.

### *IMAGINATIVE*

We explore opportunities for creative expression.

### *INDUSTRIOUS*

We actively engage in the pursuit of truth and knowledge in a conscientious, honest and open-minded way.

### *COMPASSIONATE*

We demonstrate empathy for fellow human beings and respect for all living things.

### *ASSERTIVE*

We approach learning with a sense of confidence, earnestness and humility.

### *CURIOUS*

We ask questions of the surrounding world, and seek answers to these questions.

### *GLOBAL-MINDED*

We appreciate and respect the diversity and complexity of the surrounding world and are committed to making it a better place.

# Guiding Principles

1. The primary purpose of education at KAIS EMS is to foster children's natural inclination towards joy and curiosity, and to assist them on their journey of self-discovery and self-fulfillment.
2. Our job as teachers is not to tell children what or how to think. At KAIS EMS we are not in the business of promoting an ideology or elevating certain cultural practices over others. Our job, our duty as teachers is to open children's eyes to the world's unbounded possibilities. It is to mentor children as they seek to enrich their stock of knowledge, master essential skills, and develop their individual personalities in ways that give true meaning to their lives.
3. At KAIS EMS we think of school life as constituting an important aspect of "real" life and not merely as a stepping stone or stopover on the way to "real" life. We realize that schooling must prepare children for their futures; but we believe that schooling must also have immediate relevance and significance for the lives they are living right now.
4. We at KAIS EMS believe that the defining characteristics of the modern human are a love of compassionate sharing and the desire for true self-expression. With this in mind, we believe that schooling, through various collaborative and cooperative activities, should provide abundant opportunities to allow the free play and expression of these basic traits.
5. We believe first and foremost that children are persons. They have the natural right to be treated with the utmost dignity and respect. At KAIS EMS, we do not talk down to children. We do not lecture or berate them. Rather than punishing or "making examples" of students for certain behaviors, we try to find effective ways to foster their ability to empathize with others and to recognize how their actions affect those around them. At times reprimands are necessary, but they are always given in a spirit of understanding and within the context of and as a concomitant part of helping the child to grow. Reprimands do not seek to shame or instill feelings of guilt, but rather to encourage self-reflection and self-improvement. At KAIS EMS, we endeavor to help students to become engaged school citizens, to be active participants in school affairs who have a real voice in the school community. Through these "local" activities, students develop the compassion and confidence they need to become engaged members of the greater culture and global environment.
6. We of course do not know what technology will be like in twenty years, or how far it will have advanced. But we do know that current technology is already an integral part of children's lives. We do not see technology as separate from human existence but as an extension of who we are and what we are capable of. Thus, at KAIS EMS, we do not teach technology per se: we integrate technology into our lessons, thereby creating meaningful experiences in students' lives right now and developing in them the tools and skills they need to carry on their lifelong journey of self-fulfillment.
7. Literature and history are worthy subjects of study in their own right, but at KAIS EMS, we examine these and other subjects with a somewhat different objective. We mine these subjects for social and personal relevance; we study them as a way to shed light on the emotional and

social and political issues that we face today. We do not glorify nor do we condemn the past. Rather, we see the past as a rich source of learning and object lessons. We see great literature and history as tools that will help students gain insight into human motives and motivation, that will give students a chance to see the peoples of past civilizations in their own context, that will afford students an opportunity to empathize and sympathize with their forebears' errors and to emulate their successes so that we may better understand ourselves and our world today.

8. We at KAIS EMS aim to inspire our students to strive to do their absolute best in everything they undertake. We provide them with the skills and caring support they need to overcome the low self-esteem, low expectations, and self-limiting habits that can prevent them from accomplishing their goals. We also believe that an interdisciplinary approach that seeks to develop multiple intelligences opens up myriad avenues through which students can learn essential skills and develop strength of character. Under the conventional "stative approach" to teaching and learning, children are apt to put restrictive labels on themselves and thereby limit their goals and underestimate their possibilities. The "process approach" used at KAIS EMS prevents this self-limitation and helps students to understand that they are not "bad at math" or "good at English," but rather that they are learners standing on a multi-faceted stairway that they can climb one step at a time through effort and effective strategies.
9. We at KAIS EMS aim to help children master skills, not only because of a given skill's future utility or earning capacity, but because the process of learning a skill—any skill—is a journey of self-discovery that in and of itself helps a child grow. At KAIS EMS, we do not just "scratch the surface" of one skill after another, leaving each only half learned. Instead, we delve deeply into reading, writing, drawing, playing instruments, and other skills, extending the normal "limits" that children impose on themselves, helping them to break through obstacles such as boredom, indolence, fear of difficulty, low expectations, and lack of confidence.
10. KAIS EMS teachers work together as teams to create the best possible learning atmosphere and classroom experience for our students. We embrace the interconnectedness and interdependence of all subjects, all fields of learning. We work openly in a spirit of trust and cooperation and mutual respect to take full advantage of that interconnectedness and the opportunities for cross-situational learning that it offers.

# Our Approach



## Attentive and Personalized Instruction

All children love to learn. It's in their nature. So why do some children struggle so much with their studies? The answer, sadly, is a simple one: adults place expectations on children without giving them the support they need to meet those expectations. Here at KAIS, we consider each child's current level of ability and learning style, and work hard to provide the right kind of support to each child so that he or she can fall in love with learning again. Our educators accomplish this by acting as mentors, coaches, friends, and guides that help the students achieve their goals in ways that best suit their learning capabilities. In addition, our students do much of the heavy lifting of learning — the homework — at the end of the day and in the presence of an instructor who assists, guides, answers questions, and motivates the students as they study. Children who need extra support can also complete their lessons in these afternoon teacher-guided Homework Labs. Students who want to move more quickly can do the same. At our school, all of our students leave our campus at the end of the day happy knowing that they have understood and finished the day's lessons. No lingering deadlines. No arguments with Mom and Dad about homework. And no evenings of frustration to worry about.

## High Academic Standards

Children love challenges. They love to make progress and know that they are appreciated for it. This is why at KAIS we keep our students on their toes, lifting the bar higher and higher so they can achieve their greatest heights. Make no mistake: though we are a small school, we do not have small dreams for our students. Though we have alternative teaching methods, we do not have alternative goals. We want to empower our students with the knowledge, skills, self-confidence, and appetite for learning necessary to achieve their best in school and beyond. Students are also given plenty of guidance so that they can learn how to study effectively. Many student skills, such as getting organized, setting priorities with their work, and reviewing content, are hard for students to learn on their own; yet

many schools expect students to do exactly that, without any guidance whatsoever. At KAIS, we don't expect children to somehow master all of these skills without guidance — we teach students these skills and encourage them to improve in reasonable increments. As the children grow older and the subjects they study become increasingly more advanced, deeply ingrained positive study and thinking habits will remove many of the obstacles that interfere with a student's success.

## **Interdisciplinary, Project-Based Learning**

The adult world is not divided into components, so why should the world of children be? Perhaps for the sake of convenience, much of the content in schools around the world is rigidly categorized into subjects, resulting in it being presented in isolation from any meaningful context or experience. Many students unfortunately come to believe that the world is similarly compartmentalized, and that entire areas of life exist in a vacuum separate from one another. Education should seek to overcome this perception by encouraging students to appreciate the astronomical complexity of life and to tolerate (or even embrace) its ambiguity. At KAIS, interdisciplinary assignments and projects are an important part of our curriculum. Our educators are engaged in a cooperative enterprise; we brainstorm project ideas that blend subjects together, encouraging students to use their knowledge and abilities to tackle a variety of tasks. Not only have students become more engaged with their work, but these projects have also contributed to giving all of us a richer worldview and a deeper understanding of how we affect and how we are affected by the world around us.

## **Emphasis on Inquiry and Experience**

How many students come to associate the learning process with boredom, or have been rendered callous to new ideas through a litany of monotonous drills? Our approach at KAIS tries to avoid this through tailoring our activities and projects around the knowledge and interests of the students. Rather than simply read about science concepts and facts, students in our Science Lab, for example, come up with engaging and relevant questions or problems, and work together to discover the answers using their own agency and research skills. Our educators often assume the role of facilitators to help groups navigate difficult obstacles and achieve their goals. Using this approach, we ensure that students remain intrinsically motivated and enthusiastic about the tasks at hand. This makes education fun for all, teachers included!

## **Responsible Approach to Discipline**

A large part of our success is due to our ability to establish positive relationships with our students. Rather than overload our school with a complicated system of rules, we confront the vast spectrum of behaviors and situations with a Love and Logic® approach — a system which allows our students to learn from the results of their own decisions or mistakes. Rather than engage in a power struggle by reacting with anger and lengthy lecturing, we apply consequences with empathy and understanding in order to intelligently manage behavior. Bad choices have natural consequences in life; these mistakes should not be ignored or forgotten, but nor should they be aggressively reprimanded. Instead, through the Love and Logic® approach, we (1) build positive relationships with our students, (2) set enforceable limits through enforceable statements, (3) share control, (4) implement disciplinary interventions that stop undesirable behaviors in their infancy, and (5) delay consequences to get the students to think emotionally about their decisions. These consequences are decided on a case-by-case basis, and depend on what happened and what the person is willing to do to solve the problem. Through these practical and effective techniques, stress levels are kept low for everyone and

classroom management is easier and more enjoyable. If you want to learn more about the Love and Logic® approach, we encourage you to visit their website or read the book!

# What We Offer

## After-School Club Activities

Students get to choose from an array of after-school activities, from competitive sports to more chilled out and cerebral activities. Our comprehensive after-school athletics program, for example, is a great place to work on their soccer, basketball, volleyball, and cross-country skills while also developing teamwork. In the Cinema Club, students watch important classic and contemporary films, analyzing composition techniques, and discussing the great masters of film and their contributions to the ongoing history of cinema. Our Robotics Club provides students with hands-on, project-based activities that teach the engineering process using the popular VEX IQ program. Students who wish to join one or more of the clubs can apply at the school office.

## All-English Environment

KAIS EMS serves the educational needs of the international community in Tokyo. This community most often includes foreign families on temporary assignments, local bi-cultural families, and Japanese families interested in providing an English-based education for their children. In order to maximize their learning potential, our students are committed to speaking English with each other on campus, out of school, and in the digital world. We understand that many of our students are multilingual and that English is not their native language. This is precisely why we make sure to use English as the main language of instruction and communication except for in foreign language classes.

## An International Faculty

At KAIS EMS, we embrace internationalism. We strive to expose our students to a wide variety of beliefs and points of view, which we believe benefits them in all kinds of ways. Though our primary language of instruction is English, we are not specifically a British, American, Australian, or Canadian school. Nor are we a Japanese school. Our faculty represents a broad spectrum of backgrounds, reflecting not only the diversity of our own student body (over 20 nationalities), but also the diversity of many of today's workplaces and modern life in general. While all of our teachers and staff share a commitment to the core educational principles of KAIS EMS, our approaches are all unique. Each adds its own element to the rich and ever-evolving tapestry of our school.

## Electives

Wednesday is a special day at KAIS EMS. Although some of our students have dubbed Wednesday a "day off in the middle of the week," it is actually one of the most activity-filled days on the calendar. Wednesday is a lot of fun, but it is also a day when a lot is accomplished. On this "day off," students take part in elective classes that they themselves have selected from a menu of choices. Some of the elective classes that we have offered so far include: cooking, table tennis, manga drawing, yoga, game design, JLPT test prep, dance, language and culture (Greek, Mandarin Chinese, Korean), architecture and design, tabletop role-playing, film and digital photography, 3D printing, arts and crafts, digital music production, and much more. We have on average 20-25 choices every term! Because the classes are chosen by the students, everyone, students and teachers alike, has a great time and brings to each lesson a heightened level of enthusiasm and effort. Wednesday's elective classes also provide an

opportunity for students of all grades to explore a shared interest together. The feeling of community this engenders permeates the entire week and helps to break down barriers among students of different ages and academic ability.

## **English & Math Retention Checks**

At KAIS EMS, we give all students fourth grade and above a weekly English or Math (alternating) Retention Check to gauge whether they have learned the core concepts and skills recently studied in class. Students who score below the minimum standard on either check are asked to attend a specialized Focus Group for tutoring. This system allows us to make sure that all our students know what they need to know in order to get the most out of and truly enjoy the following week's lessons — it means that our students never have to suffer the confusion and frustration that come from falling behind.

## **Focus Groups**

At KAIS EMS, students do much of the heavy lifting of learning — the homework — at the end of the school day, in the presence of an instructor who assists, guides, answers questions, and motivates the students as they study. We regularly meet with families to decide which Focus Groups would suit the needs of their child. Students choose from a variety of activities, including general Homework Labs, Math or English 'Focus' Labs, Athletics, and English or Japanese Conversation Skills classes. These labs have the secondary effect of alleviating parents of their nightly duties, enabling families to spend quality time together doing other activities. Please note that students who do not complete their assignments at school must take their work home with them.

## **Learning with Technology**

All students have access to laptop computers to complete homework, conduct research, practice coding, and more. Students learn a variety of fundamental skills, from writing and sharing documents, checking their grades (anytime, anywhere), and preparing stimulating presentations, to more complex skills ranging from video editing, audio production, and even programming through our affiliated KTech Academy! Please note, however, that during breaks we typically have a no-screens policy to encourage student interaction.

## **Our Relationship with Our Host Country**

One of the core principles at KAIS EMS is that it is essential for all our students, regardless of national or cultural background, to develop a habitual inclination to learn about and respect the traditions of any country they live in or visit. This is why we stress the importance of our students' behaving in a way that is in harmony with Japanese mores and culture, particularly when they are out in public or interacting with Japanese people. For many overseas students, this can be a difficult adjustment. But we feel that only by making this transition can they develop the ability to "code switch" from one culture to another, an essential skill for succeeding in any international environment — be it in school, in public, or in the modern workplace. Of equal importance is that this consideration and respect for local customs and ways of doing things leaves a positive impression of our own cultures in the eyes of our students' Japanese hosts.

## **Personalized Learning**

We offer a degree of customizability for every child's learning path through our Personalized Learning Plans, a differentiated approach that tailors the school schedule to individual students. Together with families, we discuss the needs of individual students, set achievable goals for them, and plan out their weekly schedule in order to maximize the learning they do at school. If Math is a breeze, we can place the student at a higher grade level for those classes. If Language Arts is an issue, then why not increase the number of English Labs per week, or maybe join a Conversation Skills class? In other words, those who are able to demonstrate mastery over a set of topics may pursue more challenging ones, while students who have trouble grasping concepts are given the assistance they require to not fall behind.

## **Project Week**

At the end of every term, we set aside the regular class schedule in favor of a more open and flexible approach to completing projects. Students learn to carefully manage their time, assign roles and responsibilities, and work together productively to complete important projects and tasks. This period of intense work simulates 'crunch' time, periods in life where you simply have to do what it takes to complete a number of tasks within a limited time. Through this challenging process, students learn to become resilient, courageous, and confident individuals who can overcome any obstacle.

## **School Houses**

Being such a small school, it's important for students to interact not only with their classmates at the same grade level, but also with kids of all ages. To make this happen, students are organized into Houses and compete in daily challenges – morning workouts, reading competitions, trivia, spelling bees, and more. These points are carefully tallied and announced every Friday at our school assemblies, where we celebrate the projects the students have been working on, and showcase their hard work to the entire school.

## **School of Rock: LiVEJAM**

Our students have the option to take weekly lessons from professional musicians at LiVEJAM, a fully-equipped rock music studio where they can choose classes such as digital music production, rhythm and melody, and pop singing. Aside from establishing foundational knowledge of music, students get to practice and perform in a relaxed and fun atmosphere that fosters their creative inspiration.

## **Small Classes**

We believe in small class sizes, with a maximum ratio of 10 students to 1 educator in early elementary, 12 to 1 in elementary, and 14 to 1 in middle school for our core subjects. This creates a comfortable classroom atmosphere in which every student gets the appropriate attention he or she deserves. Reduced class sizes also prevent students from slipping through the cracks, and producing mediocre and uninspired work.

## **Social Media: Bloomz**

In order to communicate and coordinate securely with parents, share photos and videos, school events, schedule meetings, and more, we use the Bloomz communication app and platform. By logging on to their Bloomz account, parents can stay up-to-date on what's happening at the school. We, as teachers, can also share the special moments that happen daily in and out of the classroom.

## **ThinkWave**

KAIS EMS utilizes ThinkWave.com to manage student attendance and grades and as a way to keep parents updated. Through ThinkWave, parents can view past grades, current GPA, and future assignments. We strongly suggest all parents utilize ThinkWave to monitor students' progress and attendance. The KAIS EMS office will provide each parent with the necessary information to create an account.

## **We Don't "Enable" Children**

At KAIS EMS, as we endeavor to tailor-make a meaningful and rewarding experience for each child, we know how important it is for us not to "spoil" our students by enabling poor academic performance or behavior. Such permissiveness comes with many risks for students, the most pernicious of which is making lowered expectations a lifelong habit. We believe that resilience — the ability to face up to and deal with great challenges — is a critically important trait. Students can only develop and refine this type of toughness and tenacity by stepping outside their comfort zone and then adapting to the new "zone" through determined effort. Teachers who, in the spirit of love and kindness, inadvertently lower standards too quickly or remove children from "difficult" situations, ultimately deprive students of this opportunity to grow. Parents who enroll their children in our school must understand that we keep our standards of performance and behavior high, though reasonably so. Only after all other options have been explored and exhausted do we create Modified Learning Plans for individual students.

# Academics

## Academic Honesty

We have high standards regarding the moral character of our students. We encourage them to be honest, intelligent, and conscientious citizens by creating and maintaining a culture that exemplifies these characteristics. Academics are no exception to this rule; in order to promote honesty and integrity in their work, we have guidelines regarding plagiarism, collusion, and over-dependence on others to complete one's work. Plagiarism is defined as using another person's words, ideas, or any other creative content without properly giving that person credit. Similarly, collusion is a serious academic offense, and can involve students copying each other's work, cheating on an exam, sharing answers to an assignment or assessment, hiding the truth from teachers, and so on.

When students make the decision to be dishonest in their work, a consequence must necessarily follow. Ultimately, what we do depends on what happened and what the person is willing to do to solve the problem. Possible consequences could entail receiving a grade of zero for the assignment or assessment, or having the student redo the work with a penalty levied on the final grade. In all circumstances, parents will be kept informed and the student in question will be encouraged to take responsibility for his or her actions, learn from the mistake, and move forward having learned a valuable life lesson.

## Curriculum Overview: Core Classes

Classes, content and activities at KAIS are rooted as much as possible in a standards-based approach. All core classes adhere to Common Core State Standards (except for our Japanese program), either entirely or in tandem with another system of educational standards more specifically tailored for that particular subject.

### Mathematics

Our Mathematics classes use the Math in Focus program, which provides an authentic Singapore math curriculum for our students, highlighting problem solving as the focus of mathematical learning. This complete program teaches concepts using a concrete-pictorial-abstract learning progression to anchor learning in real-world and hands-on experiences. Each topic is approached with the expectation that students will understand both "how" it works, and also "why."

*Standards: Common Core State Standards, National Council of Teachers of Mathematics (NCTM)*

### Language Arts

Language Arts at KAIS EMS employs the Read Write Inc. program to improve student literacy skills in the Early Years, as well as the Right Track series for our Early to Middle Years students, which was originally developed by our affiliated after-school English language academy, Kikokushijo Academy, and based on over a decade of experience in the returnee education field. This Right Track series employs a skills-based approach to English, teaching the writing, reading, and communication abilities students need to know in order to succeed in their lives. The program includes the following:

- Famous readings from around the world

- Weekly vocabulary focus, with interactive tests
- Presentation skills practice
- Writing workshops
- Pair work and correction (learning from others)
- Exam skills training

*Standards: Common Core State Standards*

## Japanese

Our Japanese program is composed of two broad streams: Japanese as a Native Language (JNL) and Japanese as an Additional Language (JAL) classes. For students Grades 3 and above, the JAL stream splits into JAL 1 for beginners and JAL 2 for intermediate-level students. These JAL classes focus on the acquisition and review of the hiragana and katakana scripts (writing and reading), as well as fundamental vocabulary, kanji, and phrases useful in the classroom and other real-life situations through in-class activities and textbook work. Our JNL classes, on the other hand, focus on higher order skills and content: Reading and writing kanji, learning popular expressions and idioms, as well as short essay writing.

## Social Studies / Humanities

A comprehensive Social Studies program is offered to students from Kindergarten to Grade 4, implementing HMH's new *Into Social Studies* program materials. These classes focus on foundational themes in society, from family, friends, responsibilities, communities, jobs, technology, and much more.

From Grade 5 we offer an internationally-minded Humanities course, a dedicated 90-minute lesson, twice a week, which merges both Social Studies/History and Literature in order to more comprehensively teach the subject matter. Each term, our Grade 5-6 students study an entire region of the world, learning more about their history, food, climate, culture, music, minorities, and much more. Our Grade 7-8 students, on the other hand, follow a broad theme that changes every term, and investigate a number of inquiry questions related to the big lessons in history, with content extracted from award-winning non-fiction works. All Humanities lessons are further enhanced by related literature readings, from novels, short stories, poems, and graphic novels. This blended approach, which integrates engaging readings with historical content, seeks to reinforce what students uncover in their own research as well as introduce additional content beyond the traditional curriculum.

*Standards: National Curriculum Standards for Social Studies (C3 Framework), Common Core English Language Arts Standards: History/Social Studies (Grades 6-8)*

## Science / STEM

Our STEM classes balance traditional science education with hands-on, group-based projects. We use ScienceFusion, a state-of-the-art science program designed for building inquiry and STEM skills, and developing important critical-thinking abilities that prepare students for success in future science courses and in the workplace.

*Standards: Next Generation Science Standards (NGSS), Common Core English Language Arts Standards: Science & Technical Subjects (Grades 6-8)*

## Differentiated Math & English Labs

We offer differentiated Math and English labs designed to accompany the core classes by strengthening their fundamental literacy and numeracy skills. The i-Ready software program provides personalized instruction targeted to students' specific needs, as well as regular diagnostic tests that (1) identify the areas where students are struggling, (2) measure student growth, and (3) provide powerful data that accurately and efficiently pinpoint the students' abilities in relation to Common Core standards.

*Standards: Common Core State Standards*

## Grading System

Students receive either a number grade, a PASS/FAIL, or a COMPLETE/INCOMPLETE grade for every activity or project they complete. Missing work receives an M (the equivalent of a 0) while incomplete work excused due to a legitimate reason receives an E (the grade is not counted). Student work is assessed according to the rubric provided by the teacher for that specific activity or project, so all assessment expectations should have been communicated from the beginning. The values corresponding to each letter grade can be found in the table below.

Grade	Number Value	GPA Value
A+	97.0 - 100	4.0
A	93.0 - 96.99	4.0
A-	90.0 - 92.99	3.7
B+	87.0 - 89.99	3.3
B	83.0 - 86.99	3.0
B-	80.0 - 82.99	2.7
C+	77.0 - 79.99	2.3
C	73.0 - 76.99	2.0
C-	70.0 - 72.99	1.7
D+	67.0 - 69.99	1.3
D	63.0 - 66.99	1.0
D-	60.0 - 62.99	0.7
F	0.0 - 59.99	0.0

Students receive report cards at the end of each term to communicate their performance in each subject. These documents communicate the student's academic performance throughout the term, and provide a letter grade for each subject as well as the overall Grade Point Average (GPA).

Traditional letter grades are helpful and indicative of overall student performance, conscientiousness, and effort, but do not always provide a complete picture of student achievement and progress. KAIS additionally provides Assessment Reports for each core subject, delineating specific skills-related criteria and their associated subskills practiced in class.

## **Graduating to KAIS International School**

Students wishing to attend our affiliated high school in Meguro, KAIS International School, for grades 9-12 must complete grade 8 with a minimum 3.0 grade point average and receive a satisfactory score on Language Arts and Math exams. Those who do not meet the requirements may not be able to attend KAIS International School.

## **Homework Expectations**

Every Monday, Tuesday, and Thursday, all students by default have Homework Focus Lab at the end of the school day, a time devoted to completing “homework” assignments at school in the presence of a teacher. Students who do not complete their assignments at school must take their work home with them. Please note that middle year students should expect a bigger homework load, and will be expected to work at home in the evenings and/or on the weekends. Students may take any textbook home, if necessary. Students who finish their assignments early are encouraged to work ahead on one of our online Math or English programs, read a book, practice coding, etc.

## **Holiday Homework**

Although KAIS EMS assigns homework during the school holidays, we understand that many families make plans for the summer, making it difficult for students to complete their assigned work. This holiday homework is therefore optional, but we encourage students to accomplish as much as circumstances allow.

## **Late Submissions**

All assignments should be handed in by their due date. Late assignments will receive a penalty of 10% off the grade each day for up to four days. From the fifth day, assignments will receive no credit; however, students will still be required to turn in the assignment for feedback. Assignments for absent students will be handled on a case-by-case basis with each teacher. Please note that students who have fallen behind may be pulled out of their Wednesday electives in order to complete their work.

## Reporting Process



## Schedule Changes

Any desired changes to a student’s course schedule must be discussed with the school administration. Once an agreement is made, the changes are reflected on the student’s Personalized Learning Plan, signed by the administration and family, and then stored both in paper document format as well as online. In cases when accommodations and/or modifications are necessary to suit a student’s needs, a Modified Learning Plan (MLP) is drafted up and agreed upon, the content of which is determined on a case-by-case basis. As for electives, changes may be possible within the first two weeks of a term, pending approval from the administration.

## Student Arrival & Dismissal Times

	Kindergarten - Grade 3	Grades 4 - 8
Arrival Time	8:15 ~ 8:37	8:15 ~ 8:37
Dismissal Time	15:35 (14:50 on Wednesdays)	15:50 (14:50 on Wednesdays)

# School Policies & Procedures

## Admissions Policy

Applications for admission to KAIS will be considered for all children regardless of race, national or ethnic origin, religion, gender or socio-economic background. As resources are limited, KAIS may be unable to accept applications for students with special needs. Such applications will be considered on a case-by-case basis according to the specific needs and whether or not the school environment can cater for such needs (specifically, the existing class balance and availability of learning support coordinators and assistants).

KAIS will accept applications from new students throughout the year. KAIS admits students on the basis of “rolling admissions,” taking completed applications in the order in which they arrive until no space remains in a given class or learning support needs cannot be met given the dynamic that currently exists (as per our Response to Intervention system).

## Admissions Process

### STEP 1: Eligibility Check

Families who wish to enroll their students at KAIS should read through this document to familiarize themselves with our Admissions Process and its requirements.

### STEP 2: Contact the Admissions Department

Next, families should contact our admissions department at [admissions@kaisems.com](mailto:admissions@kaisems.com) to determine availability. If space is available, then a campus visit can be scheduled to introduce our learning environment and provide the necessary application documents. Overseas families may participate in a Skype chat with our Admissions Director.

### STEP 3: Enrolment Process

Families who wish to continue with the enrolment process are asked to provide all the required documentation listed below:

- Admissions application documents
- School transcripts/records from the past two years
- Two reference documents from the child’s previous Math and Language Arts (English) teachers
- For children requiring special educational support, detailed information regarding their specific learning needs

*Note: Failure to declare accurately and fully the extent of a child's individual learning needs may result in parents being asked to withdraw their child because the school is unable to meet his or her learning needs. To avoid a negative experience for all stakeholders, we ask all families to be open and communicative about any and all details relating to their child's education and support needs.*

### STEP 4: Document Screening

The admissions department presents all documentation to the school administration and learning support coordinator for screening in the form of an Admissions File. The Admissions File is

systematically reviewed by the Admissions Director, Learning Support Coordinator, and Heads of School. Should any documents be missing, the process cannot move forward. Previous schools may be contacted for background checks. This process can take up to a week before a decision is reached.

**STEP 5: Trial Day**

Once the documentation has been processed and an initial decision to proceed has been made, the student is invited for a trial day (or half-day for Kindergarten and Grade 1 students), to be scheduled for a regular school day, to determine whether the learning environment is appropriate for the child.

**STEP 6: Internal Feedback**

Following the trial day, the teaching team is interviewed for their feedback regarding the child’s academic and social performance, focusing on whether or not we think the school is right for the child.

**STEP 7: Final Decision**

Following the internal discussion among faculty members, the admissions department is given the approval from the administration to officially welcome the prospective family to KAIS.

**Class Size**

In order to create a comfortable classroom atmosphere to ensure every student gets the appropriate attention, class sizes will be limited as per the following table:

<b>Grade</b>	<b>Number of students per grade</b>
Kindergarten to Grade 2	10
Grade 3 to Grade 6	12
Grade 7 to Grade 8	14
Grade 9 to Grade 12	18

**Response to Intervention**

Within the admissions process, potential students will be evaluated to determine if learning support is required. KAIS International will not be able to accept students with learning needs that are beyond the resources or support that we can offer. We limit the amount of High learning needs as per the following table:

<b>Grade</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
Kindergarten to Grade 2			
Grade 3 to Grade 6	80%	15%	5%
Grade 7 to Grade 8			

Grade 9 to Grade 12 will be evaluated on an individual basis.

## **Attendance**

### **Absences & Lateness**

All students are expected to attend school every day that school is in session. In case of absence, late arrival, or early departure, we ask that parents notify our office ([office@kaisems.com](mailto:office@kaisems.com)) as early as possible. We request that families not plan vacations during the school year if it results in students missing classes. The school day officially begins at 8:40 a.m., and we kindly ask families to ensure that their child arrives with sufficient time to be classroom ready. Students who arrive after 8:40 a.m. will be marked as “tardy.”

### **Excessive Absences**

Students who are absent more than 15 percent of the days in a term may be asked to attend make-up days at the end of the term or during summer, or to complete extra projects. Students who miss more than 30 percent of the school year may not be allowed to move up to the next grade level.

## **Child Safeguarding Policy**

KAIS is committed to child safeguarding and promoting the welfare of children. The school expects those working with children, parents, and others who are connected with or supporting families to ensure the safety and protection of children, to promote their development and well-being, and give them the best opportunities based on the school’s mission and values. The policy applies to all KAIS staff, including auxiliary services, interns, contractors, consultants, guests and visitors who must also adhere to the policy.

KAIS recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, KAIS prohibits acts of harassment, intimidation, bullying, and other forms of aggression and violence. Such actions interfere with both a school’s ability to educate its students and a student’s ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. All staff employed at KAIS must report suspected incidences of child abuse or neglect whenever there is reasonable suspicion to believe that a child has suffered, or is at risk of suffering, abuse or neglect. This policy defines abuse as physical, sexual, or emotional abuse and neglect.

### **Abuse at Home**

Should a faculty member become suspicious or privy to information regarding child abuse at home, he or she is required to inform the school administration and provide facts to corroborate the suspicion. If a suspicion is raised, teachers should pay special attention to the child’s behavior, needs and schoolwork, noticing any major changes in his or her habits. The main point-of-contact should be the School Counselor, and should include input by the Heads of School. Suspicions should be discussed in the weekly admin meeting, and an action plan formed to follow-up on these claims. Should child abuse be confirmed, child protection services should be contacted immediately to set up a home visit.

## Anti-Bullying

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of Internet, cell phone, computer, or wireless hand-held device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, language, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property.

## Approach to Discipline

The vast spectrum of behaviors and situation should be confronted with a Love and Logic® approach — a system which allows our students to learn from the results of their own decisions or mistakes.

Rather than engage in a power struggle by reacting with anger and lengthy lecturing, consequences should be applied with empathy and understanding in order to intelligently manage behavior. Through the Love and Logic® approach, teachers should strive to (1) build positive relationships with the students, (2) set enforceable limits through enforceable statements, (3) share control, (4) implement disciplinary interventions that stop undesirable behaviors in their infancy, and (5) delay consequences to get the students to think emotionally about their decisions. Through these practical and effective techniques, stress levels are kept low for everyone and classroom management is easier and more enjoyable.

If the above techniques fail to show positive results over the course of a term, then a Behavior Plan or Learning Support Plan can be implemented to support the child through specific measures decided amongst the faculty and approved by the parents. These plans should include (1) background information, (2) the areas of improvement, (3) a specific action plan for both the school and family, and lastly (4) the terms or goals of the agreement. Should the family refuse to consent to this behavior plan, or should the process be stonewalled through lack of communication or participation, then the child may be suspended from school until a compromise can be reached.

## Campus Security

Our mission to create a safe and caring learning environment for our students should be reflected at all times in our actions to keep our campus secure. Students are reminded to “beep” in and out of school every day. Meetings with visitors and guests should be scheduled and added to the internal calendar, with the Heads of School informed within a reasonable timeframe. Children should never leave the school grounds without a reason and staff escort to ensure their safety and ascertain their location at all times. Students should not be left unsupervised; staff should be present on every floor throughout the day. Unscheduled visitors (intruders) are not allowed on the campus. In this scenario, the local police will be called to assist us in removing the person from the campus grounds.

## Disciplinary Procedure in Cases of Bullying

Students suspected of bullying will be immediately removed from class until an investigation is completed. Parents will be contacted and informed about the investigation as soon as possible. In certain cases, the school will also be required to contact local authorities. If bullying is confirmed, the disciplinary action will then be decided by the faculty of the school. The process, from start to finish, typically involves the following:

### *Investigation*

During an investigation, the faculty will gather information from witnesses to gain a clear understanding of the events that have transpired. In most cases, students related to the incident will have to complete an Incident Report that will act as their official testimony of what happened. Please note that mobile phones may be confiscated and their contents reviewed. If a student is found to be guilty of bullying, the faculty will meet with the student in question and his/her parents to determine what course of action to take. The parents of the victim of bullying will also be contacted for the same purpose.

### *Disciplinary Action*

Students found guilty of bullying will sit for an interview in which a faculty member will attempt to determine the students' motives as well as their level of contrition and other matters of pertinence. If the faculty member conducting the investigation deems that the students have learned from their actions, the students will then be asked to sign a Disciplinary Plan stating their intent to change their behavior. This contract will include a number of stipulations and a probationary period during which the students will be closely monitored. At the end of the probationary period, the students in question will undergo a reevaluation to assess their level of progress. Students who fail to meet the stipulations of the contract will receive further disciplinary action that may involve community work, suspension, or expulsion. In cases where the faculty member determines that the safety of the school and/or its students is compromised, the perpetrator will be suspended or expelled.

### *Victim Support*

KAIS EMS will do all it can to support the victims of bullying. The parents of the victim and the faculty of the school will decide together which supportive actions and follow-up the victim requires.

## Diversity & Inclusion

KAIS EMS is dedicated to providing a diverse and inclusive learning environment for all its students. Each student is expected to be open to perspectives that are different from his or her own and to realize that everyone's voice is important. This includes students with learning differences. We believe that this approach enriches the educational experience of all KAIS EMS students. In order to create an open and welcoming atmosphere, we use English as our shared language when learning and interacting with each other. This culture encourages students to think flexibly and learn interdependently to make the best of the opportunities being provided with peers of different backgrounds and upbringing. (Please refer to the *Anti-Bullying Pledge* for further explanation.)

## Internet Safety

KAIS students should never give out their own or their parents' personal information over the Internet without parents' permission. Also, they should never agree to get together with someone they "meet" online without parents' permission. Parents should be consulted about the sharing of any photographs or other files. Students should tell their parents right away if they come across something that makes them feel uncomfortable.

## Physical Contact & Relationships

Boundary violations occur when a person in a position of power (e.g. an adult) crosses a boundary with a person who is vulnerable (e.g. a child). Students will also try to set and test boundaries. It is the adult's responsibility to establish, set and maintain boundaries, for example, by making healthy, role-appropriate choices concerning space, time and language.

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not.

The relationship between teacher and students should be one of cooperation, understanding and mutual respect. The teacher has the responsibility to provide an atmosphere conducive to learning and to motivate each student to perform within its capacity. Our professional relationship may be compromised if we:

- Get too friendly with students, e.g. keeping your hands on their shoulders or allowing them to keep their hand on yours, etc.
- Invite students to join your personal electronic social networking site or accept students' invitations to join theirs.
- Attend parties or socialise with students.
- Invite a student or students back to your home or attend theirs without an appropriate professional reason and without the consent of a parent.
- Transport a school student in your vehicle without prior approval from the administrator or parent.

We encourage staff to develop positive and professional working relationship with students to support the educational outcomes and to achieve constructive interactions between students and the school. Romantic relationships are not tolerated, and will be subject to immediate dismissal of the adult in question.

## Privacy

Personal information of students and parents such as telephone numbers, addresses, grades, etc. will never be given out to third parties, except for insurance purposes or when required by Japanese law. With parent consent, photographs and videos of classes, events, and other school activities may be used for marketing or training purposes.

## **Dress Code**

KAIS EMS does not have a dress code, per se, so students can wear what they want as long as it does not create problems for others. Obscene or overly-revealing clothes should of course be avoided. Use your judgement; this is an elementary and middle school.

In an effort to protect students' well-being and school property, all KAIS EMS students are required to wear indoor shoes while at school. These shoes should be kept at school during the week and taken home on Fridays to be washed. Parents are responsible for ensuring shoes are washed every weekend and replaced when necessary.

## **Electronic Devices at School**

The use of electronic devices is only permitted when used in connection with course work or other school-related duties. Students are encouraged to communicate with each other and participate in activities during breaks. Students caught improperly using their devices during school hours will have them temporarily confiscated. We also advise all families to control the amount of time their child spends engaging in unsupervised online activities. Please see our Guidelines for the Safe Use of Smartphones section below for more information.

## **Lunch at KAIS EMS**

Students are required to either purchase a healthy and balanced school lunch through our third-party provider, [Luca Deli](#), or bring a home-packed lunch. To encourage waste minimization and promote healthy nutrition choices for our students, we kindly ask families to refrain from purchasing convenience store lunches on a regular basis. Additionally, we value the relationship we have nurtured with the local community and wish to avoid having unsupervised students flow into the nearby convenience store and supermarket every morning and afternoon. We understand that our families are extremely busy and that preparing lunch will not always be possible. Occasional exceptions can of course be made, but we kindly ask the cooperation of families with enacting this policy as consistently as possible.

## **Public Behavior Guidelines**

EMS students are expected to be mindful of local social norms as well as to make the school proud through their exemplary behavior. They are KAIS EMS cultural ambassadors at all times. As such, students are expected to follow the behavior guidelines below.

### **Food & Drink**

- Students should refrain from drinking and eating in public, including while walking to and from the station as well as on the train.
- To avoid crowding local establishments, students should not buy any food or drink without the permission of a parent or teacher.

## Public Transportation

- While traveling together as a school on public transportation, students should refrain from sitting down, unless specifically asked to sit down by the person in charge. Additionally, the use of electronic devices is not permitted.
- To avoid bothering other passengers and attracting unwanted, negative attention, students should avoid standing in clusters, making excessive noise, and blocking exits.
- Eating and drinking on trains is not allowed.

## At the Park & Other Venues

- When visiting any park, both during or after school, students should follow the park guidelines. Our local park, Nakane Koen, is located in a residential neighborhood and has especially strict guidelines that we must follow, including no bicycles, balls, loud noises, and any other behavior that would reflect negatively on our school.
- Our Early Years students (Kindergarten to Grade 3) must be accompanied and supervised by a parent when going to the park after school. Students in grades 4 and above require parental permission to go to the park, and are expected to strictly follow our behavioral guidelines.
- At sports events, we expect our students to greet our hosts upon arrival and thank them and opposing teams upon our departure. We must all do our part to clean up after ourselves, leaving nothing besides our gratitude behind.
- EMS students who attend sports games but do not play on the team are expected to adhere the same guidelines as the members of the teams. Team members are expected to demonstrate support for their teams even during times when the team members are not playing themselves. Being a team member is not a right but a privilege at KAIS EMS, a privilege earned through consistent exemplary behavior.
- Students should never, under any circumstances, leave garbage behind.

## Recruitment Policy

KAIS International comprises of two schools operating at different sites. Both are innovative, small schools serving central Tokyo's international community, and therefore welcome new staff expecting them to add depth and perspective to our dynamic team and to the student experience. Working at KAIS International is both fun and challenging, and we welcome applicants who can help co-create the warm, friendly atmosphere KAIS promises, while helping our students achieve their potential as members and citizens of the international community.

Aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. The aims and objectives of the KAIS International recruitment policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equally and consistently and that no job applicant is treated unfairly on any grounds including race, color, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;

- to ensure that the school meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

## **Student Email Accounts**

KAIS EMS students are provided with an @kaisems.com email address. These accounts can be accessed from gmail.com and are used for communication with teachers, assignment submission, and other school-related purposes. These email accounts should not be used for general student-to-student correspondence or for anything not directly related to schoolwork. The accounts will be monitored and otherwise administered by KAIS EMS faculty and should not be regarded by students or parents as private.

## **Transfer Process**

Families wishing to transfer their child from KAIS Elementary & Middle School to another institution may do so at any time. We ask, however, that the administration be given enough time to process the transfer and ensure that the child has a healthy and positive send-off with his or her teachers and classmates.

The transfer process typically involves providing the new school with honest and accurate information about the student's behavior and performance, the parents' relationship with the school and their level of support, as well as relevant payment history. Please note that transcripts provided to parents are stamped "unofficial." Official transcripts are mailed directly to the child's new school. Also, transcripts will not be provided if tuition payments are outstanding.

## **Waste Minimization**

In an effort to minimize waste creation, KAIS EMS requires students to bring the following to school every day:

- Reusable chopsticks and/or fork & spoon
- Reusable water bottle

The following items are prohibited:

- Plastic bottles (PET bottles)
- Cans
- Glass bottles
- Disposable chopsticks
- Packaged food from convenience stores

## **Weather-Related Schedule Changes**

In order to ensure the safety of our students and staff, it may be necessary to start school late, end school early, or cancel the school day altogether in cases of inclement weather. In the case of a cancellation or late start, we will send out an advisory email by 8:00 p.m. the day before to inform parents of the possibility of a schedule change. An official decision will be announced by 6:00 a.m. In

the case of a late start, students will be instructed to come in by 10:30 a.m. in order to avoid morning traffic due to weather-related train delays.

If students need to be dismissed early, parents will be informed no later than 11:00 a.m. Absences due to a weather emergency are permissible (with parental consent), and will not be counted against the student's attendance record. Parents should monitor their emails closely for school updates when weather conditions are unfavorable.

# Health & Safety

## Fire & Disaster Preparedness

In compliance with the Japan Fire Services Act (Article 8), KAIS EMS appoints a member of the staff to attend the Tokyo Fire Department's fire and disaster prevention seminar (防火・防災管理新規講習) in order to become the building's Fire Prevention Manager. This Manager is ultimately responsible for fire and disaster preparedness at the school, specifically ensuring that the entire space is routinely inspected for safety and compliance, that fire and evacuation drills are scheduled, and that all staff members are organized into emergency teams with specific roles and responsibilities.

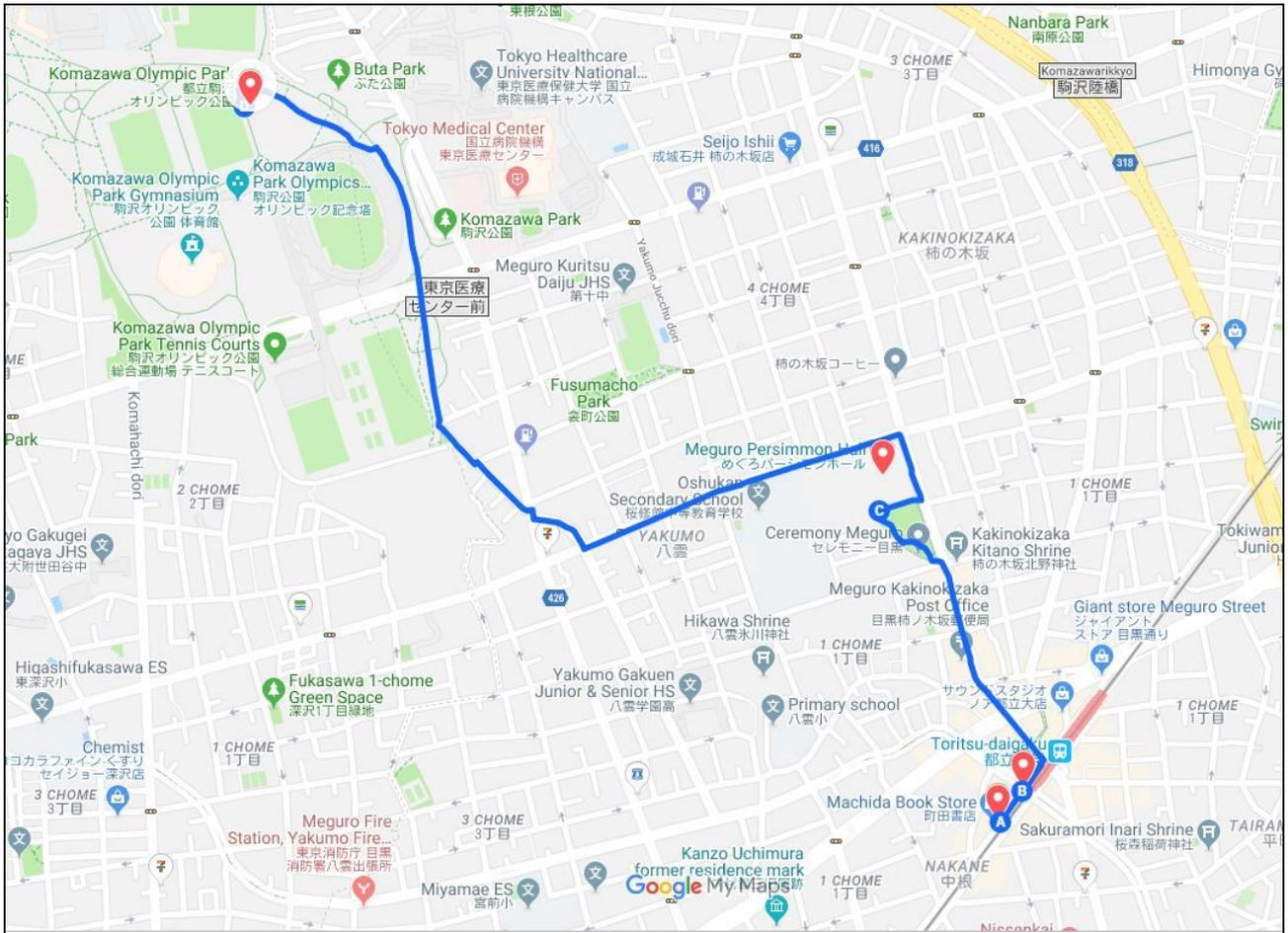
## Scheduled Safety Drills and Inspections

In accordance with the Japan Fire Services Act, the Fire Prevention Manager should schedule fire and evacuation drills at least twice a year. Beyond this, routine checks of the safety equipment, building integrity, furniture placement, survival supplies, escape routes, overall security, and other items should be conducted regularly, and high safety standards should be maintained without exception by all members of the team.

## Emergency Evacuation Procedures

In the event of an emergency, the KAIS EMS office will send email updates to parents, as well as post information on Bloomz. We ask that parents first check email or Bloomz before calling the school. While we understand the desire to phone as a first response, an emergency situation would require the school to have open phone lines.

If an evacuation of the school is necessary, students will be moved to a temporary evacuation area, in this case the green zone nearby, between the school and Toritsudai station. If that place becomes too dangerous, move to Persimmon Hall (which operates as a fully-equipped Evacuation Center) in order to ensure the safety of all students and staff. If this area is, for whatever reason, unable to provide emergency support, then the group should continue to Komazawa Olympic Park (also an Evacuation Center) to look for safety. Students will be held until picked up by a parent or guardian.



**Persimmon Hall**

1-1-1 Yakumo, Meguro-ku, Tokyo

**Komazawa Olympic Park**

1-1 Komazawa-koen, Setagaya-ku, Tokyo

**Guidelines for the Safe Use of Smartphones**

Teens must navigate a digital adolescence (often without any supervision), and in doing so make some missteps on their way to becoming responsible adults. This is to be expected, but it’s still a major challenge for parents and schools, who are largely left in the dark about what exactly goes on in a child’s digital world. The goal, ultimately, is not to understand everything they do online, but to ensure that they are equipped with the skills and maturity to use technology responsibly and appropriately. Although the school offers the students periodic seminars and workshops regarding online safety and the responsible use of devices, supporting students is a team effort and requires help at home as well. As such, the school recommends the following guidelines for parents considering purchasing a smartphone for their child.

1. Students first get a smartphone *on loan* from their parents. Ideally, children should not be provided a smartphone until their first year of high school.
2. They must successfully pass a 1-year trial period during which they must demonstrate the responsible use of the phone.
3. Phones and laptops should be out of the bedroom by 9 p.m.
4. After the 1-year trial period, the phone can become theirs. However, periodic parental checks may continue for 3 months before they get full access.

5. If the child, at any point, suffers lower grades at school, or is involved in a cyber-bullying incident, the device should be removed as a consequence for a period of 1-3 months.
6. Ideally, the home's personal computer should be located in the living room, or other supervised space.
7. Legal age restrictions for apps and online services should be followed.
8. Whenever possible, parental controls and passwords should be used to limit the child's access to the digital world, until they prove their responsibility and maturity.
9. Screen time should be limited to 2 hours per day.
10. The child must sign a contract stating the above terms (or other terms discussed and agreed upon by the family), with clear consequences that follow rule infractions.

## **Health Check**

Every school year, all students will undergo two health check-ups at school. These assessments consist of an examination of the key areas of primary physical development. We will assess and document students' height, weight, sight, hearing, and coordination. Additionally, we will conduct a basic check of students' hair and teeth. The goal of these assessments is not to provide treatment for any clinical findings, but to identify and report any findings that may affect your child's learning. If any medical findings need further action, we will immediately inform parents.

## **Illness**

For the safety of all our students, ill students are asked to remain at home. In the case of lingering fever or other symptoms, parents are expected to take their child to the doctor to prevent the spread of contagious illnesses. In the case of influenza, we ask that parents consult a doctor before sending a child back to school. When a student feels unwell at school, he or she will be sent to our school nurse for a health assessment, and parents will be notified. When appropriate, child-strength medication will be administered to students for whom parental permission has been granted. In some cases, a parent may be required to come to the school to pick up his or her sick child.

## **Medical Emergencies**

In case a medical emergency arises while a student is at school, every effort will be made to contact parents or persons listed as emergency contacts. In the event that parents cannot be reached, the child will be taken to the nearest medical facility if necessary. The school will do its utmost to keep students safe; however, the school assumes no financial liability in the event of student injury, allergic reaction, or any illness or physical harm excepting claims resulting from the negligence of KAIS EMS staff.

# Contact Information

## When should I email?

- **Main Office**  
Email our main office to report absence or lateness, request paperwork, and for any other general, school-related issue.
- **Teachers**  
Email administrators or specific teachers for questions or concerns related to academics and social issues and/or to set up a meeting.

## When should I call?

- **Main Office or Office Mobile**  
Call the main office or office mobile for any urgent communication.

Name	Position	Contact Information
Main Office		office@kaisems.com Phone: 03-6459-5777 Mobile: 090-5558-4849 Fax: 03-6459-5773
Tomoko Aotsuka	Japanese as a Native Language Teacher	tomoko@kaisems.com
Johnny Aravanis	Office Director; Admissions Director	johnny@kaisems.com admissions@kaisems.com
Justin Bethune	Principal; Humanities Program Coordinator	justin@kaisems.com
Mia del Fierro	Classroom Assistant	mia.df@kaisems.com
Ally Dixon	Classroom Assistant	ally@kaisems.com
Anri Fabrot	Office Manager	anri@kaisems.com
Kevin Haith	Science Program Coordinator; Grade 6 Homeroom Teacher	kevin@kaisems.com
Michael Johnson	Grade 3 Homeroom Teacher	michael@kaisems.com
Jamie Keith	Language Arts & Humanities Teacher; Grade 5 Homeroom Teacher	jamie@kaisems.com
Ryoan Ko	Classroom Assistant	ryoan@kaisems.com
Justine Lejano	Grade 1 Homeroom Teacher	justine@kaisems.com
Paul Luc	Mathematics Program Coordinator; Grade 7 Homeroom Teacher	paul@kaisems.com

Ansophie Niemand	School Counselor	ansophie@kaisems.com
Eri Nozaki	Japanese Program Coordinator; Japanese as an Additional Language Teacher	eri@kaisems.com
Maha Sa'di	Vice Principal; Language Arts Program Coordinator; Grade 8 Homeroom Teacher	maha@kaisems.com
Sachiko Samata	School Nurse	sachiko@kaisems.com
Ruthy Sekine	Head of Early Years; Grade 2 Homeroom Teacher	ruthy@kaisems.com
Kate Sikora	Kindergarten Teacher; Kindergarten Homeroom Teacher	kate@kaisems.com
Randy Sithole	Athletics Director; Physical Education Program Coordinator	randy@kaisems.com
Kurumi Yamada	Grade 4 Homeroom Teacher	kurumi@kaisems.com