

2010-2011
Osaka YMCA International School
Handbook

Osaka YMCA International School 2010 – 2011 Handbook

School Vision

OYIS strives to provide a friendly and supportive environment which values diversity and engages its constituents in quality lifelong learning in tune with the signs of the times and the sprit of the YMCA.

OYIS Mission Statement

Osaka YMCA International School provides for the educational needs of students, supported by their families, who have a demonstrated need for an English-based, international education.

OYIS offers a well-rounded curriculum emphasizing global awareness in its students. Students are active participants in their education, developing personal responsibility for their learning and actions.

OYIS School Philosophy

At Osaka YMCA International School, we believe in setting the foundation for life-long learning. This is accomplished through a well-rounded curriculum that celebrates human richness, diversity and curiosity. Students learn across the disciplinary spectrum, cultivating a broad and deep knowledge of the world and its complex relationships. At OYIS, we believe it is important for students to be aware of their own cultural background, while understanding and appreciating other cultures. The school recognizes and values the life experiences and learning style of each student, allowing each to reach her or his highest potential.

Students will be required to be active participants in the learning process. Personal responsibility for learning is fostered through the understanding of the cause and effect of actions. Through educational opportunities, students are prepared to live as responsible individuals in the local and the international community. Supported by the Osaka YMCA, the school adheres to YMCA's mission, in particular, cultivating mutual cooperation, raising self-awareness and developing the spirit, mind and body to respect the importance of life.

OYIS understands that parents are a vital key for success in their child's education. Parents will be expected to support the education of their children by working with the school in a collaborative manner in keeping with the goals of OYIS.

Accreditation

The Osaka YMCA International School is fully accredited (PK -6) by the Schools Commission of the Western Association of Schools and Colleges (WASC) through to June 2012.

OYIS is a candidate school for the Primary Years Program. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy-a commitment to high quality, challenging, and international education that OYIS believes is important for our students.

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*Only schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme(PYP) , the Middle Years Programme(MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit <http://www.ibo.org>

The Learner Profile

The Osaka YMCA International School is committed to the development of the Mind, Body, and Spirit of the whole child.

We foster critical thinking, value relationships, and strive towards wellness. This is demonstrated through our Lerner Profile.

We strive to be:

1. Inquirers
2. Knowledgeable
3. Thinkers
4. Communicators
5. Principled
6. Open-minded
7. Caring
8. Risk-takers
9. Balanced
10. Reflective
11. Lifelong learners

The OYIS Learner Profile Policy

Introduction

As a keystone to the wider philosophy of the Osaka YMCA International School and a key part of the International Baccalaureate Primary Years Programme, the Learner Profile will be formally evaluated and recorded from the school year beginning in September of 2009. The evaluation will include teacher evaluation and student-self evaluation, based on the Learner Profile rubrics developed cooperatively by the faculty. Teachers will also record student implementation of the Learner Profile by marking a score card that each student will carry.

The Core-Content Teachers

These teachers will focus on the relevant Learner Profile characteristics connected to the Unit of Inquiry then under study, cycling through all eleven by year end. In Preschool and

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Kindergarten the process will include mark designations. Grade One and Grade Two will use the child-friendly rubrics for the student self evaluation as well as teacher evaluation but, in the student self evaluations, instead of using the numbers one to four, the level of proficiency will be represented by a pictorial motif with four corresponding levels of skill. In Grades One and Two the results of the teacher and student evaluations will be noted in a Learner Profile box; no number will be assigned here to illustrate the level of student mastery of the Learner Profile. From Grades Three and higher both teacher evaluation and student self evaluation using the child-friendly rubric will occur; the classroom teacher will indicate progress in each aspect of the Learner Profile with a number from one to four in the final marking period, and the Learner Profile comment box will allow for qualitative statements by the teacher in all three marking periods.

The Specialty Teachers

The specialty teachers – currently including the physical education, music and Japanese teachers – will also be involved in Learner Profile evaluation by focusing on three or four different aspects of the Learner Profile in each of the three marking periods, thus covering all eleven aspects of the Learner Profile in each academic year. For specialty teachers, their Learner Profile responses will occur in their general comment box, accompanying their comments on each student's management of their given curricular outcomes. They will use both teacher and student self evaluation, in forms congruent with those in practice by the corresponding core-content teacher, outlined above.

Unit of Inquiry Learner Profile Focal Points

Six assemblies throughout the year will permit teachers to offer recognition of student achievement of the Learner Profile characteristics by presenting successful students with the Lion Learners Certificate. All faculty will concentrate explicitly on bringing the awareness of this fixed aspect of the Learner Profile to the fuller understanding of each of their students. These six opportunities each school year for a Lion Learner Certificate will also offer an opportunity for a secondary Learner Profile focus. Furthermore, the use by any school personnel to mark the individual student Learner Profile score cards, when a student is caught being good, will help instill these values, but the use of such cards is left entirely to the discretion of each core-content teacher.

Sharing Learner Profile Growth with the Parents

The OYIS website will contain a copy of the Learner Profile rubric developed cooperatively by the faculty. It will also contain samples of report cards containing the new Learner Profile evaluative segments, and copies of the Learner Profile rubrics in the child-friendly language (the version with colour iconography); these will likely appeal more to parents and non-teachers. The Learner Profile posters, located in a Primary Years Programme display area, will provide a forum for parent learning about these key values. Parent-teacher days and the student led conference at the end

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of the school year will allow a formal opportunity to discuss Learner Profile progress.

Peer to Peer Meetings

The school calendar includes the August orientation week and designated teacher days. These days will also allow faculty to meet together in relevant interest groups to discuss Learner Profile characteristics, student work, and the evaluation of the various aspects of the Learner Profile. Such peer to peer meetings will also occur during the academic year, during shared spare times or after school, as required, and by mutual consent.

Conclusion

With this thorough process of student evaluation by all faculty, and the continued professional development implicit in the peer to peer meetings, in August orientation and on teacher days, the Learner Profile will begin to come alive for the students of OYIS. The highlighted Learner Profile characteristics tied to the Units of Inquiry and the opportunity afforded by the six Lion Learner Certificate assemblies will further illuminate the Learner Profile for our students. The Learner Profile score cards will keep these values alive day-in and day-out for our students. The parents will gain more insights from the materials on our website and via the posters or on parent-teacher days. When this occurs, the key stakeholders in the educational process – faculty, students and parents – will awaken to the reality of the Learner Profile in our day-to-day school life, inspiring in our students the key values we want them to demonstrate to become valuable citizens of the international community.

OYIS Scholarships

Category A :

Rationale:

In keeping with the mission of Osaka YMCA International School, this scholarship is designed to attract students to our school who possess a high level of English fluency in all aspects of the language and who have a demonstrated need for an English language-based, international education. These students in turn will receive a high quality, state-of-the-art, hands-on, rigorous curriculum which will equip them to take on leadership roles in the global community of tomorrow. The Volunteer Scholarship Program applies to students eligible to enter the school from Grade One onwards. Japanese nationals are not eligible to apply for the Scholarship.

Qualification Criteria:

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In order to qualify for consideration as a scholarship a student must fulfill the following requirements:

- Have proven native/near-native English language ability, as determined by the school's ESL assessment tools.
- Pass an interview.
- Have an excellent academic record and attendance pattern, as proven by records provided by previous schools attended, if applicable.
- Living with a parent who has proven native/near-native English language ability.
- Family plan addressing specifically how the family will support the school in the scholarship year.
- Not be in receipt of any other form of financial assistance with regard to school tuition.
- Not be already enrolled in the school.

What the Student Offers:

A successful Volunteer Scholarship student is required to undertake the following:

- Actively use and promote the English language in his/her daily school interactions
- Actively and enthusiastically participate in school events, promotions, supervised volunteer opportunities, etc. that the school deems appropriate.
- Participated in International Exchange Programs at the request of the school.
- Be a role model for other students in all aspects of school life.

What the School Offers:

- A Volunteer Scholarship equivalent to 100% of the Tuition Fees for one academic year. Only one scholarship per family is allowed. The total number of scholarships offered may not exceed six and can be distributed in any manner among classes from Grades 1 – 6 with a maximum of two scholarship students allowed in any one class.
- Applications made from the beginning of a school year up to December 31st will be considered as scholarship candidates for the current school year. Any applications received from January 1st to June 15th will be considered for the next school year. In this case documents need to be submitted from April 1st to June 15th. Any applications received after June

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15th or during the Summer vacation will be decided upon during the August orientation week if scholarships still remain available. Any unused scholarships at the beginning of the school year are still open to new applicants up to December 31st.

- The Volunteer Scholarship can be extended upon an annual review at the sole discretion of the school, based on how well the student and his/her family have fulfilled their obligations as a scholarship recipient.
- In the case of an absentee rate exceeding 10% of the total number of days in a Marking Period the scholarship will be reviewed and may be immediately terminated if no just cause is found for such an absence.
- The Volunteer Scholarship is valid for a maximum of three academic years only, the timing of which will depend on the application date.
- The final decision on the granting of a Volunteer Scholarship will be taken by the school administration based on the application and supporting documentation and in line with the mission of the school. Decisions taken by the administration in this regard are non-negotiable.

Category B:

Eligibility Criteria

- I. Be a newly registered student or an existing student at Osaka YMCA International Elementary School.
- II. Be either of non-Japanese nationality, or one that holds dual nationality.
- III. Not be receiving any other financial support from any other organizations (e.g. parent's company)

Amount

100,000 Japanese Yen

Provider

Osaka International House Foundation

Tenure

One year only, non-renewable

Nomination

Please indicate your wish to be nominated by submitting an application form. Every application must be accompanied by a copy of your child's passport and a letter of confirmation from the parent's employer, stating that the applicant is not receiving any financial support from the company.

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Disciplinary Procedures

Responses for student misbehavior include the following:

- Student(s) will be advised of the rule broken, and the exact nature of the misbehavior will be clarified.
- Student(s) will be counseled, after which the following may ensue:
 - A warning and/or reprimand.
 - An apology to wronged parties.
 - A practice or action to correct the offence.
 - Loss of specific privileges.
 - Exclusion from class and activities.
 - Restitution--repair or replacement of damaged properties.
 - A meeting with parents over serious or repeat offences.
 - In school/out of school suspension.

School Fees

Please note that payments delayed by more than one month will prohibit the school from issuing any official documentation. Payment that is delayed beyond two months will result in cancellation of enrollment.

Refundable Fees

The school fees are refundable to those students who have not yet attended any classes at OYIS.

Application Fees are non-refundable in all circumstances.

- Entrance Fee – 100% refundable
- Facilities Maintenance Fee – 100% refundable
- Tuition Fee – 100% refundable
- Material Fee – 100% refundable
- ESS Fee – 100% refundable

If a student, who is already enrolled at OYIS, is no longer able to continue his/her studies due to one of the following reasons;

1. A family has transferred outside of the Kansai area due to parent's business.

2. Student illness

a refund may be considered. Written evidence is mandatory in these cases. Any percent of fees paid by companies, institutions, or governments are not eligible for refunds.

- Entrance Fee – non-refundable
- Facilities Maintenance Fee – non-refundable

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- Material fee – non-refundable
- Tuition Fee (if you paid in full) - partially refundable
 - If leaving between first day of school and 31st December – 60% refundable
 - If leaving between 1st January and 31st March – 30% refundable
 - If leaving between 1st April and last day of school – 0% refundable

*The above refund does not apply to persons paying under the instalment plan.

ESS fees are charged for the marking period on which the student withdraws.

Extended Leave

In certain circumstances, an application may be made for extended leave. Such an application is made to the Principal when leave is required for a period of 3 months to one year. A place is held for the child in the school for the remainder of the academic year in which the application is made. On the child's return, no entrance fee is required. If the extended leave period moves into a new academic year, then there is no guarantee that a place can be held for the child in the new academic year. Regarding fees, for those who have paid fees in full, an 80% refund of fees covering the remainder of the academic year is given. 20% is retained by the school. No refund is possible for those paying in installments. Any application for extended leave due to illness / injury will require a medical certificate. All applications for extended leave are to be made on the official application form and are subject to the Principal's approval.

Lunch

A hot lunch is served upon request. Further details are available from the Office.

9,000 yen per month for the Elementary students.

7,000 yen per month for the Pre-school and Kindergarten students.

School Hours

School begins promptly at 9:00 a.m. Students may begin arriving at the Benten-cho campus no earlier than 8:45 a.m. for the Preschool and Kindergarten students and 8:30 a.m. for the Elementary students. The Preschool program will finish at 1:30 p.m. with the after-school program continuing until 3:30 p.m. The Kindergarten program will finish at 3:30 p.m. and the Elementary program will finish at 3:45 p.m.

Attendance

Strict records of student absences and tardiness are kept on file at OYIS. The school day begins at 9 AM for all students. Students arriving in class after 9AM, for whatever reason, will be marked as "Late" in the Attendance Book. Students who, for whatever reason, have to leave school before the

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designated finishing time will be marked as “Early Dismissal” in the attendance book. We ask that parents excuse only those absences resulting from personal illness, professional appointments that cannot be scheduled after school hours, observances of sacred holidays, or family emergencies. We hold parents responsible for determining the nature and/or necessity of excused absences.

Parents are strongly requested to notify the school in advance if their child is going to be absent. If notification cannot be made prior to the date of the absence, calls should be made to the office before 8:45 a.m. on the day of absence. Please note that if a child is tardy, absent or take early dismissal in excess of 10% of total school days in a marking period and/or school year the school will take some or all of the following steps:

- Enquire as to the nature of the tardiness/absenteeism/early dismissal
- Issue a warning letter
- Arrange a meeting between the parents and administration

If no improvement is made to the attendance rate further steps may be taken, including cancellation of enrollment.

Dress policy

Students should dress appropriately for active learning. Athletic style indoor shoes are required. OYIS uniforms are available from the office. Uniforms are to be worn on special occasions and on field trips and park days. Mandatory items are school cap, sweatshirt and polo shirt.

Exercise Clothing

- **Swimming:** A swimming suit (any type), goggles (optional), swimming cap, and towel are required on every Tuesday. Students should take their swim gear home to be laundered.
- **Gym:** Students need indoor gym shoes (to be left at school); T-shirts and gym shorts are optional. Students should inform their teacher if they require time to change clothes before gym class.
- **Field Trips:** Students should wear the OYIS uniform.

The following items can be ordered through the office.

1. OYIS Cap
Green for the Preschool & Kindergarten students and Beige for the Elementary students.
2. OYIS Polo Shirt
3. OYIS Sweat Shirt

Field Trips

Field trips extend your child's experience into the world beyond the borders of the classroom.

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Opportunities for excursions abound in the Osaka environs, where the richness of culture and nature can be encountered firsthand-and students can get to know one another and their teachers in different settings. The transportation costs of attending supervision are factored into the field trip fee requested of the students.

Your authorization is required for your child to attend field trips, and your child's current medical information must be provided to the school.

Visitors

OYIS welcomes parental visitations, but we ask that you contact the classroom teacher(s) in advance. Visits must not interfere with classroom activities. All visitors must report to the Office and sign in before visiting classrooms. We ask that parents refrain from bringing younger siblings on such visits, unless special arrangements have been made in advance.

Valuables

We strongly discourage students from bringing items of value to school. Valuables such as jewelry, toys, expensive clothing, electronic equipment, collectors' cards, etc., serve to both tempt and distract. The school cannot be held responsible for their safekeeping and will not be liable for loss or damage to personal valuables. Game Boys and mobile phones are not to be used during school hours. Please ensure that all clothing and personal items are clearly marked with the student's name.

Lost and Found

Students who have lost personal property or items of clothing should check their classroom area and the "Lost and Found" area at the Office. Unclaimed items will be donated to charity at the end of the school year.

Telephones

Neither teachers nor students will be called to the telephone during regular school hours unless the call is about an emergency or an extremely urgent matter. Messages will be delivered to teachers and students at the earliest convenience. Teachers may receive calls before and after school hours.

Teachers and staff should be contacted via the school telephone. After-hour messages may be left on the school's voice mail system.

Students are permitted to use the school's main telephone line only in matters of extreme importance or urgency. In the event of illness, school personnel will contact the child's parent(s) or emergency contact(s). Parents should provide students with phone cards for use after school hours, if calls are necessary. There are several public telephones located at ORC 200.

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After-School Activities

Supervised after-school activities are available. Details are made available during the school year. After-School activities are free of charge and held from 4:00 pm to 5:00 pm. Parental consent is required for students to join. If a student wishes to withdraw from an After-School activity, a withdrawal form must be submitted to the office. Students who have signed up are required to attend After-School activities on a consistent basis. Short-term or sporadic attendance is not acceptable.

Library

The library is a valuable resource for all members of the school community. As English-language resources are not readily available in Japan, it is essential that the school's holdings be treated with care and respect.

Students learn to use the library with the aid of teachers and staff. They are taught library rules, borrowing arrangements, methods of research and other important information. The value of such resources necessitates a charge if they are lost or damaged.

Information Technology

As part of our curriculum, students are encouraged to use information technology as an integrated tool for their studies

- Teachers will guide and facilitate students toward technology resources acceptable within the framework of the general school standards.
- Students should only use a computer while logged on as “student”.
- Students should only use the printer with permission.
- If a user should access inappropriate material inadvertently, he/she shall report this to the teacher or supervisor immediately. If that is done, he/she will not be considered to have intentionally accessed such material.
- To help keep our students and computers safe and secure, all computer, network, and internet activity is logged and monitored. The OYIS computer system is not a private system, and as such, there can be no expectation of privacy while using the system.
- Programs or files that are believed to pose a threat to OYIS students or computers may be moved, locked or deleted.

Injury and Illness

Cases of injury and/or illness will be addressed in the school office. If the injury or illness is minor, the student will be treated and returned to class. If medical attention is required, the Office will follow the school's emergency procedures.

An ill child should remain at home until the illness may no longer infect others, and until the child has recovered enough to perform successfully in class. Children are expected to be able to go outdoors.

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A child whose illness requires that he/she remain indoors must have a Doctor's note.

Children who become ill during the day should inform their teachers, who will then inform the office. Parents must collect their ill children as soon as possible, as the school does not have treatment facilities or a school nurse.

- **Medication:** If your child needs any special medication, it has to be self-administered or administered by the parent. We regret that we are unable to accept responsibility for the administration of special medication. If possible ask your doctor to set the medicine administration times for before and after school hours. The OYIS office should be made aware of any medical history of allergic reactions and any instructions regarding appropriate responses to allergic reactions. This process is mandatory.
- **Insurance Policy:** If the school is at fault, Osaka YMCA covers students against loss of life for 1 million yen and physical impediment for 30,000 yen up to 1 million yen. Medical costs associated with an accident occurring whilst attending classes or participating in official school sponsored and supervised activities on or off school premises anywhere in Japan are covered up to 500,000 yen per accident, where it is shown that the school is at fault.

An extra insurance policy is available to cover cases in which a student is injured by another student, and the school is deemed to not be at fault. This policy will also cover accidents occurring whilst the student is commuting to and from school. Please inquire at the office for further information. This policy incurs an additional cost.

We will ensure that all teachers, staff and volunteers are aware of your child's specific conditions.

Safety

Parents are responsible for their children before school starts and after school ends, except for those students registered for official after school activities and trips. Students are not allowed to leave the 8th Floor area of the School without the permission of a teacher or staff member.

- Parents of Preschool and Kindergarten age students must accompany their child to school and collect their child in person at the end of the school day.
If a parent is not able to carry out this duty in person, he/she must appoint a suitable adult in his/her place and inform the office and the homeroom teacher of this arrangement. Under no circumstances are Preschool and Kindergarten students allowed to travel to or from school unaccompanied by an adult.
- **School Closure:** Typhoons, other weather-related disturbances and other declared emergencies occasionally force school closings. Parents will be alerted via the OYIS Webpage and telephone

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chain or directly through the office. For measure related closures decision will be made by 7:00 a.m. that day. If broadcasts declare an alarm (for rain, wind, snow, etc. in Osaka city area), and the alarm is not over by 7:00 a.m., there will be no school.

If an alarm is declared during the school day in Osaka city area, the decision to close the school will be taken by OYIS administration depending on the timing of the alarm. Students who usually travel to school unaccompanied will be sent home. Students who are accompanied to school will remain in school until a parent / guardian arrives.

Please ensure that your home and work telephone numbers are accurate and up-to-date.

- **Intruders:** In the event of an intruder entering the school premises, all students are to wait inside the classrooms with the teacher, while the office acts accordingly.
- **Fire and Earthquake Drills:** A total of four drills are held every school year. Students practice how to protect themselves and leave the building in an orderly fashion. Students congregate at the designated evacuation area which is the playground of Ichioka Commercial High School. If an alarm rings in the YMCA building before or after school hours, parents who are with their children should inform the Office, then escort their children outside the building. Always wait for notice before reentering the building.

In case of any emergencies, students are to wait inside classrooms for the teacher's instruction. There are three emergency stairways on the 8th floor, one on the 7th floor and two on the 9th floor. All students should follow their teacher's directions.

Emergency Evacuation Procedures

FIRE

When alarm sounds.....

	STUDENT	TEACHER	OFFICE
1	Follow your teacher's lead quietly.	Maintain attention of all students.	Check location of fire and smoke.
2	Walk to the door quietly and calmly.	Lead students to classroom door. Get Student contact list. Check that all students are present.	Check safety of emergency exits.
3	Follow and walk to emergency exit.	Lead students to the nearest emergency exit. Check that all students are present.	Support classroom teacher and students. Check safety of meeting place.
4	Walk down emergency stairway.	Lead students to 1st floor by emergency stairway. Check that all students are present.	Lead all classes to the designated meeting place. Get the first-aid box and Student attendance Register.
5	Follow teacher to the designated meeting place.	Lead students to the designated meeting place. Check that all students are present.	Lead and support teachers and students. Check that all classrooms and bathrooms are vacant.
6	Arrive at the meeting place and line up quietly.	Arrive at the meeting place and check that all students are present.	Make sure all students are present and well.

EARTHQUAKE

When alarm sounds.....

	STUDENT	TEACHER	OFFICE
1	Follow your teacher's lead quietly and calmly.	Get attention of all students. Open classroom-door.	Open office door.
2	Take shelter under table.	Instruct students to take shelter under table.	Check safety of exits..
3	Follow and walk to emergency exit.	Turn off lights. Lead students to the nearest emergency exit. Check that all students are present.	Turn off lights on the floor. Support classroom teacher and students. Check safety of meeting place.
4	Walk down emergency stairway.	Lead students to 1st floor by emergency stairway. Check that all students are present.	Lead all classes to the designated meeting place. Get the first-aid box and Student Attendance Register.
5	Follow teacher to the designated meeting place.	Lead students to the designated meeting place. Check that all students are present.	Lead and support teachers and students. Check that all classrooms and bathrooms are vacant.
6	Arrive at the meeting place and line up quietly.	Arrive at the meeting place and check that all students are present.	Make sure all students are present and well.

Home-School Communication

We offer the following guidelines and encouragement to facilitate contact with the school to secure desired information or answers to questions.

Students and parents should contact the teacher first when there are specific questions or concerns that pertain to such things as assignments, special events, grades, tests and classroom issues. If the teacher is not immediately available, a message will be taken and the teacher will respond as soon as possible. Contact on this level is most effective for clarifying minor confusion about classroom expectations and requirements, as well as allowing teachers and parents to draw into a closer alliance for the benefit of the child. We cannot emphasize enough that prompt attention to issues and questions affecting your child's education and your understanding of it usually enables an easy remedy if one is called for, and opens a channel of communication that enables cooperative effort and investment. Students and parents should contact the Principal when questions involve curriculum offerings or course selection or have to do with student programs or pertain to broader issues of school policy, transportation, and school-wide activities and events. Communication between home and school is essential to the success of a student's education.

From time to time issues arise between parents or students or between parents and students. These

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issues should be brought to the Homeroom Teacher in the first instance. Where no satisfactory resolution is found, the issue should then be brought to the Principal. If the issue is still unresolved it can be brought to the attention of the Head of School and the OYISGB Parent Representative. This is the proper channel of communication that we expect all parents to abide by.

Under no circumstances should parents engage in any actions within the school that could be considered detrimental to the good order of the school environment. Likewise, parents should not directly approach any student involved, as such approaches, despite being done with the best of intentions, are open to misunderstanding. Parents, as good role models for their children, are expected to embrace the attribute of the Learner Profile (P.3). By working together in a harmonious and productive way, we can better the educational experience offered at OYIS and enhance the “friendly and supportive environment” of the school that the Vision Statement alludes to.

OYIS Newsletter “The Bridge”

School Newsletters offer another form of communication. These Newsletters contain information on upcoming events, recent happenings, and student activities. Newsletters, in general are published on a periodic basis and distributed to the school community. “The Bridge” is also available on the Homepage. Homeroom Teachers periodically issue Class Newsletters which contain information relevant to that particular age group.

Promotion/Graduation Ceremony Policy

In order to graduate and receive a graduation certificate at the end of Grade 6 a student must be in receipt of a final marking period report card that attests to their worthiness to graduate and be present at the Graduation Ceremony. Exceptions to the attendance requirement will be made where a student is unable to attend the ceremony due to illness or similar serious reason.

In order to be promoted from one grade level to the next a student must have completed the previous grade level as attested to by the final marking period report card. Students who are not able to attend the Promotion Ceremony can collect their certificate from the Office. Students who are not eligible for promotion will receive a certificate whose wording will be amended to reflect the fact.

Report Cards

Thorough assessments of a student's performance, behavior, demeanor and progress are issued at the end of the three marking periods for students from Grade 1-6. You will have the opportunity to discuss these reports (and any aspects of your child's education) at the parent/teacher conferences and student-led conferences.

In the Early Childhood classes the portfolio will form the basis of assessment and will replace the

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report card. The portfolio will be continually updated and presented at the two parent/teacher conferences in November and March and at the student-led conference at the end of the school year. Given that the Ontario kindergarten curriculum overall expectations are written for the end of KB, a report card covering these expectations will be issued to any child completing the KB class. No report cards will be issued in preschool or KA.

Parent/Teacher Conferences

At the end of the first and second marking period, parents meet directly with their child's teachers by appointment. These scheduled conferences are arranged well in advance and are listed on the school calendar. They enable parents to monitor their child's progress, to discuss any questions and/or concerns, and to cement a more personal relationship with teachers. Apart from these scheduled conferences, parents are welcome to meet with their child's teacher at any during the school year with prior arrangement. Student-led conferences are held at the end of the third marking period and provide students with an opportunity to showcase and demonstrate their learning.

Mid-Term Warnings

Students having particular difficulty -- whether academic, emotional, psychological or physical -- will receive mid-term warning reports, designed to attract immediate attention. Such warnings will also be issued when a student has been excessively tardy or absent. If a student's performance continues to decline, parents will be contacted and remedial programs (including summer sessions and tutorials) will be discussed.

Parents' Responsibilities

Education is collaborative. Cooperation between parents and teachers is essential in providing children with secure, nurturing environments -- both at home and at school -- in which they can learn and grow. Parents can support their child's learning at school by committing to the following:

- do your best to help your child learn English:
 - ensure a home environment that supports the use and development of English. language skills e.g. English television, videos, movies, music, books etc.
 - engage your child in English in daily conversation.
 - attempt to use English with teachers and children while at school and on school trips.
 - encourage your child everyday to use English at school.
- ensure your child is well rested and prepared for school.
- help your child establish a time and space at home for learning everyday.
- do your best to support the mission, philosophy and vision of the school, and reinforce those ideals in the home environment.

Parents are expected to support the school in working towards student's success.

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Parents can also ensure the following

- Update the school with the most current information regarding your Home Address and Telephone Number(s), Employer's Name and Telephone Number, Doctor's Name (and copies of your Health Insurance Card), and all Emergency Telephone Numbers.
- Ensure that the school has written permission from you for your child to go some place other than home after school, to be picked up by someone other than you, or to otherwise vary the child's daily routine.
- Contact your teacher in writing or with a telephone call, should your child be under undue stress or anxiety.
- Make prompt arrangements for the immediate collection of your child from the school should your child be ill - or if your child needs to leave early for any reason.
- Make prior arrangements with the school (especially teachers) if your child will be absent from school for family trips, vacations or other extended activities.
- Tell your child where to go or what to do if ever they should arrive home and find no one there.
- Help your child dress appropriately for the weather and weather predictions.
- Label garments and other personal items with your child's name.

English Support Services (ESS)

The English Support Services (ESS) department has the responsibility of testing new students. In grades one to six, native speakers are given an academic achievement test. English as Foreign Language (EFL) students are assessed using a standardized language assessment. Kindergarten B students receive a standardized language assessment at the end of the year to determine their Grade One entry level into the ESS program. They are tested on decoding, reading comprehension, writing, listening comprehension, and speaking. EFL students are then placed in ESS Levels One to Five, based on their Cognitive Academic Language Proficiency (CALP). In this system, Level One is the lowest and Level Five is the highest in terms of English language ability.

The ESS department has the responsibility of supporting students in Levels One to Three. These students pay fees and receive direct additional language support from the ESS teachers. Activities are scaffolded in all curricular areas to be inclusive of the various language abilities within the classes. They are assessed on a formal and informal basis by the ESS teachers throughout the school year. The ESS teachers help these students using one of the following methods:

Pull-out: The ESS teacher works with a small group of students in the ESS classroom.

Classroom-based: The ESS teacher supports the EFL students in accessing a lesson taught by the classroom teacher.

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Collaborative Co-teaching: The ESS teacher co-teaches a lesson or leads a smaller group of students alongside the classroom teacher.

The ESS department issues an ‘ESS Progress Report’ for ESS levels one to three in November with the first marking period report card. At the end of the school year, an ‘ESS Year-end Report’ is issued to all students in ESS levels one to five.

The ESS department also offers an ‘After-School Club’ to support students. Participation is required for students in levels one and two for grades two through six. They receive two one-hour lessons per week after school.

Level 1

EFL students in level 1 have limited understanding ranging from no comprehension to understanding key words or short phrases. They rely on actions of teachers and peers to make meaning of the spoken word. They often require significant wait time to formulate a response. They speak in halting and fragmented manner or with one word responses. These students may experience a silent period before producing language. They may rely on translation from first language. They have little or no experience with the letters of the alphabet and the corresponding phonics sounds. They may have a simple sight vocabulary of everyday words or symbols. They may be able to read short contextualized lists such as names of classmates, numbers and familiar objects. In writing, they show little awareness of spelling, capitalization or punctuation and they tend to not attempt any spontaneous writing.

Level 2

EFL students in level 2 understand simple personal and instructional questions, understand classroom directions with visual support and often have difficulty following strings of sentences in classroom discourse. When speaking, they frequently choose incorrect words, mix word order when communicating, mix verb tenses and they compensate for limited vocabulary by using known vocabulary and circumlocution. When they read they require extra time and repeated readings to understand and respond to the text, they rely on visual clues to retell previously read material and they make predictions which are spontaneous guesses related to personal experience rather than text. Students may be unfamiliar with writing conventions.

Level 3

EFL students in level 3 still require scaffolding with content language, they require less wait time prior to responding to questions, begin to transition from familiar to unfamiliar text, but may still misunderstand or misinterpret social/academic connected discourse due to redundancies, extended

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vocabulary and complex structures. They begin to adapt speech to context and audience for social and academic purposes, sometimes choose unsuitable words, use circumlocution, generally use correct word order and begin to use complex and varied sentence structure. They are able to discuss the organization and purpose of text, make use of textual features to enhance comprehension, e.g. titles, captions, glossaries, begin to self-correct when reading orally, decodes most text with sufficient accuracy and begin to recognize that words have multiple meanings and uses, and begin to apply this knowledge. They write in recognizable patterns (recounting, storytelling, description, explanation, reporting), add more details and elaborate on ideas during the process of revision. They also may attempt to write longer sentences by using conjunctions, adding adjectival or adverbial clauses, or simple noun phrases.

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Volunteering

Participating directly in your child's education at OYIS is a thrilling and rewarding way to get involved. There are many opportunities for you to contribute directly in our collaborative approach to international learning:

- Group-Reading volunteers
- Tutoring volunteers / library
- Lunch/Recess/Outdoor volunteers
- Extracurricular volunteers (for parties, field-trip chaperoning, after-school clubs)

OYIS PTA

The purpose of the PTA is to develop between educators and the school community at large united efforts to secure for all students the highest advantages in intellectual, physical, emotional, social, and spiritual education in accordance with the mission of the YMCA, and to provide a continuing channel of communication among the various sectors of the community in order to promote an atmosphere of goodwill and cooperation.

To achieve this objective, the PTA shall be empowered to:

1. Provide venues for the expression of views on matters of general interest to parents, faculty and students;
2. Provide services and programs in support of scholastic pursuits and extracurricular activities of the students;
3. Make proposals to the school administration and/or the Board of Governors regarding existing/new educational programs that may be relevant to the changing requirements of an international student body;
4. Raise funds, and exercise such functions as are necessary in the execution of the stated objectives of the organization;
5. Provide social outlets so as to facilitate greater interaction among parents, students and teachers.

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Contact Information

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