

**KAIS INTERNATIONAL
ELEMENTARY & MIDDLE SCHOOL**

SCHOOL HANDBOOK

**YOUR GUIDE TO SCHOOL
POLICIES & PROCEDURES**



Dear Parents,

Welcome to KAIS International 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 International 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

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What We're About

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 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 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 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 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, 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, 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, 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, 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 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 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 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, 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 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



Personalized Instruction & Small Class Sizes

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. Every year, we review multiple sources of data and gather teacher feedback to determine the individual needs of each student, identifying specific Student Learning Objectives to prioritize. In Personalized Learning Plan meetings, we present these learning goals to families, gather additional input from the people who know their kids best (parents!), and formalize them within our student support system. That means we determine appropriate support strategies to help students achieve their goal(s), regularly review their SLOs, and update them as the students make progress throughout the year. At KAIS, our classes are small by design, helping us to best support the children in our care while making sure nobody flies under the radar, falls through the cracks, or gets left behind. Our educators are mentors, coaches, friends, and guides that help the students achieve their goals in ways that best suit their learning capabilities. It really helps that 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 & Expectations

Children love challenges, and naturally strive to achieve the expectations set for them. 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. Under no circumstances will we maintain low expectations for your child. 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 competencies, skills, mindsets, earned 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, reviewing content, and so on 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 their success.

Creative & Engaging Project-Based Learning

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 alleviate this through tailoring creative and engaging projects that stimulate the 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, problems, or experiments, and work together to discover the answers using their own agency and research skills. In our Social Studies/Humanities lessons, we roll out a variety of gold-standard projects to scaffold learning, and target a variety of skills, including art, debate, critical opinion writing, poetry, music, presentation, and more. Every year, we include Project Week periods that disrupt the regular schedule, placing students in a fast-paced work environment in which they collaboratively strive to accomplish project milestones and produce a meaningful and public product. In all classes, not just our project-based ones, our educators 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!

Culture of Care & Social-Emotional Support

The main reason to be caring is because it's the right thing to do. The work to develop moral character naturally supports academic achievement, so our team is proactive in building a culture that actively cares and supports its students and staff. It is our job to know and value all students and to express that care in ways that are meaningful to them. In a culture of care, students are supported in caring for each other and are expected to do so, including caring for those who are different from them in background, personality, and other characteristics. We have weekly Social Awareness lessons for all students, from Pre-Kindergarten to Grade 8, following a comprehensive curriculum that helps them identify helpful skills to make and

nurture healthy relationships, maintain an anti-bully culture, practice respect and empathy, understand and identify one's emotions, and minimize peer conflicts that take away from learning. Additionally, a school counselor is always on-hand to meet with students who are struggling academically, socially, or psychologically. Strong, meaningful, and authentic relationships are fundamental to how schools build a strong culture of caring - a mindset we consistently keep at the forefront of our craft.

Positive, 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. 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, blog, or read the book!

What We Offer

Personalized Learning

The KAIS team sees it as their job to know and value all students, and to express that care and support in ways that are meaningful to students. Part of this approach involves offering a degree of flexibility for every child's learning path through our Personalized Learning Plans. Every year, we meet with families to discuss the needs of individual students, share feedback and helpful data, as well as set achievable Student Learning Objectives for each child - academic and social goals that help the instructional team differentiate and focus its individualized attention. Our friendly school atmosphere, small class sizes, and frequent discussions about student performance ensure that all teachers are familiar with the students' academic and social growth.

Elective Wednesdays

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 that was handed out to them at the start of the term. 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, 3-D 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.

Small Classes

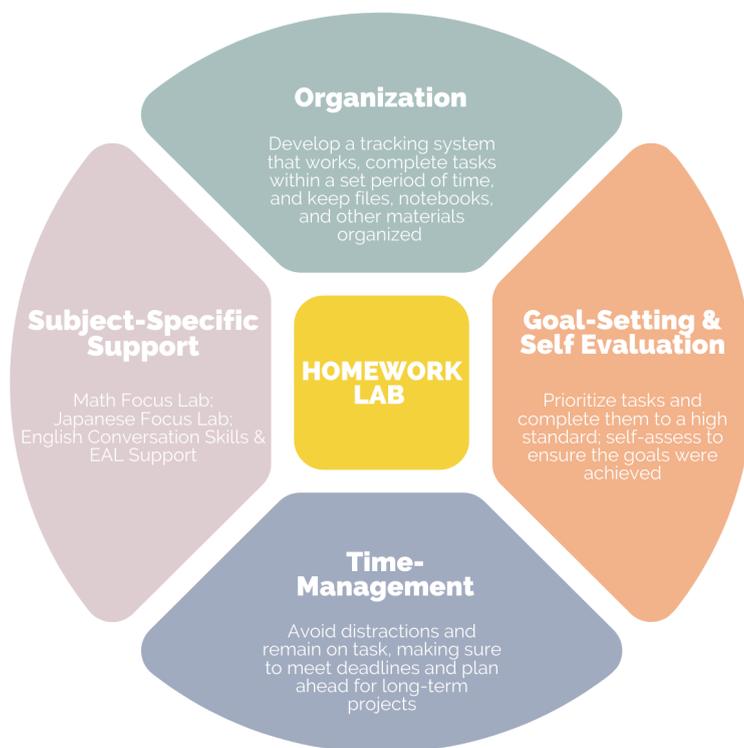
We believe in small class sizes, with a maximum ratio of 10 students to 1 educator in early elementary, 12 to 1 in elementary, and 14 to 1 in middle school for our core subjects. This creates a comfortable classroom atmosphere in which every student gets the appropriate attention he or she deserves.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

Homework Labs

At KAIS EMS, we don't give homework as such, but this doesn't mean that students don't have plenty of work to do. What it does mean is that at the end of each day, students get time to complete their work assignments on campus in the presence of the teachers who assigned them. This is done in our innovative Homework Lab system. Available to our students are general Homework Labs, specialized English and Math Focus Labs, and Japanese and English

Conversation Skills classes. We believe that this system benefits students and their families in many ways. But we also know that parents who are more used to seeing their children study at home may feel that the KAIS EMS system leaves them “out of the loop” to some degree. Such parents may request that their children take their school work home with them for the parents’ perusal.

*Please note that students who do not complete their assignments at school must take their work home with them.



Skills targeted and support offered during Homework Lab

'Project Week' Scheduling

Many of the projects that our students work on are due to be completed in the final week of the term, immediately before a special school-wide event. Every Project Week, we close many of our classes for several days in a row to allow our students to experience the thrill of getting ready for a big event, like our biennial Humanities Fair and Science Fair. This is always an intense and exciting time for our students that challenges them to focus their attention and learn to deal with the pressure of an upcoming performance or publication date. It can, of course, be a stressful time, too. But at KAIS EMS, we believe that a reasonable amount of stress is highly motivating, and that dealing with the stress allows our students to grow in ways that they previously thought impossible for themselves. It instills confidence and determination and builds character. We also believe that “disrupting” our academic schedule like this from time to time serves to ward off the gloom of monotony that is typical of much student life at schools that strictly adhere to more traditional schedules.

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.

English as an Additional Language

We want all students to not only be able to access the curriculum, but also make meaningful friendships at KAIS. In order to mainstream our English language learners as quickly as possible, we offer a special English as an Additional Language Support (EALS) program to help build their academic language skills and allow them to participate in all their classes in productive and meaningful ways. The program focuses on building the students' reading, vocabulary, phonics, writing, grammar, and conversation skills in order to increase their fluency and language accuracy.

A Culture of Reading

We actively nurture a culture of reading at KAIS, supporting students to become independent, life-long readers. Our 'Units of Study' program provides our students with the opportunity to read a high volume of high-interest, level-appropriate books of their choosing (rather than a one-size-fits-all novel), and explicitly teaches them the skills and strategies to support close and critical reading. Don't like reading? We'll help you find that special book that will blow your mind!

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, honor the behavior and actions that represent our school's culture words, and showcase their hard work to the entire school.

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, analyze composition techniques, and discuss 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.

Multi-Tiered Support: Response to Intervention (Rti)

Small classes and effective systems of internal communication mean that student performance and progress can more effectively be monitored. This approach to universal screening of academics and behavior is conducted in regular meetings, where we discuss our observations and concerns, then apply appropriate intervention strategies. To facilitate this process, we use a system called Response to Intervention (Rti), a multi-tier model of educational resource delivery. Each tier involves increasing intensity of services matched to the student's measured level of need. Tier 1 students (min. 70%) receive preventive and proactive universal intervention to their continued development. Tier 2 students (max. 25%) received targeted interventions for some at-risk performance and behavior, from ESL support needs to social awareness concerns. Finally, Tier 3 students (5%) are subject to intensive, individual interventions to address long-term challenges effectively - often with the support of trusted third-party specialists. Using this approach, our staff can more readily identify those learners who are not meeting the benchmarks or other expected standards.

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, 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.

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' behavior 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.

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.

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.

Alma SIS

KAIS EMS utilizes Alma Student Information System to manage student attendance and grades and as a way to keep parents updated. Through Alma, parents can view past grades, current GPA, future assignments, meeting logs, and more. We strongly suggest all parents utilize Alma (through the website or smartphone app) to monitor their child's 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 life-long 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 offer specialized learning plans for individual students.

Child Safeguarding

KAIS International 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.

Principles of Child Safeguarding

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 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.

Our approach to safeguarding and child protection is based on the following key principles:

- The welfare of children is paramount.
- All children, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse.
- Child protection is everyone's responsibility.
- Children have the right to express views on all matters which affect them, should they wish to do so. KAIS shall work in partnership together with children and parents/carers to promote the welfare, health, and development of the children in its care.

Components of Safeguarding at KAIS

At KAIS International we promote the wellbeing and safeguarding of all students and staff by utilizing the following components:

- Code of Conduct - This document guides the interactions between all staff and students, and is designed to give guidance on the standards of behavior which should be observed within our school system.
- Training and education of staff - Regular professional development and training sessions on child safeguarding and the implementation thereof.
- Ensuring a safe physical environment - By doing regular school inspections we ensure that the school is a physically safe environment for children.

- Safe recruitment procedures - Safer recruitment practices ensure that employment at KAIS International is done in an effective manner that places value on the safety and security of our children.
- School-Wide Student Support - The school nurse, school counselors, dedicated teachers and office personnel, teaching assistants, office administrators, and leadership teams on both campuses - *all* staff are responsible for student safeguarding.

Preventative Measures

Safe Recruitment

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.

The procedure for recruitment at KAIS International will be as follows:

- The school will identify the means to advertise the position to various pools of potential candidates (ex. school website, SearchAssociates, etc.).
- The school will create a complete job description for each available position. This will include main responsibilities and expectations of the position, as well as any other activities that may be required from the candidate.
- The hiring and interview process needs to include the people who will be directly involved with the candidate in his/her new position.
- The school will keep all candidates informed about the hiring schedule and decision timeline.
- A trial teaching day will be scheduled to observe the teacher in action with children. This needs to focus on:
 - the ability of the individual to fulfill the duties of the position
 - to confirm the individual's suitability to work with children
- In performing its due diligence, the school will perform appropriate background and reference checks to validate a candidate's education and employment history. School admin is responsible for directly following up with *at least two* references by using Zoom or other software that allows face-to-face communication. Simple email communication is insufficient to perform this duty, and should never be used as a substitute to direct communication.
- A request for a criminal background check (1) from their country of passport issuance, and (2) from where the candidate currently resides/works will be made.

- When making an offer to a candidate the school will provide all relevant information, including compensation, job expectations and working conditions.
- The school will afford the candidates a reasonable amount of time to consider an offer.
- When the selected candidate accepts the position, the school will notify the other candidates to inform them that the position has been filled.

Click the following link to read the [KAIS International Recruitment Policy](#).

Training

Staff members employed by KAIS International School will be required to participate in mandatory training and professional development related to child safeguarding. These training sessions include but are not limited to the following courses:

All staff members will complete the following courses:

- Child Protection for International Schools - EduCare
- Child Protection Refresher (for returning teachers) - EduCare
- CPR/First Aid training every two years

The Designated Safeguarding Lead will complete the following courses:

- Child Protection Advanced - Educare
- Health and Safety for International Schools - EduCare
- Safeguarding Diploma - Center of Excellence

Refresher courses and training will be provided on a yearly basis for all staff members and any new staff members that join the school will be required to complete all the training courses for their specific role.

Internet Safety

All KAIS staff members are expected to adhere to acceptable technology usage and be responsible digital citizens. Staff should not give out personal mobile numbers or email addresses to pupils or parents as these details could easily be shared with others. Staff should also not connect with students on social media platforms. When applicable, teachers should not share students' online information including computer and Google passwords. Cases of cyberbullying should be reported to the Designated Safeguarding Lead.

Commitment to Diversity & Inclusion

KAIS 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 students. In order to create a safe, 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.

Setting Appropriate Boundaries

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 try to set and test boundaries but it is the adult's responsibility to establish, set and maintain appropriate boundaries by not:

- Getting too friendly with students
- Accepting invitations or asking students to join your personal social networking accounts or joining theirs.
- Attending parties or socializing with students.
- Inviting a student or students back to your home or attend theirs without an appropriate professional reason and without the consent of a parent.
- Transporting a school student in your vehicle without prior approval from the administrator or parent.

We encourage staff to develop positive and professional working relationships with students, in line with our KAIS Code of Conduct, 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.

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. All areas of the school are equipped with closed-circuit monitoring devices (CCTV) and automated locked doors, operated by a third-party security company (SECOM). 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. All visitors must sign in at the reception desk, indicating their name, date/time, and purpose. All staff and visitors must wear an identification badge while on campus in order to easily spot an intruder. Students should be accounted for at all times and not left unsupervised; staff should be present on every floor throughout the day. In a scenario involving an intruder, the local police will be called to assist us in removing the person from the campus grounds.

Safety inspections of the buildings and the premises, as well as the interior of the buildings will be conducted on a regular basis by the Health and Safety Committee. These inspections will be done to determine the safety and security of the physical premises and ensure that all elements of the premises are conducive to the creation of a safe learning environment.

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.

Click the following link to read the [KAIS International Child Safeguarding Policy](#).

Teaching & Learning

At KAIS International, we are committed to high quality teaching and learning for all the students in our care. Learning is the purpose of the whole school and is a shared commitment among all teaching and non-teaching staff. This commitment to excellence serves to guide our students toward a healthy, stimulating, and fulfilling life wherein learning and growth become established habits. We recognize that education involves children, parents, staff, and the community, and that to ensure the most favorable outcome all should work closely together in alignment to support the process. KAIS students, teachers, and staff collectively model the traits of the KAIS Culture Words to cocreate a learning environment that nurtures **welcoming, principled, enthusiastic, imaginative, industrious, compassionate, assertive, curious,** and **global-minded** individuals.

High Quality Teaching

KAIS International provides a safe and caring learning environment for its students. The fundamental role of the school is to ensure that all children are learning, and all our practices and procedures are therefore set to further this goal. High quality teaching is a whole-school approach that covers all aspects of the teaching process, from planning, implementation, and assessment in order to ensure that all children in our care are showing growth and experiencing achievement in the face of challenge. At KAIS International, teaching is collaborative and reciprocal, allowing both teachers and students to be active participants in the process. We provide a supportive learning environment where errors are welcome, and viewed as opportunities for growth. Our relationship with our students is based on mutual trust and respect, as well as a fundamental belief that all children can show growth.

Using the the UK Department of Education statements on Teachers' Standards¹ as a springboard, and including internal discussions and workshop feedback, KAIS adopts an approach to high quality teaching characterized by 7 key standards that work mutually to support the best possible learning outcomes for our students:

1. Setting High Expectations

- We set clearly articulated learning goals that challenge students of all backgrounds, abilities, and dispositions to do their best.
- We guide our students in achieving their learning goals, and help them become engaged and independent life-long learners who set high standards for themselves.
- We consistently model the positive attitudes, values, and behaviors which are expected of students, and enthusiastically celebrate students who emulate these.
- We encourage students to investigate solutions themselves, by promoting questions rather than simply supplying them with answers and information.
- We take responsibility for promoting high standards of literacy and numeracy for our students, building a strong academic foundation for future educational and career opportunities.

¹ Department of Education (2013). [Teachers' Standards: Guidance for school leaders, school staff and governing bodies](#). United Kingdom.

- We promote a strong work ethic and encourage students to complete tasks in a timely manner, to the best of their abilities, and demonstrate high standards of academic honesty.
- We aim for all our students to exceed their potential.

2. Promoting a Growth-Oriented Ethos

- We plan teaching to build on students' capabilities and prior knowledge.
- We guide students to reflect on their growth and encourage them to remain positive throughout the learning process.
- We demonstrate knowledge and understanding of how students learn and how this impacts our teaching.
- We encourage students to adopt a responsible, enthusiastic, and conscientious attitude to their studies.
- We reflect on our own teaching practices and modify them to suit the needs of the students in our care.
- We adopt the ethos that we are accountable for students' achievement, progress, and outcomes.

3. Demonstrating Subject and Curriculum Knowledge

- We have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain students' interest in the subjects, and address misunderstandings.
- We demonstrate a critical understanding of developments within our subject and curriculum areas, and promote the value of lifelong learning by pursuing professional development opportunities to continuously better ourselves.

4. Planning Effectively

- We make effective use of lesson time to maximize students' learning and understanding.
- We promote a love of learning and nurture children's natural inclination toward intellectual curiosity.
- We reflect systematically on the effectiveness of lessons and approaches to teaching.
- We contribute to the design and provision of an engaging curriculum within the relevant subject areas.
- We work and plan collaboratively to help our students grow.
- We know our students' needs and levels and plan our lessons accordingly.
- We thoughtfully plan lessons that aim to develop the students' surface and deep knowledge of the subject.
- We provide students with various practice opportunities that enable them to deepen their understanding of the subject and achieve mastery.

5. Responding to the Strengths and Needs of All Students

- We effectively differentiate within the classroom, using approaches which enable *all* students to access the curriculum.
- We are aware of and regularly discuss students' performance and wellbeing, and understand how a range of factors can inhibit their ability to learn, and how best to overcome these.

- We demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support students' needs at different stages of their development.
- We emphasize one-to-one and small group feedback with our students in order to meet their individual needs and develop further understanding.
- We create a warm and welcoming physical space that allows students to engage effectively in the learning process.
- We proactively engage families and develop partnerships with parents to support our students as a team.
- We proactively use our counseling program to address student needs and help them build positive study habits that lead to success.

6. Using Assessment to Impact Learning

- Our assessment methods are fair, balanced, and equitable.
- We understand how to assess the relevant subject and curriculum areas, and make effective use of formative and summative assessment to secure students' progress.
- We use data effectively to monitor progress, set targets, plan subsequent lessons, and coordinate with each other during meetings.
- We give students regular feedback to help guide their progress and increase their opportunities for success.

7. Managing Behavior Effectively

- We have clear expectations for behavior in class, and take responsibility for promoting actions and attitudes that are aligned with our culture words.
- We have high expectations for behavior, and reinforce these using a positive discipline framework.
- We manage classes effectively by reinforcing helpful routines and habits, and using approaches which are appropriate to students' needs in order to involve and motivate them.
- We maintain friendly and familiar relationships with students within professional boundaries, and exercise appropriate authority and act decisively when necessary.
- We create classrooms that are energetic and promote productivity, persistence, and a love of learning.

High Quality Learning

At KAIS, opportunities are organized to allow students access to the curriculum, and for them to develop their own strategies to gain knowledge and skills. We recognize that each child has a unique way of learning and that learning is affected by previous experience, competence, confidence, beliefs, and values. Teachers at KAIS feel that students learn best within a learning environment characterized by the following seven research-based components²:

Caring

² Ferguson, Ronald F. (2015). *The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency*. Harvard University.

Showing concern for students' emotional and academic well-being

- Students are happy, healthy, and alert.
- Students feel secure in terms of environment, relationships, learning, and assessment.
- Students feel a sense of belonging and community, and have ample cooperative learning opportunities to learn from teachers and each other.
- Students feel safe and positive about their school experience and school is a place they want to come to every day.
- Students feel valued, and know that teachers and other adults care about their development.

Collaborative

Encouraging and valuing students' ideas and views

- Students are empowered to explore, take risks, and engage in leadership opportunities.
- Students receive positive feedback and praise for achievements.
- Students have opportunities to talk about their work, and think, reflect, discuss and share their ideas.
- Students feel heard and respected, and have platforms through which they can share their feedback and ideas about how to enhance their learning experience.

Captivating

Sparkling and maintaining student interest in learning

- Students are actively interested and involved in making choices and taking responsibility for their learning.
- Students are offered a variety of stimulating co-curriculars and elective opportunities.
- Students feel personally represented across the curriculum through culturally relevant class content.
- Lessons are student-centered, considering their interests and cultural heritage, as well as connecting with them on a personal and emotional level.
- Teacher talk time is limited to maintain student engagement.

Clarifying

Helping students understand content and resolve confusion

- Students understand the purpose of tasks and the overall goals of their classes.
- Learning is built on existing knowledge and experience, and structured in clearly defined, digestible and comprehensible chunks.
- Students not only understand *what* to learn, but *how* and *why* to learn - encouraging them to become independent, lifelong learners.

Comprehensive

Helping students integrate and synthesize key ideas

- Tasks are differentiated and matched to their individual abilities so that all students can access the curriculum.
- Learning is connected to real-life experiences, and extends beyond the classroom.
- Teachers prepare for an active learning process, providing students with the opportunity to learn by doing.
- Students are presented with a diverse range of activities and approaches, including interdisciplinary studies and project-based learning opportunities.

Challenging

Insisting that students persevere and do their best work

- The school culture actively nurtures a growth mindset, welcoming mistakes while staying positive in the face of challenges.
- Students are regularly nudged out of their comfort zone, and extend themselves beyond their predetermined limits.
- Students are engaged in activities that require higher-order thinking skills (as in Bloom's Taxonomy).

Carefully Managed

Fostering orderly, respectful, and on-task classroom behavior

- Routines are set up, maintained, and practiced regularly to help maximize learning time.
- Teachers and students actively nurture a climate and culture of mutual respect, empathy, and kindness.
- Teachers have clear expectations for behavior in class, promoting actions and attitudes that allow all students to attend school safely and securely.
- Students have an element of control over their work, while demonstrating the ability to stay on task independently.

High Quality Assessment

Assessment is a major part of every class at KAIS and is viewed as a powerful tool that ensures effective teaching and learning are taking place. Student performance is monitored regularly through a variety of methods that are fair and aim to drive student progress. Teachers closely observe student performance and design assessment tasks that aim to:

1. Involve students to make them active participants in their own learning, helping them to feel motivated and develop a growth mindset towards their education.
2. Communicate student progress, growth, and achievement in a timely manner.
3. Communicate to families the students' performance to help them understand how their children are doing based on the set class objectives and standards.
4. Provide the teaching team with valuable information on student progress, allowing them to modify instruction to enhance learning whenever necessary. This data can be used to develop the school's curriculum and reflect on its teaching and learning practices.
5. Keep organized and transparent records of student performance to communicate with families and future schools (i.e. report cards, assessment reports, etc.).
6. Create a positive and constructive feedback environment aligned with our school's mission and vision.
7. Engage learners by posing problems and challenging their thinking.
8. Engage students in self and peer evaluations that help them set personal goals and work collaboratively with the teacher to achieve them.
9. Provide opportunities for learners to meet challenges using a variety of skills, and with multiple ways of representing their understanding.
10. Review what has been learned, how it was learned, and how it will be used.

Feedback to students about their own progress is achieved through discussion and the marking of work. Effective marking:

- Helps children understand how to improve, with comments aiming to be positive and constructive.
- Is personalized and provides students with "just right" feedback to help them move forward to the next steps in their learning.
- Is often done while a task is being carried out through discussion between the child and teacher.
- Is used sensitively and with discretion.
- Is provided in digestible chunks so that the child can effectively process new input and feedback, according to his/her age, ability, and task.

All teachers at KAIS engage students in frequent formative and summative assessment opportunities. All assessment tasks have a clear grading rubric that is communicated to students and adhered to during the assessment process. Each course syllabus outlines the learning objectives targeted for each class, the types of assessment that students will have to complete (e.g in-class work, projects, tests, routine homework assignment, etc.) as well as how much each type of assignment is worth. Assessment is designed according to the process below:

1. Determine learning objectives for each class.
2. Make sure learning objectives are aligned with a specific standard.
3. Create formative and summative assessment opportunities to assess student learning and progress.
4. Report results of assessment to families in a transparent and timely manner.
5. Raise concerns with department heads, admin, school counselor, and families when necessary to ensure student progress.
6. Use data collected from assessment to improve and modify teaching to ensure continued progress.

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. In practice, students approach new content by considering a real-life situation, visualize the numbers using diagrams and bar modeling, then flex their mental muscles on more traditional, abstract problems. 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 Units of Study program, developed by the Reading & Writing Project at Columbia University to meet ambitious 21st century global standards and offer a grade-by-grade curriculum rooted in best practices and newest thinking for teaching reading and writing skills and strategies. The Units of Study program follows a workshop framework for reading and writing that provides students with ample opportunity for practice. The program aims to turn students into life-long readers and writers who are able to apply the skills they learn to discipline-based learning and to their own lives. The progress the students make should become visible within a few weeks of implementation as a result of the explicit instruction they are given, as well as the very valuable teacher-feedback that is a built-in component of the program. The program puts the students' needs first, and helps move them up levels of progression aligned with Common Core Standards. It also provides teachers with clear guidelines, strategies, and research-backed practices that are tried and tested.

The writing portion of the program emphasizes three main types of writing: narrative, persuasive, and informational, and follows a simple and intuitive writing cycle that guides both teachers and writers. The reading portion provides a balance between fiction and nonfiction skills and allows students to become close and critical readers of both genres.

For our Kindergarten to Grade 2 learners, we also include a Phonics program that allows them to benefit from being taught not only the mechanics of spelling and reading, but also the strategies and purpose that allow them to draw on knowledge as they read and write. Our youngest learners are taught the most high-utility phonics, and they are taught to use what they know to be problem solvers, word scientists, and super-power readers and writers.

Standards: Common Core State Standards

Japanese

Our Japanese program is offered to Grades 1-8 and is composed of two broad streams: Japanese as a Native Language (JNL) and Japanese as an Additional Language (JAL) classes. For students Grades 5 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 and functional 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 more closely aligned to (although behind) the Japanese national *Kokugo* curriculum, including a balanced approach to reading, writing, speaking and listening; weekly differentiated practice of at-level kanji; and appreciation of Japanese culture and history.

Standards: Based on benchmarks established by the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL)

Social Studies / Humanities

A comprehensive Social Studies program is offered to all of our students, Kindergarten to Grade 8, implementing HMH's new Into Social Studies program materials as well as other relevant, engaging content. 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 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: Based on a synthesis of standards from the National Curriculum Standards for Social Studies (C3 Framework), Common Core English Language Arts Standards: History/Social Studies (Grades 6-8), UNESCO Global Citizenship Education, and IB MYP Individuals & Societies

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

Social Awareness

Children who feel good about themselves cope better with the challenges of life and growing up. To this purpose, we offer weekly Social Awareness classes to all of our students as a 'universal intervention' approach to address their academic, behavioral, social and emotional needs. The curriculum is rooted in the Talkabout program, a social and emotional learning course designed to raise self-awareness and social awareness. The course content takes into consideration their developmental stages, with (1) early years students focusing on developing a self-identity, increasing awareness of self and others, and improving problem-solving skills; (2) early-middle years students developing assertiveness, partaking in a fulfilling school, home, and community life, and practicing strategies to resolve conflicts; and (3) middle years students learning to cope with stress that comes from more complex emotions and maturing relationships, developing a positive identity, and displaying social responsibility.

Physical Education

Physical education is not only about playing sports; our program focuses on the locomotor, non-locomotor, and manipulative skills required to lead a healthy life in both body and mind. Within an energy-filled and confidence-building environment, students face a variety of physical challenges while developing their range of movement, improving their technique, and learning the basic subject terminology.

Student Support

We acknowledge that all learners are different and have a variety of needs that we aim to address to ensure access to the curriculum. We therefore proactively make use of our student support programs and provide students with the following:

- Academic support through tutoring programs and one-on-one or small-group support sessions.
- Differentiated assessment for students with different learning needs.
- Regular sessions with the school counselor to address individual students' academic needs.
- Interventions with the school counselor to meet the students' emotional and social needs.
- Regular discussions with the teaching team to work collaboratively on supporting each and every student at the school.
- Collaborating with families to provide learners with what they need to succeed.
- Small class sizes that allow us to personalize our teaching and carefully monitor all of our students' progress.
- Social Awareness classes for all students to make sure they are equipped with the skills they need to cope with the various challenges they might be facing.
- Networking and collaborating with trusted third-party educational psychologists to provide specialized support for students who need it.

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 "N" ("Not Turned In," the

equivalent of a 0) while incomplete work excused due to a legitimate reason receives an "N/A" (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. These are assessed by the subject teacher, and may include a more subjective appreciation of the child's growth and improvement.

Graduating to KAIS International School

Students wishing to attend our affiliated high school in Meguro, KAIS International High School, for grades 9-12 must complete grade 8 with a minimum 2.0 grade point average and receive a

satisfactory score on Language Arts and Math exams, without having failed any classes. Those who do not meet the requirements may not be able to attend KAIS International School.

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) 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 8:45 a.m., and we kindly ask families to ensure that their child arrives with sufficient time to be classroom ready. Students who arrive after 8:45 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 complete additional assignments or other requirements. Students who miss more than 30 percent of the school year may not be allowed to move up to the next grade level.

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.

Homework Expectations

Every Monday, Tuesday, and Thursday, all students by default have a Homework 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 some general homework (ex. reading novels and keeping track of a reading log) 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 Homework

Students at the elementary and middle school levels are still developing their independence and organizational skills, and require support until these skills have improved. As such, we have developed an approach to late homework that balances between our high expectations, and the developmental level of our students:

- Teachers must make use of our Homework Lab periods to follow up with the students and offer support in completing the work.
- Teachers must communicate with parents if a deadline is not met.
- Teachers have the flexibility to set new deadlines with individual students.
- In all cases, students can only start incurring a late homework penalty (and face failure due to late turn-in) if the parents have been contacted and made aware of the missing work.
- Once parents have been contacted, the student faces a lateness penalty: -10% of the score each day, including weekends, for up to 4 days after the deadline. After the 4th day, the assignment will be considered missing and the student will not receive a grade of 0 (Fail) for that assignment. Please note that the student is still expected to complete and turn in the assignment - in no circumstances should a grade of 0 be accepted or tolerated.

If the quality of the work a student produces (whether it is in-class work, homework, or a test) is not satisfactory, the teacher has the option of requesting that the work be redone. The purpose is to raise the students' expectations and standards, and encourage a culture of mastery. Assignment and test retakes can take place during Homework Lab.

Reporting Process



Personalized Learning Plans (PLPs)

Every year at KAIS EMS begins with the heads of school creating Personalized Learning Plans for each student. The Plans include an overview of the students' weekly schedule, and outline any variations from the standard learning plan for each grade. These plans are created to ensure that the heads of school, teachers, and families are kept informed on the students' level and progress during the year, and document any accommodations that the students require, such as language support or any other necessary learning interventions.

The heads of school have Personalized Learning Plan meetings with each family twice every year. The first mandatory meeting takes place within the first month of school in order to present the children's learning plans and ensure that lines of communication between home and school are open. The purpose of these initial meetings is to:

- Welcome new families and explain the school systems and structures
- Update our families on any changes to the school programs or procedures
- Present the students' schedules, outlining the content of the classes they will be taking, and explaining any interventions that the school will be implementing
- Share Student Learning Objectives (SLOs) with the parents, and get their feedback
- Hear the parents' feedback and any possible requests that they might have
- Establish meaningful relationships with parents and encourage open and honest communication throughout the year

The Heads of School ensure that teachers are kept informed of the content of the PLP meetings during staff meetings. This allows everyone to work collaboratively and focus on

student progress throughout the year. Teachers are also encouraged to communicate any information throughout the year that may require changes to the standard plan. Should the need arise, the heads of school will update the Personalized Learning Plans to document any changes. Whenever the PLP documents are updated, the heads of school are also responsible for contacting our families to explain those updates and ensure that parents are kept aware of and support any changes that the school needs to make. The school does not implement any changes to the students' learning plans until the families are made aware of these changes either by email or a face-to-face meeting.

The second optional PLP meeting takes place in Term 3 in order to review progress and set goals for the remainder of the school year, the summer, or the following academic year.

Assessment Processes and Feedback Systems

All teachers are required to engage students in continuous and meaningful assessment throughout the year. Parents are kept updated on student progress using the following systems:

1. Alma

Alma is a school management software that is used at KAIS to report the students' grades. Teachers update the online gradebook with assignments on a regular basis to indicate deadlines, the number of points each assignment is worth, and eventually the grade each student received. The software allows teachers to use a specific grading breakdown to ensure a balanced approach to assessment. Teachers, based on the class syllabus, create specific assignment types (i.e. test, project, homework, etc.) and give each of these assignment types a certain percentage of the overall grade. The software generates report cards that the school provides to families at the end of each term. Transcripts can also be generated through the program and provided whenever necessary. Alma is one of the ways the school communicates with families about student progress and overall academic performance. Families have their own accounts and can log into their children's digital gradebook anytime to monitor their progress from home. The report cards generated through Alma focus on summative assessment and provide a numerical value of student performance.

2. Assessment Reports

At the end of each term the school provides families with Assessment Reports for each of the core subjects (Math, Language Arts, Humanities, STEM, and Japanese) along with a Homeroom report that tracks student progress in areas of organizational habits and social-emotional learning. These assessment reports provide qualitative data on student progress as assessed by their homeroom and subject teachers. For each class, a list of learning objectives is outlined and teachers complete the form for each student based on their observations to reflect both formative and summative assessment results. The data provided indicates whether or not students are meeting the set expectations for each class, are working ahead, or require further support.

3. i-Ready

We keep track of student progress using regular i-Ready ('Differentiated Lab') classes which tailor English and Math instruction to the individual needs of the students in Grades 1-8, helping us to understand and fill in any gaps they may have in their learning. Using this interactive online learning environment, student progress is measured against Common Core benchmarks, providing parents with information about their child and giving teachers a glimpse into student strengths and weaknesses. The students are assessed through comprehensive diagnostic exams three times a year which provides clear data about student performance and helps track their progress over the course of the year.

4. International Schools Assessment (ISA)

All students in Grades 3-8 must sit for the International Schools' Assessment once a year. The tests are not specific to a single curriculum but are used by international schools around the world as a measure of student performance over time. Similarly, KAIS EMS makes use of this assessment to test our students' core skills in Mathematical Literacy, Reading, Writing, and Scientific Literacy, and gauge their progress over time. This test provides us with meaningful data about how we are performing as a school and allows us to compare our results with those of other international schools in Japan. The results help us reflect on our teaching methods and assessment processes, and allow the school to address any weaknesses in our programs.

5. CEM InCAS

InCAS is a primary school assessment tool used from Kindergarten to Grade 2. It assesses six key developmental areas which research shows are linked to later academic outcomes:

- Reading: Word recognition, decoding, and comprehension
- Spelling
- Mathematics: Includes counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- Mental Arithmetic: Addition, subtraction, multiplication, and division
- Developed Ability: Picture vocabulary and non-verbal reasoning
- Attitudes: Students' attitudes to reading, maths, and school

6. CEM BASE

BASE is a reception baseline assessment designed to give teachers a snapshot of where our youngest learners are at the moment they start Pre-Kindergarten at age 4 or 5. The reception baseline assessment takes just 15-20 minutes, and is made up of a series of fun activities for the child. Colourful pictures are shown, and the child is asked a series of questions about each scene. The teacher or teaching assistant records the answers on the computer or laptop.

7. PSATs

All Grade 8 students wishing to continue on to KAIS High School are required to sit for the PSAT 8/9 exam in October along with other high school students. The results of the test are useful in providing the high school with information about the students' level in Math and English and help us assess their readiness for high school. Grade 8 students take the test

before joining the high school and every year after to monitor their progress over time and ensure their readiness for college applications in the future.

8. Parent-Teacher Meetings

Parent-teacher meetings are scheduled in Term 2 with families and subject teachers. The aim is to provide families with data on summative and formative assessment results as well as the students' social-emotional progress.

9. Email Communication

Formal Parent-Teacher meetings are scheduled to take place once a year only. However, we all recognize that frequent communication between parents and teachers is necessary for a successful partnership to take place. All teachers are encouraged to reach out to families with updates on their children's performance as regularly as possible, in order to establish trusting relationships with the families and maintain regular communication with them throughout the year. Meetings can be requested by teachers or families any time during the year in order to discuss any necessary points relating to student performance. To simplify the task of emailing parents and ensure that the quality of communication is kept respectful, professional, and appropriate, we have created a [list of guidelines and templates](#) that teachers can make use of as examples of appropriate communication.

10. Next Week System

A 'Next Week' document is provided to all of our families on a weekly basis, detailing what each individual child will be studying in their core subjects the following week, along with the due dates for their assignments and projects. This was introduced because much of the homework is done at school, and parents consequently felt out of the loop. These Next Week sheets allow parents to know what's happening at school, and follow up with their child.

11. Bloomz

Bloomz is an online social network that allows us to post photos and video of the school day and share it with our families. The platform is private, allowing us to post media in accordance with our child protection policies. Bloomz also serves as a scheduling tool for our Personalized Learning Plan meetings, offering an interface from which parents can conveniently reserve a time slot to meet with the school administration.

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, which is then shared with the family for documentation. 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 teachers and administration.

Student Arrival & Dismissal Times

	Pre-Kindergarten - Grade 4	Grade 5 - 8
Arrival Time	8:15 ~ 8:37	8:15 ~ 8:37
Dismissal Time	15:55 (14:55 on Wednesdays)	15:55 (15:00 on Wednesdays)

Click the following link to read the [KAIS International Teaching & Learning Policy](#).

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.

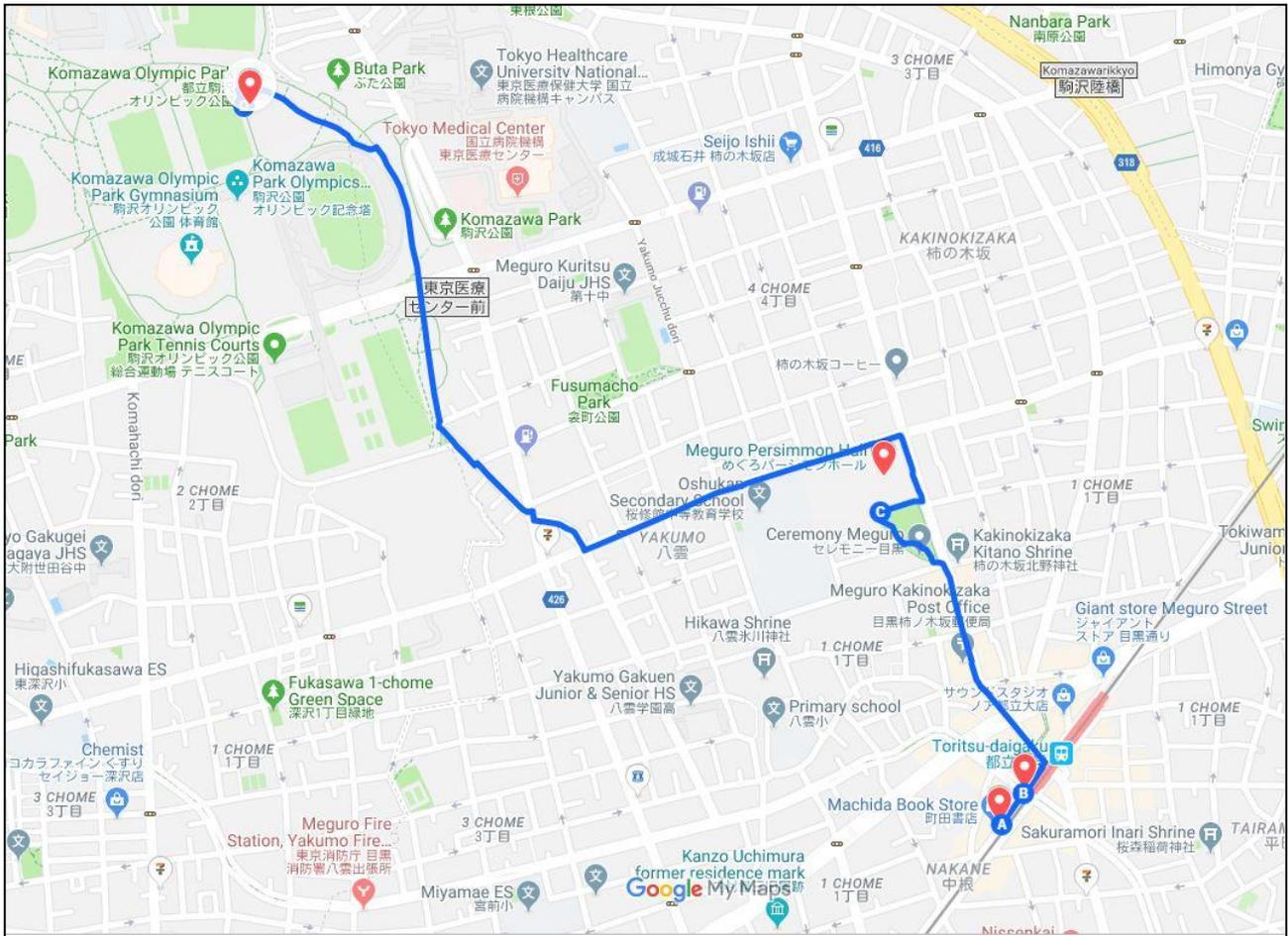
Scheduled Safety Drills and Inspections

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

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. The school will not administer any over-the-counter medicine unless it has been sent to the school

by a parent. All medicine should be clearly labeled with the student's name and come with allowed dosage and directions. In some cases, a parent may be required to come to the school to pick up his or her sick child.

Infectious Disease Preparedness

Coordinating Responders

An outbreak is by definition an exceptional event which requires strong coordination at all times to ensure that all resources and stakeholders are working effectively together to control the outbreak. National health authorities are expected to lead the response during health emergencies, so coordination with these entities by a predetermined 'Crisis Team' is essential in maintaining safety and order within the school community.

KAIS Crisis Team

Members of the school administration form part of the school's Crisis Team, along with the members of the Health & Safety Committee. Their roles and responsibilities should be as follows:

- Monitor health information from reliable sources, including local health authorities and international organizations.
- Communicate with stakeholders several times a week to provide assurance and high quality information.
- Execute emergency plans throughout the school to mitigate against the spread of infectious disease. This includes setting up health stations on every floor, and ensuring the highest standards of sanitization for both staff and students.
- Coordinate a distance learning plan in the event of school closure.
- Procuring necessary emergency supplies and monitoring inventory.

Health Information

Information is key during emergency situations, supporting attempts to monitor outbreaks and guide decision-making throughout the crisis. Instances of panic can produce conflated or harmful information, so information should be gathered from a number of predetermined sources and triaged accordingly. During health emergencies, the KAIS Crisis Team will predominantly base their decision-making on the following sources:

1. Ministry of Health, Labour and Welfare ([Japanese](#) / [English](#))
2. Ministry of Education, Culture, Sports, Science and Technology ([Japanese](#))
3. Tokyo Municipal Government ([Japanese](#) / [English](#))
4. [World Health Organization \(WHO\)](#)
5. [Centers for Disease Control and Prevention \(CDC\)](#)
6. KAIS International High School, Kikokushijo Academy, and local international schools

Health Interventions

Students, teachers, and other staff who feel unwell should stay home. Individuals with cold symptoms or a temperature of 37.5 degrees or higher are health priorities, and should visit the nurse's office as soon as possible. Similarly, individuals experiencing strong feelings of weariness (fatigue) or shortness of breath (difficulty breathing) should follow the same protocol. Should a student or staff member become ill while at school, quick action should be taken to isolate the individual in the nurse's room until parents are contacted and support is requested.

Health Stations

Hand hygiene and respiratory etiquette should be promoted throughout the school during flu season or emergency situations involving infectious disease. Face masks and hand sanitizer should be stockpiled, since these supplies can be difficult to purchase in moments of public panic. Should supplies completely run out, all students and staff will be encouraged to frequently wash their hands with soap for at least 20 seconds.

Health stations should be set up around the school as quickly as possible, especially at ingress/egress points, to mitigate against the spread of infectious disease.

Monitoring Student and Staff Temperatures

Infectious diseases can spread even without producing immediate or perceptible symptoms. Mild increases in body temperature, for example, may go ignored and inadvertently contribute to spreading the disease around the school. To mitigate against this, during crisis situations, the Crisis Team should mobilize to take student and staff temperatures on a daily basis in the morning. Individuals experiencing temperature increases will be removed from class, and their parents contacted as soon as possible. Concerns should be raised to the school nurse for individuals experiencing a body temperature of 37.5 or higher. Additionally, any other symptoms (especially coughing or sneezing) should be immediately reported to the school nurse. A face mask should be immediately given to any individual experiencing the above symptoms.

Wearing Masks

It is important to wash your hands frequently and to cover your mouth and nose with a tissue, or with the crook of your arm if a tissue is unavailable, when coughing or sneezing to protect yourself and others from the virus, just as you do for the common cold or the flu. In crisis situations, it is even more helpful to cover your mouth with a three-ply face mask to mitigate against the spread of germs and prevent the unconscious touching of your nose and mouth. Masks are stockpiled at the school and can be provided to students and staff - especially individuals who are experiencing a cough or cold.

Additional Protocols

Depending on the situation, the KAIS team (and by extension, Kikokushijo Academy) will be responsible for implementing a wide range of health precautions, and organizing the necessary hygiene training in order to ensure the smooth communication and implementation of these safety measures. Additional procedures should be taken to support broader health initiatives at the school, and an overview of these precautions can be found in our KAIS EMS

[COVID-19 Health Precautions](#) infographic. Some of these precautions include, but are not limited to:

- Temperature checks
- Washing hands
- Classroom changes: Furniture, cleaning kits, etc.
- Physical distancing guidelines (1~2 meters)
- Wearing masks
- No Sharing policy
- Visitors requested to avoid entering the school building
- Garbage disposal frequency and procedures
- Alternate scheduling to avoid busy commutes
- Cleaning kits for all staff
- Regular school cleaning throughout the day

Event Cancellation

During a pandemic, it is common practice for international schools to drastically reduce or entirely avoid situations involving the congregation of large numbers of people. Sports practices, school outings, special events, assemblies, tournaments and so on should be canceled, depending on the context of the situation. Travel points should also be considered; if a school outing requires our group to pass through a busy train station, then the KAIS Crisis Team should consider canceling the event in order to mitigate against risks and alleviate worry from our stakeholders.

Before the Crisis: Staying Prepared

One of the best ways to lessen the impact of a pandemic on students, staff and families is to be prepared beforehand. To improve their preparedness, families should:

- Get a seasonal flu shot every year. Unless the vaccine is in short supply, all members 6 months of age and older are candidates for a flu shot.
- Practice preventive behaviors:
 - Wash your hands frequently
 - Avoid close contact with people who are sick
 - Stay at home when you have flu symptoms
 - Cover your mouth and nose with a tissue when coughing or sneezing, or wear a mask
- Keep basic health supplies on hand. Supplies should include soap, hand sanitizer, face masks, tissues, and enough thermometers for every homeroom.
- Prepare a [useful list](#) of emergency telephone numbers and helpful community resources to share with stakeholders.

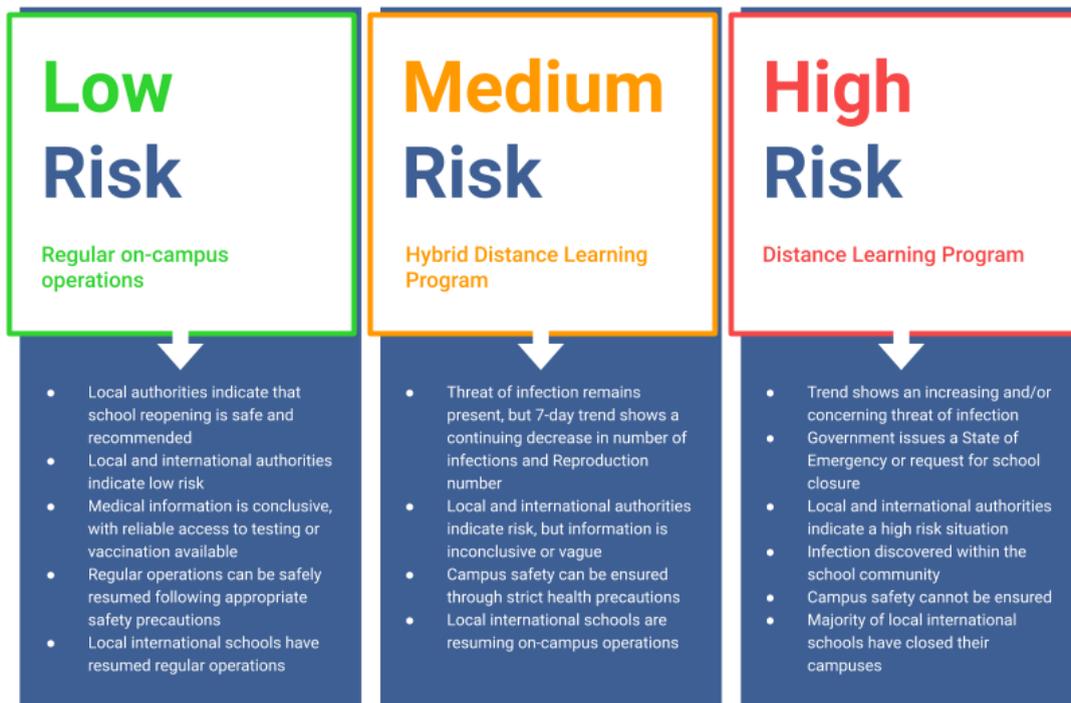
Learning Model Comparison

Low Risk	Regular On-Campus Operations	<ul style="list-style-type: none">● Regular class schedule● On-campus operations exclusively
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		<ul style="list-style-type: none"> • Face-to-face teaching and learning • Standard safety precautions are appropriate
Medium Risk	Hybrid Distance Learning Program	<ul style="list-style-type: none"> • At-home + on-campus operations • Split student cohorts with alternative Weeks (A/B) • Alternative (Hybrid) scheduling • Computer-based approach for distance learning cohort • Strict safety precautions
High Risk	Distance Learning Program	<ul style="list-style-type: none"> • Distance teaching and learning exclusively from home • Alternative (DLP) scheduling • Computer-based approach

Risk Assessment

During crisis situations, it may become necessary to transition from on-campus operations to a distance learning or hybrid (on-campus and at-home) approach to learning in order to ensure the safety of our students, families, and staff. Before making this decision, the school admin should assess the degree of risk the community is facing by looking at a number of factors and sources, then ultimately tether the results to the final decision. To simplify the process, we will use the "Risk Determines Model" approach below to guide our decision-making:



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.

Additional 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). Placement in all grades is determined by age as of August 1st in the academic year of entry as follows:

Pre-Kindergarten	4
Kindergarten	5
Grade 1	6
Grade 2	7
Grade 3	8
Grade 4	9

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 these steps 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 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 Zoom chat with our Admissions Director.

STEP 3: Enrollment Process

Families who wish to continue with the enrollment 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 School Counselor for screening in the form of an Admissions File. The Admissions File is systematically reviewed by the Admissions Director, School Counselor, 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 Pre-Kindergarten to Grade 2 students), to be scheduled for a regular school day, to determine whether the learning environment is appropriate for the child, as well as take a Math and Language Arts placement test to determine the child's level and needs.

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:

Grade	Maximum students per grade
Pre-Kindergarten	6
Kindergarten to Grade 2	10
Grade 3 to Grade 6	12
Grade 7 to Grade 8	14
Grade 9 to Grade 12	18

Multi-Tiered Support: Response to Intervention (RtI)

Within the admissions process, potential students will be evaluated to determine if learning support is required. To maintain a balanced and effective learning environment, KAIS International will not be able to accept students with learning needs that are beyond the current resources or support that we can offer. To inform the process, we use a tier system based on the Response to Intervention (RtI) process. Tier 1 students are observed to be neurotypical, and are provided with the universal intervention strategies provided within the standard schedule. Students within Tier 2 exhibit temporary academic (ex. ESL) or behavioral needs, or require some changes to the standard schedule. This group includes students who are at risk of developing social, emotional, or behavioral issues as a result of their circumstances or home environment. These students might require short-term intervention (around 3 months) and possibly a rapid response intervention in case of serious home situations. Tier 3 includes students who require long-term support, such as individuals with diagnoses or exhibit ASD symptoms and need major modifications to the standard learning plan.

We limit the amount of high learning needs as per the following table:

Grade	Tier 1	Tier 2	Tier 3
Kindergarten to Grade 2	70%	25%	5%
Grade 3 to Grade 6			
Grade 7 to Grade 8			

Transfer Process

Families wishing to transfer their child from KAIS International 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.

Click the following link to read the [KAIS International Admissions Policy](#).

Disciplinary Policy

Recognizing that an orderly environment is necessary to the effective and efficient education of its students, KAIS International enacts this Disciplinary Policy with the aim of maintaining a

healthy, community-oriented environment while attending to the needs of individual students in our care.

In accordance with relevant Japanese laws and international standards, KAIS International adopts the following core beliefs:

- Creating a positive, student-centered school culture is fundamental to ensuring the health and well-being of all members of the KAIS Community.
- Imposing punishments for disciplinary issues or any other purpose is counter to the Mission & Vision of KAIS International. Instead, natural consequences are allowed to occur and students are supported in dealing with them as positively as possible. The aim is to equip students with the tools and strategies needed to improve and resolve conflicts independently.
- A preventative, problem-solving approach to discipline encourages and permits students to learn and grow from their mistakes.
- Involving students, parents, teachers in the disciplinary process leads to the best outcomes for all involved.

Guiding Principles

In responding to disciplinary issues, the following principles are used to guide all responses and decision-making:

- We take an **empathetic approach** to discipline, viewing issues from and actively listening to multiple perspectives.
- We share the **thinking and reasoning** behind established rules, cultural expectations and disciplinary responses.
- To the extent reasonable, we include the relevant student(s) in the disciplinary process, taking a **whole-person, collaborative approach**, not a top-down, punitive approach.
- We **maintain the dignity** of all persons involved.

Approach to Discipline

KAIS International's approach to discipline safeguards the welfare of all members of the community by establishing clear behavioral guidelines that are aligned with the school's mission, vision, and culture words. In responding to disciplinary issues, the Prevention → Intervention → Response progression is used to guide all decision-making.

Prevention

Having a student-centered culture and classrooms is essential to the maintenance of an orderly and effective educational environment. Intellectually engaged and socially aware students positively contribute to the educational Mission of KAIS International and are less likely to be the source of disciplinary issues. Prevention is achieved by:

- Having positive classroom management practices and establishing clear boundaries
- Setting firm yet reasonable limits for student behavior without anger, harsh consequences, or threats

- Creating a shared set of values and a clear understanding of positive behavior for all members of the school community
- Developing meaningful relationships with students and families based on mutual respect, trust, and understanding
- Having a consistent approach to discipline
- Having regular and transparent communication between school and home

Intervention

An emphasis on quality relationships in a community setting allows for the predicting and addressing of issues in a timely manner before they become disciplinary problems.

Intervention is achieved by:

- Being vigilant and as aware as possible of any conflicts between and among the students and KAIS Community
- Providing students with the tools they need to recognize and address problems and conflicts in positive, growth-oriented ways
- Having a robust and proactive counseling program

Response

In dealing with disciplinary issues that do arise, KAIS International teachers and staff focus on collective and individual wellbeing, education, and personal growth. Growth-oriented response is achieved by:

- Having a problem-solving approach that allows students to reflect on their behavior and learn from their actions, making them active participants in the disciplinary process, thereby giving them a greater sense of responsibility and accountability
- Focusing on conflict resolution using calm and rational decision-making
- Recognizing the difference between minor incidents requiring an immediate response, and major incidents that require administrative involvement, responding as required by the attendant circumstances
- Banning punishment in all of its forms - corporal, psychological, or otherwise

Suspension may be considered as a response to major issues. Removing a student from a situation may be necessary if that or another student's learning or wellbeing are at risk. Suspension allows the administration to ensure the safety and education of all students involved and formulate a resolution to the particular issue(s) at hand.

Permanently removing a student from the KAIS Community deprives a child of his/her right to an education at KAIS International and should not be done lightly. Thus, expulsion may only be considered as a response to major issues and may only be considered as a last resort. Before making a decision to expel a student, the administration is advised to consult with the Advisory Board, as merited by the circumstances.

Classroom Expectations

KAIS International Elementary & Middle School does not have a long list of school rules to adhere to, with concomitant punishments decided beforehand regarding how to deal with infractions. We follow a Love and Logic approach to discipline and consequences which, although time-consuming, saves time and energy in the long-term and ensures a respectful and empathetic approach in the short-term. We do, however, have clear and simple expectations regarding the behavior of students at school.

Early Years Expectations

1. THINK OF OTHERS: Help two classmates a day.
2. THINK ABOUT HOW YOU WOULD FEEL: Treat the property of others as if it belonged to you.
3. THINK BEFORE YOU SPEAK: Listen to others before speaking.
4. THINK BEFORE YOU ACT: Keep your hands to yourself.

Middle Years Expectations

1. Feel free to do anything that does not cause a problem for anyone else.
2. I teach when there are no distractions or other problems.
3. I listen to students who raise their hand.
4. I listen to one person at a time.
5. Please treat me with the same respect I treat you.
6. If someone causes a problem, I will do something.
7. What I do will depend on what happened and what the person is willing to do to solve the problem.

Disciplinary Process

Recurring issues in class need to be addressed effectively to ensure that the students' learning is not adversely affected. Teachers are therefore encouraged to share information with the school counselor and heads of school to discuss ways to support teachers and students in managing behavior. In cases where a student's behavior consistently goes against the school's expectations and culture, the school counselor and/or school leaders will follow up with the students and their families. Incidents will be logged on Alma by the teachers, and the families will be contacted in a timely manner to keep them informed of the events that transpired and request their support from home.

The disciplinary process below outlines the steps the school will take when disciplinary issues persist.



Step 1	Step 2	Step 3	Step 4	Step 5
<p>Peer Support</p> <p>Identify and enlist the help of a classroom peer to reinforce the procedure or rule. This "ask a friend" approach uses the influence of classmates to regulate behavior and actions.</p>	<p>Teacher Intervention</p> <p>The teacher addresses the negative behavior by providing a verbal reaction, reminding the student of the classroom expectations and procedures or, alternatively, praising the good behavior of others.</p>	<p>Home Contingency</p> <p>The teacher discusses the issue in a private, one-on-one meeting after class, showing empathy and concern for the student's negative behavior. The student is encouraged to think of a consequence for their action(s), and parents, the School Counselor, the homeroom teacher, and Heads of School are informed of what took place.</p>	<p>Action Plan</p> <p>If negative behavior continues or escalates for extended periods of time, despite informing families and following appropriate classroom procedures, a Behavior Plan is established with clear terms and goals. This plan should also provide further consequences, should the terms be broken. The plan is presented to families in a face-to-face meeting to ensure all parties are kept informed.</p>	<p>Final Action</p> <p>Should the Behavior Plan fail to curb negative behavior, with the student showing little to no progress in the targeted areas, then serious disciplinary interventions may be discussed among the team and with the family. At this point, consequences, including suspension or expulsion, may take place, following the term of the KAIS International Disciplinary Policy.</p>

In rare circumstances, a severe incident occurs that requires immediate action to remove the student from the learning space to ensure the safety of students and teachers. In these situations, the school administration reserves the right to: (1) remove the offending student from class for the remainder of the school day, confined to a classroom where they must perform a task ([Incident Reflection Sheet](#), homework, independent reading, etc.); or, in instances where the child is uncooperative and home support is needed, (2) request parents to immediately pick-up their child for a temporary suspension of school.

Click the following link to read the [KAIS International Disciplinary Policy](#).

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.

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 judgment; this is an elementary and middle school. Teachers should dress in a manner that reflects the professional nature of the job.

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.

Information Technology (IT) Policy

Access to the Internet, computing technology, and other digital resources being critical to the Mission & Vision of KAIS International, the following Information Technology (IT) Policy details the Acceptable Use Policy and Privacy Policy, defines Digital Citizenship, and details the measures each division of KAIS International shall take to ensure the protection of data and the security of IT infrastructure.

Acceptable Use Policy

Acceptable use of KAIS International's IT infrastructure means using the provided resources only in ways that are consistent with the Mission & Vision statements, the KAIS International Code of Conduct, as well as the relevant procedures at both campuses.

Additionally, users...

- may use only the computers, email accounts, and files for which they have authorization.
- may not use another individual's account, or attempt to capture or guess other users' passwords.
- may not enable unauthorized users to access KAIS International's IT infrastructure.
- may not engage in any activity that might compromise the integrity or security of the KAIS International's IT infrastructure.

KAIS International's IT infrastructure may only be used for educational purposes. Users are prohibited from using IT resources to conduct business, initiate or participate in criminal activities, or for any purposes that are against common decency or forbidden by applicable law. Violations of this Acceptable Use Policy in particular, and this IT Policy in general may result in the limiting or complete revocation of access to KAIS International's IT infrastructure.

The terms of this policy apply to all devices used to access KAIS International's IT infrastructure, whether KAIS-owned, personally-owned or otherwise. Access to KAIS

International's IT infrastructure constitutes agreement to the terms outlined in this IT Policy in general and this Acceptable Use Policy in particular.

Conduct

All users of KAIS International's IT infrastructure are expected to conduct themselves in a manner consistent with the Mission & Vision Statements, the Code of Conduct, Child Safeguarding Policy, relevant procedures, applicable handbooks, and healthy doses of care, empathy, and common sense.

The following conduct is specifically forbidden:

- Cyberbullying
- Any activity connected with pornography, sexually explicit, or suggestive material
- Gaining or attempting to gain unauthorized access to applications, information, or other items, whether owned by KAIS International or another individual or entity.
- Any act that results in the damage or destruction of all or part of KAIS International's IT infrastructure.

Digital Citizenship

At KAIS International, we believe that digital citizenship is a foundational skill for learning and life. 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 International, 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, skills, and dispositions they need to carry on their lifelong journey of self-fulfillment.

While digital media and technology continue to evolve, they bring extraordinary opportunities as well as real challenges for young people. Some of these challenges come in the form of cyberbullying, hate speech, privacy violations, digital distractions and addiction, and more. As a result, both educators and parents often struggle to empower students **to use these tools responsibly to learn, create, and participate in the world around them** - in other words, to be good digital citizens.

Our students are developing habits of media use in their everyday lives that they will carry into adulthood, so it is important that we support them with not only the necessary skills but also the essential dispositions to actually enact those skills. In other words, while we teach abilities and competencies such as creating strong passwords, customizing privacy settings, assessing the credibility of websites, and identifying clickbait, we also guide their thinking and behavior to help them respond to tricky digital dilemmas. This includes reflecting on whether to post a photo online or reply to a comment (especially if it is offensive), asking for consent before sharing personal information about someone else, seeking facts and evidence for one's beliefs, exploring different perspectives, avoiding trolls and stealth marketing, and so on.

Digital Citizenship Curriculum

The digital citizenship curriculum at the EMS is, in large part, embedded within our Social Awareness program from grades 1-8, but topics related to media literacy, understanding bias, and research skills are covered in various other subjects, including Language Arts and Humanities. Major topics explicitly covered by our digital citizenship curriculum throughout the school year include:

- Connections and Communities
- Safety and Privacy (Geotagging, Social Media, Passwords, etc.)
- Screen Time vs. Offline Time
- Technology and Data
- Rights and Literacy
- Evaluating Content
- Positive Use of Internet
- Sharing Information
- Cyberbullying
- Gaming

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.

Click the following link to read the [KAIS International Information Technology \(IT\) Policy](#).

Lunch at KAIS EMS

Students are required to either purchase a healthy and balanced school lunch through our third-party provider, [Kiwi Kitchen](#), 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.

No Food Sharing Policy

In order to prevent allergic reactions and maintain a safe and consistent environment for our students, we have adopted a strict no food sharing policy at the school.

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 to 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.

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.

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.

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.

KAIS Team

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 an Additional Language Teacher (substitute)	tomoko@kaisems.com
Johnny Aravanis	Admissions Director	johnny@kaisems.com admissions@kaisems.com
Heather Bell	Grade 3 Homeroom Teacher	heather@kaisems.com
	Grade 3 Homeroom Teacher (substitute)	@kaisems.com
Justin Bethune	Principal; Social Studies Program Coordinator	justin@kaisems.com
Mia del Fierro	Kindergarten Homeroom Teacher	mia.df@kaisems.com
Shae Iwasaki	Classroom Assistant	shae@kaisems.com
David Jackson	Differentiated Lab Teacher	dave@kaisems.com
Michael Johnson	English as an Additional Language Support (EALS) Program Coordinator	michael@kaisems.com
Tomomi Katsuwata	Office Assistant	tomomi@kaisems.com
Jamie Keith	Language Arts & Humanities Teacher; Grade 5 Homeroom Teacher	jamie@kaisems.com

Sean Kelley	Mathematics Program Coordinator; Grade 7 Homeroom Teacher	sean@kaisems.com
	Classroom Assistant	@kaisems.com
Justine Lejano	Grade 1 Homeroom Teacher	justine@kaisems.com
Ansophie Niemand	School Counselor; Designated Safeguarding Lead	ansophie@kaisems.com
Eri Nozaki	Japanese Program Coordinator; Japanese as an Additional Language Teacher	eri@kaisems.com
Ashley Persaud	Science Program Coordinator; Grade 6 Homeroom Teacher	ashley@kaisems.com
Maha Sadi	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	Teacher	kate@kaisems.com
Randy Sithole	Athletics Director; Physical Education Program Coordinator	randy@kaisems.com
Kurumi Yamada	Grade 4 Homeroom Teacher	kurumi@kaisems.com
Alyssa Yeager	Grade 4 Homeroom Teacher (substitute)	alyssa@kaisems.com

KAIS Advisory Board

Name	Position	Contact Information
Justin Bethune	EMS Principal	justin@kaisems.com
Chris Colucci	Vice Chair	chris.colucci@kikokushijoacademy.com
Thomas House	HS Principal	tommy@kaischool.com
Charles Knudsen	Board Chair	knudsen@kikokushijoacademy.com
Aya Ninomiya	Committee Chair	ayaninomiya.ot@gmail.com
Maha Sadi	EMS Vice Principal	maha@kaisems.com
Ruthy Sekine	EMS Head of Early Years	ruthy@kaisems.com
Christopher Paxton	HS Vice Principal	paxton@kaischool.com

Mei Takeuchi	Board Secretary	mei.takeuchi@kikokushijoacademy.com
Kester Watters	Board Treasurer	kester.watters@kikokushijoacademy.com