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## **MISSION STATEMENT**

**Hokkaido International School will nurture inquisitive, creative learners for compassionate stewardship of an ever-changing world by providing a university preparatory program, within an English language environment.**

### **HIS Transdisciplinary Skill and Disposition Outcomes**

These skills and dispositions represent our hopes for each HIS student, and as such, help guide teachers' planning and instruction, as well as the school's resource allocation.

#### **Transdisciplinary Skills:**

Standard 1: Students Communicate Effectively:

Students

- use the skills of active listening
- speak and discuss engagingly and articulately
- read critically
- write effectively
- use technology as a communicative tool
- express universal emotions and ideas through the arts
- display effective interpersonal communication skills

Standard 2: Students Are Problem Solvers:

Students

- research a variety of resources to gain information
- analyze, evaluate, and synthesize information and knowledge
- demonstrate a flexible and creative approach to problem solving
- transfer knowledge and skills to real-life situations
- self-reflect as he/she learns
- use technology as a learning tool

Standard 3: Students Manage Personal Resources Effectively:

Students

- are self-motivated and self-directed
- take responsibility for own physical, mental and social health
- organize tasks and resources
- manage time responsibly

Standard 4: Students Work Collaboratively and Cooperatively:

Students

- contribute to the overall effectiveness of the group
- use conflict resolution techniques
- work well with diverse individuals in diverse situations

**Dispositions:**

**Standard 1: Students Show Curiosity and Interest in Their World:**

Students

- show a broad range of interests and develop deep understandings for some
- are confident and willingly explore new experiences
- demonstrate innovation and creativity

**Standard 2: Students Manage Their Lives With Integrity:**

Students

- behaviors and choices are based on HIS dispositions
- display courtesy (good manners, tact and politeness), showing respect for themselves and others
- are truthful, dependable, and trustworthy
- demonstrate responsibility to fulfill tasks with reliability and commitment

**Standard 3: Students Recognize that Self-Discipline Is The Bridge Between Goals and Accomplishments:**

Students

- strive for high standards
- persevere
- self-reflect
- demonstrate resilience

**Standard 4: Students Value and Engage in Service Toward Individuals and Society, and Stewardship of the Planet:**

Students

- display an awareness of the needs and feelings of others.
- seek to understand cultural and personal differences.
- contribute to the betterment of society.
- become caring stewards of the global environment.

**Curriculum**

**Role of the Teacher**

As a teacher at Hokkaido International School, you will be expected to take an active role in collaborative curriculum development, implementation, and its ongoing review. It will be your responsibility to ensure that coursework is aligned with the school's standards. Each teacher will also be responsible for designing his/her own unit plans using the HIS Unit Plan Template and developing/using common assessment tools to measure learning and progress towards set benchmarks.

**Definition of Curriculum**

*(from Bambi Betts' HIS Curriculum Development Workshop '08)*

What is the purpose of the curriculum?	For whom do we write curriculum? WE TEACHERS
To help teachers: <ul style="list-style-type: none"> <li>• Cause the intended learning</li> <li>• Ensure the equity of access to learning for all students</li> </ul>	Curriculum needs to be user friendly <b>for teachers</b> Curriculum needs to be written in a language <b>for teachers</b>

- The curriculum is the contract between the school and the students/parents.
- Curriculum is designed backwards, beginning with the standards as evidence of learning.
- Curriculum 'content' comes from 'best examples' of the standards at each developmental level.
- Teaching and assessment strategies are matched to the standards.
- Student achievement is compared only to the standards, not to other students.

Definition of a Standard:	Definition of a Benchmark:
A standard is a statement of intended learning spanning Pre-Kindergarten through twelfth grade.	A benchmark is a description of what a particular standard looks like at a given developmental stage.

### **HIS Key Curricular Premises**

The following are the beliefs and agreements that govern how HIS writes and implements curriculum:

- The Headmaster should be the key Curriculum Leader in the school.
- Teachers should play a central role in the writing, monitoring, evaluating, and updating of curriculum. Publishing and reporting curriculum, and monitoring the delivery of curriculum are essential on-going processes for an effective curriculum.
- The curriculum is the contract between HIS and the students and their parents. All students have the right of equity of access to the intended learnings and teachers and the school have the responsibility to deliver it.
- The Curriculum should focus on what is worth learning for success in the world beyond school.
- Students should consistently experience curricula rooted in the important ideas of the discipline that requires them to make meaning of information and think at high levels.
- Recognizing that students construct their own meaning, teachers deliver the curriculum in a variety of ways to facilitate enduring understanding.
- Students need to know the learning goals of a unit or lesson and criteria for successfully demonstrating proficiency with the goals.
- A variety of best teaching strategies and authentic assessment practices is essential to the delivery of the curriculum.
- The essential elements of a written curriculum should be strictly adhered to. These elements are:
  - intended learnings,
  - aligned assessments,
  - best teaching strategies.
- HIS differentiates to meet the needs of individual students. Delivery of the curriculum at HIS requires accommodation of the ELL student population.

### **Unit Plan Template**

The template to be used by all HIS teachers when writing units includes standards, trans-disciplinary skills and dispositions, assessment(s), key understandings and essential questions, teacher reflection and other things. It can be found on the server under Curriculum Documents/Blank Curr. Template. All units taught should be filed on the server under Elementary Files/(subject)/(grade)

### **International Primary Curriculum (IPC)**

IPC is used as the science and social studies curriculum from PreK to Grade 6. Five units are investigated each year, with all teachers pretty much following the same timetable. Much work is intended to be collaborative with a “Milepost” partner. This means that most grades follow a two-year cycle of units. More about IPC can be found at, <http://www.internationalprimarycurriculum.com/> From the website: “The principle of the IPC is to focus on a combination of academic, personal and international learning for children worldwide, combined with innovative and exciting ways to learn.” The HIS IPC coordinator is available for teacher assistance in understanding the principles, structures, support and materials of the IPC.

### **The Virtues Project**

HIS has chosen to use the Virtues Project as a foundational piece of character development. When the Disposition standards were written, ideas and characteristics from the Virtues Project were used. Each classroom should have a Virtues Project teacher’s book. Additional information can be found on their website at, <http://www.virtuesproject.com/index.php> From the site: “The Vision of The Virtues Project is to serve humanity by supporting the moral and spiritual development of people of all cultures, by helping them to remember who they really are and to live by their highest values. The Mission of The Virtues Project is to provide empowering strategies that inspire the practice of virtues in everyday life through programs of excellence and simplicity which support people of all ages to cultivate their virtues -- the gifts of character.”

## Language Philosophy and Model

### **Language Mission**

The language mission of Hokkaido International School necessitates that students take the lead role in their own language development. The school will provide the atmosphere and educational tools to ensure progress towards proficiency. It is the responsibility of the student to take advantage of this environment.

Goals:

- To internally motivate students to develop the language of the school as well as a foreign language where appropriate.
- Creating self-awareness of one's own language ability and progress made towards proficiency over time.
- To inform parents of their child's language ability and progress made.
- Encouraging students to reach across language and cultural barriers to interact with people who are different.

The mission of Hokkaido International School states that HIS "will nurture inquisitive, creative learners for compassionate stewardship of an ever-changing world by providing a university preparatory program, within an English language environment." HIS seeks to instill in its students a thirst for knowledge and a desire to continue their education throughout life. The aforementioned goals are delivered through an English language medium. Although HIS is not an English language school, based on the school's demographics, it does share an obligation to help students develop their English language.

While a work in progress, in implementing the language mission, we are striving to comprise the following components:

- *Assessment & Reporting*- All students' English language proficiency will be assessed on an annual basis. The assessment results will be reported to parents, charted by students, and used in goal setting.
- *International Mindedness*- Assessing students' ability to reach out and interact across language, cultural, and ethnic boundaries.
- *Teacher Assessment*- Teachers will assess students' efforts in using and developing language as well as displaying signs of international mindedness.
- *Self-Reflection*- Students will assess their own progress made towards personal goals, language usage, and international mindedness.

HIS hopes that through such a language mission the school will become an institution where students are internally motivated to develop and use the language of the school.

### **HIS Language Premises**

The implementation and review of the HIS language mission is based on the following premises, which are beliefs that the school holds to be true:

- The HIS language mission will be designed to apply to all HIS students.
- Our language mission takes a nurturing approach to language usage, seeking to inspire and motivate students to appropriate language usage.
- We believe that language in its various settings: academic, social, and professional must be taught, practiced and assessed for full proficiency to develop.
- Personal goal setting and self-reflection are essential to internalizing a mature and sensitive concept of language use in a multi-lingual world.
- Teachers as well as students need to understand that language acquisition is a natural, fairly predictable yet organic process, unique to individuals and age groups, taking three to nine years to reach full proficiency.
- Teachers and students must be accepting and tolerant of the ways students use language at different learning stages.
- Implementation of a language mission is an ongoing process, frequently reviewed and evaluated, and evolving over time.

### **English Language Learner support (ELL)**

English language learners make up a significant part of our student population and adapting instruction to the needs of these students is a crucial aspect of teaching here. Two English language resource teachers are on staff at H.I.S. and some pull-out instruction is done. However, the guiding model is one of co-teaching, ELL teacher and classroom teacher, in the students' regular classroom. Please see the HIS publication, "English Language Learners Handbook" where the philosophy and program are described fully.

### **Summary of main HIS events:**

Some of these are elementary only and others include the whole school.

- ✓ Opening Ceremony (August)
- ✓ Safety Month (September, whole school)
- ✓ Back to School night (September)
- ✓ Elementary Book Assembly (early to mid-October: organized by the librarian, usually some students are involved in a presentation)
- ✓ Parent conferences (November)
- ✓ Winter Program (December)
- ✓ First semester report cards go home (late January or early February)
- ✓ Sapporo Snow Festival (February: classes may visit as a field trip)
- ✓ Elementary Variety Show (late Feb.)
- ✓ Takino 4th -12th grades (March: an overnight trip)
- ✓ Missoula Children's Theater (March: a one week period)
- ✓ Spring Elementary Assembly organized by librarian
- ✓ Kitara Concert (May/June)
- ✓ Elementary field day (June)
- ✓ Graduation (June)

### **Teaching Practices and Responsibilities**

#### **Homework Policy**

In the elementary school program at Hokkaido International School, we strongly encourage families to spend quality time together. Setting aside time for conversation, reading and play on a regular basis will go a long way to the holistic development of a child. While we do not mean to underrate homework, we feel that in an increasingly busy world, it is important for children to develop -- and be given the time to develop -- interests and hobbies of their own that foster the creative side of their nature. There is a noticeable trend around the world today for children to be constantly busy with nightly activities, extra study and clubs. While these can be of incredible benefit to children, there is the danger children can become dependent on having their time filled for them. The resulting lack of personal creative development has become a concern for educators everywhere. We believe that homework should realistically address students' needs; however, we do not wish it to become a burden, which taxes students to the point that they are giving up quality family and creative time. In light of these basic values, our homework policy is designed to provide a realistic homework load that sharpens essential skills while giving students the flexibility and time to develop in other ways as individuals.

#### **Sustained Silent Reading (SSR)**

In recognition of the impact that choice reading has on the development of vocabulary and grammatical accuracy, the elementary encourages the adoption of S.S.R. reading blocks at every grade. What follows is a collection of the points that people found to be most helpful/useful from the selection of readings done on S.S.R.

S.S.R. time works best when:

- time is consistently given (once a day to three times a week being a suggested guideline)
- there is freedom of choice (short-term guidance given in special cases)
- adults model good reading habits during SSR time
- children are educated that 'baby' books don't exist

- children are presented with the idea of 'brave' or 'challenging' books rather than 'hard/difficult' or 'easy'
- the reading is not assessed
- it is not used as a replacement for guided reading programs
- competition is completely eliminated from the experience
- kids have a chance (later) to talk about their reading
- a large variety of books is given to pick from
- it is done over a long period of time (1-3 yrs.)

Other things that might be considered in creating S.S.R. time:

- When children see their peers reading, they are increasingly motivated to read.
- Pair reading may be another alternative (Clear potential for readers who are new to reading in English).
- Many kids don't have good reading habits because they lack the chances to practice building good reading habits.
- Children often express their appreciation of S.S.R. time because it is the only 'quiet' time during their day.

### **Assessments**

- MAP (Measure of Academic Progress): All HIS students from Kindergarten through grade 11 take the MAP test two times per year, fall and late spring. It is a standardized, online, adaptive test that delivers results within days. The data for students is massive and is a wealth of information for differentiating instruction appropriately.
- DRA (Developmental Reading Assessment): All HIS students from Kindergarten through grade 9 are given the DRA at least twice per year, January and June, shortly before report cards go home. The DRA is administered by classroom teachers and provides information on student's overall reading level, comprehension, fluency, and decoding skills at the earlier levels, among other things. It is another excellent tool for understanding students as individuals and differentiating and pinpointing instruction. The DRA kits are housed on the second floor. Teachers may give the assessment more often if desired.
- WrAP (Writing Assessment Program): At this time, the WrAP standardized assessment is being considered to be given two times a year beginning in 2010/2011.

### **Back to School Night**

Back-to School Night takes place for grades 1-6 the first few weeks of September. This is a time when teachers give a short presentation and general discussion takes place with parents. Individual conferences should not occur. If parents approach you, remind them that it would be best to schedule a conference time.

### **Parent/Teacher Conferences**

- During the first semester, the office schedules formal conferences with parents for all students.
- For students experiencing significant difficulties, teachers are required to schedule a special parent teacher conference in early October, prior to the school's P/T conference date in November.
- At the end of the second semester, formal conferences may be held at the request of the teacher or of the parent.
- To facilitate the coordination of conference times for parents with more than one child at HIS, the office schedules the times for our November P/T conferences. Shimako Abe will give you a copy of the conference schedule once it is prepared. Each conference slot is twenty minutes long. If a conference requires additional time, the teacher must notify the office at least one week prior to the conference date so that can be taken into consideration when making the schedule.
- Many parents require a translator. Parents are responsible for bringing their own translator. Keep in mind the translation process may lengthen your conference time.
- In specific cases, teachers may ask the office to inform a family that a professional translator is necessary for the conference.

## **Open House**

Our Open House follows the Japanese fashion. It is a regular school day. In the morning the school is open to the public and families come to visit and see what our school is like. They will wander and observe while normal class is going on. In the afternoon our families are invited for the same process, wander and observe a typical school day.

## **Report Cards**

- Report cards come out twice a year, at semester break in January and at the end of the year in June.
- Mid-semester progress reports are optional but encouraged if a child is showing significant difficulties.
- All report cards are sent home with the students. Parents must sign the report card envelope and return it to the classroom teacher. They may keep the actual report card itself.
- "Specials" teachers need to access the electronic report cards through the school's network and record their grade and a comment for each student. Please speak to any of the elementary teaching staff, the coordinator or the headmaster for information on accessing the network.
- Final (end-of-year) report cards must be signed or stamped with the headmaster's signature. These report cards are distributed on the last day of school. These final reports are for the students/parents to keep.
- Teachers need to make a paper copy of each student's final report card and file it in the student's permanent file in the office.

## **Extra-curricular Activities**

There are a number of after school activities that kids may be involved in such as dance class, violin lessons, and sports (Husky Pups). These are sometimes offered by faculty members and sometimes by other people in the community. You might like to, or might be asked to help with an activity. Older students offer special events for elementary kids sometimes, such as Movie Night or Kids Camp. These are fundraisers for the older kids and are a fun time for those who attend.

## **Procedures**

### **For all students**

- Teachers are to keep a "portfolio" for each student. This will house items that are collected to show students' work in particular areas, collected at specific times.
- For 2009-2010, teachers have agreed to put items in the portfolio in early fall, at the semester break in January, and at the end of the year. At each point the teachers will choose an item showing current math work, writing with a focus on clarity, and DRA data. There is an entry sheet to accompany the work where explanations of the pieces should be made. For students of concern teachers are encouraged to add more data and documentation to the portfolio. This portfolio is meant for teachers and passes from one grade to the next. Every two or three years, old or irrelevant pieces can be culled from the portfolio.
- Copies of report cards and MAP testing data should be placed in student permanent files located in the office.
- Beginning in second grade, all students have their own Scholastic Children's Dictionary. These are passed on with the students as they continue through the elementary grades at H.I.S.
- All students are expected to speak English in classrooms and at school functions.

### **For new HIS students**

- Once the office is aware that a new student is coming to your class, the office should contact you to arrange an interview with the new student and his/her family prior to the student's first day.
- Begin a portfolio for the new student.
- Beginning in the second grade, every new elementary student should be given a Scholastic Children's Dictionary.

### **For withdrawing students**

- Students may take their dictionary with them.
- If copied records from the permanent file are needed, parents should make this request in the office. Copies of records will only be made if no outstanding debts remain to the school.

### **First day/Opening Ceremony**

- H.I.S. follows the Japanese school tradition of having an “Opening Ceremony.”
- This is the official first day of school.
- Teachers, students and parents meet in the gym at 10:30 a.m.
- The headmaster gives a speech and teachers are introduced.
- Elementary teachers stand when their grades are called, and the students meet their teacher at the front of the gym and are then lead back to the classroom. Teachers will have the students in the classroom for 20-30 minutes while parents attend the first HuPA (PTA) meeting of the year.
- Parents pick up their children around 11:30 a.m. Once parents begin to congregate around the classroom, the teacher may dismiss the class.
- All families and teachers are then invited to the HuPA reception in the multi-purpose room.

### **School day**

- The regular school day for teachers begins at 8:00 a.m. and ends at 4:00 p.m.
- The regular school day for elementary students begins at 8:30 a.m. and ends at 3:30 p.m.
- Any students arriving before 8:10 a.m. must remain seated in the multi-purpose area.
- At 8:10 a.m. the students may come up to the classrooms. (With prior permission from the classroom teacher, a student can come up before 8:10 a.m.)
- Each classroom has a coat closet in the hall. Students are expected to keep that area clean.
- The front (northwest) stairs are to be used for going to morning recess, to the gym, to PE class, to Art class, to the computer lab, and to the library. The back (southeast) stairs may be used for going to Music class. Before and after school students may use the stairs in the multi-purpose area.
- Teachers should accompany their classes to their arts classes. Older students may go on their own if they do so quietly.
- At the end of the day, students are to clean the classroom - sweep the floor, empty the pencil sharpener, etc.
- School buses depart H.I.S. at 3:45 p.m.

### **End of the day**

- All equipment must be turned off- computers, printers, TV, VCR, etc.
- All windows must be locked.
- Classroom lights and fan must be turned off.
- Both classroom doors should be closed and locked.
- If you are the last to leave the elementary floor, turn off the hall lights (located next to room 205 and across from the copy room), the staff and student bathroom lights, and the heaters in the bathrooms.
- Check and turn off any computers that remain ‘on’ at the elementary computer area.
- When the school is locked, the alarm is turned on. Please ask the office staff to explain the procedure for using the school alarm system.

### **Recesses**

Morning Recess: Gr. 1-6      Mon, Tue, Thur, Fri: 9:55 - 10:20    Wed: no a.m. recess

Lunch Recess: Gr.1-6      Mon, Tue, Thur, Fri: 11:50 -12:10    Wed: 12:10-12:30

The Early Years generally has more flexibility and goes to morning recess at the same time, but stays somewhat longer dependent on weather and classroom activities of the day. Early Years second recess is after lunch, generally from 12:30-1:00.

### Duty

- Two teachers monitor each recess on a rotational basis. This includes the elementary ESL teacher, PE teacher and Early Years teacher (morning recess). Teachers have two or three recess duties a week.
- The teachers on duty stand at the top on the stairs to the multi-purpose room to monitor students as they line up for recess. At 9:55/11:50 a.m. (M, T, Th, F) 12:05 W, the students are dismissed by their classroom teachers and are expected to line up quietly at the designated area. The whistle should be blown at 10:20/12:10 (M, T, Th, F) 12:30 W to signal the end of recess.
- In winter, the morning recess is outdoors (weather permitting) and the lunch recess is indoors. At other times of the year both recesses can be outdoors. On questionable weather days, it is up to the teachers on duty to determine if recess will be outside or inside.
- For indoor recess, one teacher will take students who wish to go to the gym there. The other teacher will monitor "quiet recess" in the MPR. This quiet recess can occur every recess period except for Tuesday mornings. Indoor recess on Tuesday mornings must be in the gym for all students due to the secondary assembly. Once students choose their recess place, they are not allowed to change. For quiet recess, board games are available. Students can also play with things from home for quiet recess, however, no electronic games are allowed.
- If a student gets severely hurt, or experiences a major fall during recess, the office or school nurse should be notified immediately. The duty teacher must fill out an accident report and file it in the office.

### Playground rules:

- During the fall and spring, students may play on any parts of the field.
- Students are permitted on the hill when it is snow-covered.
- During the winter, students must stay within the area designated by the duty teachers. The sliding and snowball area will be decided and teachers will be informed.
- Students are not permitted to do cartwheels, tumble or roll down the snow-covered hill.
- When the hill is covered with snow, students may slide down on their bottoms only.
- Students may only slide down the snow-covered hill individually - "trains" are not allowed.
- If a student is not following the rules, s/he will be asked to abide by one of the "recess dispositions" (first warning). If that same student continues unacceptable behavior, s/he will be sent to a designated area for a time out. The duty teacher may determine the amount of time the student is to remain in time out.
- Playground equipment is located in the locked shed out near the water fountain. Designated sixth graders give out and accept returns of equipment. Only those kids are allowed in the shed. At the end of recess, equipment must be returned and stored correctly, and the shed locked. Each teacher will receive a key for this shed.
- One blow of the whistle is the signal that recess is over. At this time, all equipment is gathered and returned to the shed. Then students line up at the corner of the building and are dismissed to return to their classrooms.
- During the winter, students must brush the snow off themselves, before entering the building. The duty teachers must check the students before they enter the building to be sure all of the snow has been brushed off. This will also help "stagger" the children and reduce the crowding in the genkan (shoebox entry area).
- Students need to remove their boots before stepping up to the shoebox area.

### Gym rules:

- The teacher on gym duty brings out the equipment cart, located under the first storage door under the stage.
- Dodge-ball and wild types of play may only occur at the end of the gym by the office.
- Basketball, jump rope and more mellow play should occur at the stage end of the gym.
- The students are not allowed to play on the steps or stage area.
- The students must play where they can be seen; i.e., not go into nook areas.
- The students are not allowed to be on the wrestling mats.
- The students are not allowed to kick the balls.
- If a student is using equipment inappropriately or disobeying rules, the student should be reminded of our recess dispositions. The second time, the student should be sent to the wall for a time out. The duty teacher may determine the length of time for the time out.

- When recess is over and the whistle is blown the students are expected to return all of the equipment and line up at the white line in front of the door.
- At the end of recess, the duty teachers should return the equipment cart to its location under the stage and then lead the students downstairs.

### Recess Dispositions

I will practice SAFETY by:

- Remaining in the play area designated by the teacher (the gym, the playground or portions of the playground.)
- Avoiding play that could lead to injury:
  - by restricting my hill play in winter to sliding (by myself) feet first only.
  - by proper use of the play equipment
  - by waiting my turn when using the equipment
  - by refraining from kicking the ball in the gym.

I will show RESPECT by:

- keeping quiet and holding the rail while using the stairs.
- taking special care of school property
- using play equipment as if it were my own and by returning the equipment at the end of recess.
- brushing snow off my clothes when coming back inside.
- changing into proper indoor shoes in the genkan (entry).
- responding appropriately to the teachers' directions
- quietly returning equipment and lining up at the first whistle
- following the instructions the teachers give.
- peacefully lining up and waiting my turn for play equipment.

I will show RESPONSIBILITY by:

- being willing to do my part
- willingly returning equipment to the teacher.
- admitting mistakes without making excuses.
- being ready and willing to clear up misunderstandings
- keeping out of areas designated off limits (the grassy hill and the balcony)

I will show EXCELLENCE by:

- giving my best to whatever I do during playtime.
- giving my best to relationships during playtime.
- having a positive attitude

### **Field trips**

- Each class is allowed six full-day field trips per school year. It is advisable to coordinate field trips with other grades and share the bus usage.
- Yuko Kanehira is responsible for arranging field trips. Please inform her of a field trip you would like to have arranged by emailing her the following information: date, departure time from school and arrival time back, how many students (and adults if other teachers and parents are going also), and what you would like to do in case of rain. If you prefer not to email you can fill out a field trip request form and give it to her. She will get back in touch with you about the final arrangements after talking with all parties involved (bus drivers, organization/place visiting, etc.) Please give her sufficient notice to make the arrangements.
- All students must have a permission slip signed by their parent/guardian permitting them to leave the school grounds.
- A copy of the field trip letter should be submitted to the office and to the kitchen crew so they are aware of the altered class activities and lunch changes for the day.
- Arts teachers need to be informed in advance so they can plan for your class's absence.
- Students must wear a seat belt while riding the bus.
- Students may talk quietly during the bus ride.
- Students may eat on the bus during longer field trips, if okayed in advance, by the bus driver. The students would then be responsible for cleaning up the area when they leave the bus. The teacher would be responsible for monitoring and checking the clean up.

**Elementary Mobile Computer Lab**

The elementary mobile computer lab has a schedule posted on the unit. Teachers sign up on this sheet to use the computer lab.

**Library**

Arrange a time with the librarian for your students to visit the library to check out books and hear a story.

**School Assemblies**

You will be notified of any upcoming assemblies and whether a modified schedule will be necessary. Assemblies are usually held in the multi-purpose room or gym. Students are expected to sit with their class, and teachers are expected to monitor their students, unless stated otherwise.

**Emergencies and Drills**

Please read the Emergency Handbook. A copy should be in your classroom. If one is not, see the elementary coordinator or safety coordinator. September is safety month in all of Japan. All drills will be practiced at that time and at other times over the year.

**Holidays**

During Fall, Winter and Spring Breaks, the custodian usually cleans the floors. To help him, please move all student desks and chairs into the hall. Sweep the floor and place any large floor items on tables.

**Medication**

In the case that elementary students need to take medicine while at school, the medicine should be given to the teacher with a note from the parent clearly explaining the appropriate dosage, and it will be administered with the teacher's supervision.

**Ordering**

- Orders for the following year usually take place in March or April. Catalogs can be found in the copy room. One teacher has the job of coordinating the orders and working everyone through the process. You will hear specifics from those in charge at the appropriate times. If you have questions in the meantime, please ask the Elementary Coordinator.
- Any teacher not returning to H.I.S. the following year is responsible for ordering the basic consumables the students need for that grade.

**End of the year**

- Student permanent files in the office must be updated. Make sure the MAP test results and a copy of the final report card are added to the files. Final reports from the ELL teachers should also be in the file. Please double check with those teachers that that has been done if you have students receiving ELL services.
- Prior to the year's end, Yuko will send around the student list of supplies to be updated for the following year. This list should be turned in to the office by the deadline given. It will be sent to the students over the summer.
- Classrooms must be thoroughly cleaned. Be sure all shelves, desks, and cubbies are cleaned. The floor should be swept but does not need to be scrubbed.
- Any teacher not returning the following year should organize storage shelves, and remove any personal belongings.
- Any teacher not returning the following year would do the new teacher a great service by writing a letter explaining basic materials/curriculum. The office should send one copy to the new teacher along with other pertinent information, and one copy left on the new teacher's desk.
- Any teacher not returning the following year must return all keys to the office.
- Make sure all equipment is turned off (computers, printers, TV, VCR, etc.), all windows are locked, classroom lights and fan are off, and both classroom doors are closed and locked.

**School Rules**

- Students are to leave for home immediately after school is out, unless they are directly involved in an after school activities such as the Husky Pups, Volleyball, Karate etc. Students are NOT allowed to wait around, unsupervised, for friends or siblings who are involved in activities.
- Students are expected to follow playground rules at all times.
- If students are in the multi-purpose room, they should be sitting down.
- Students should be encouraged to eat after school snacks in the classroom rather and not in the multi-purpose room.
- Students are not allowed to use the classroom intercom phones.
- In the Elementary Teacher Resource room, a regular phone is available for elementary teachers to make and receive phone calls. Students are not allowed to use this phone without a teacher's permission. If students need to call home they should talk with their homeroom teacher. The teacher can accompany them to use this phone.
- Students should not go to the office to request the use of a phone.
- Students are not allowed to eat in the kitchen.

## Other

### **Staff meetings**

- The entire faculty usually meets on the first and third Thursday of every month at 3:45 p.m. The location of these meetings varies. Speak to Shimako Abe or Rick Branson if you would like to add anything to the agenda.
- The elementary staff meets on the second Tuesday of the month at 3:45 p.m. Speak to the elementary coordinator if you have anything to add to the agenda.
- Speak to the elementary coordinator if you wish to schedule a special meeting, for example early childhood, intermediate, IPC, etc.
- Attendance at staff meetings is mandatory. Please be courteous by being on time. Communicate with the headmaster or elementary coordinator if you have a special situation.

### **Missoula Children's Theatre**

Each year, two representatives from the Missoula Children's Theater visit HIS and work with the elementary students for one week. This is usually scheduled in March or April. Due to rehearsal, the regular class schedules are altered during this week. The productions are usually on Friday and Saturday. All elementary teachers are required to attend and assist where needed.

### **Supplies**

- Each elementary grade has one set of storage shelves in the room next to room 206.
- Teacher supplies such as pens, tape, dry erase markers, folders etc. are located in the office in the small room off to the left. If you are having trouble finding a specific item, ask Yuko and she will help you.

In the elementary art supply closet (near the copy room on second floor) you will find:

- A shelf for each grade for storing large items
- shared elementary art supplies (right side)

### **HuPA (Husky Parent Association)**

- All teachers are expected to attend the whole school HuPA meetings or HuPA class meetings.
- The first meeting is usually scheduled for Opening Day, and is the only one teachers do not attend as they are with students in their classrooms at that time.
- HuPA meetings will be listed on the school calendar or announced.

## Professional Growth

The following excerpt is from the Professional Growth plan, "short draft", developed 2009. A "long draft" can be found on the school server.

HIS is committed to the professional development of its faculty and staff as well as the development of the institutional knowledge of the school. The future of the faculty and staff is best served by providing both opportunities for personal professional development and on-site, shared professional development.

**HIS should continue to provide an annual professional development allowance as part of contracts for faculty and staff.** Faculty must request from the headmaster permission to use these funds prior to making any arrangements, but the headmaster should also be willing to give latitude to growth experiences that lead an individual to personal mastery.

Funds must be spent on activities directly tied to HIS. These include, but are not limited to, the following:

1. Annual school goals (from the annual report)
2. Current HIS curriculum (AP, IPC, thematic instruction)
3. Identified current areas for growth (from annual report or WASC report)
4. Current areas of focus (collaboration, differentiation)

Teachers may also use the funds for personal professional growth and are required to provide the rationale for use of the professional development allowance. These include, but are not limited to the following:

1. Academic course work
2. Professional associations
3. Individual interest areas
4. Technology instruction

**HIS should continue to provide a shared, on-site, professional development experience for the entire faculty.** These shared experiences can both build organizational knowledge as well as foster team learning. Furthermore, HIS should develop programs around these shared experiences to sustain the effort and this includes reading additional texts, continuing discussions, and returning to the learning opportunities. This will require further investigation. In the survey, found the process of reading the book and writing on the blog prior to the professional development workshop to be extremely or very beneficial (8), somewhat (5) and a little or not at all beneficial (3). For the process of a workshop with a follow up visit by the presenter: to be extremely or very beneficial (9), somewhat (0) and a little or not at all beneficial (7).

HIS should continue to solicit funds from outside sources such as EARCOS and the Office of Overseas Schools when appropriate to support the on site programs. Faculty members are required to attend these professional development experiences.

**HIS should develop a third professional development opportunity: team research.** HIS should establish a fund for faculty and staff to conduct team research allowing teams to apply in the spring for a research grant from HIS for the following year. Team grants would cover both research costs and give a stipend to faculty and staff for the research work.

Teams would be required to publish results to the school as well as seek publication in an outside source or presentation in another setting.

HIS would have the right to deny any request for personal professional development if the teacher requesting funds does not provide sufficient rationale for the use of the funds. However, HIS should have maintain a wide latitude for personal professional development as it leads to personal mastery. To help teachers and staff afford personal development experiences, HIS should allow faculty and staff to bank one year of professional development funds thus have access to a total of two years of funds. HIS should strongly encourage faculty and staff to sue these funds.

In addition, when HIS hosts a school-wide professional development experience, it may request all teacher contribute a part of their personal funds for the cost of the experience not to exceed ten percent of their annual allowance.

### **Professional Development Opportunities**

Hokkaido is a big island, but PD opportunities in the English language are not abundant by any means.

HIS teachers will be able to take part in PD at the school and possibly in the city. However, most of the workshops take place in the southern part of Japan and elsewhere around the Asian rim of the Pacific.

## **Personal**

### **Japanese documents**

- Shimako Abe is responsible for helping teachers obtain visa renewals, reentry permits, and alien registration cards. Please see Shimako if you have questions. ALWAYS have your alien registration card with you.
- Be aware that a hefty tax is due at the time you leave Japan for good. This is based on your final year's salary and will probably be between \$1000-\$2000.
- Japan now requires that all residents of the country drive on Japanese drivers' licenses. International drivers' licenses will no longer be recognized as legal. Ask the office staff for help arranging for the required paper test and practical drivers' test.

### **School Van**

The school owns a van that belongs to the dormitory. If it is not being used by the dorm, it can be checked out by teachers under the following conditions:

- To drive the school van, you must be covered by insurance. The school's insurance will only cover you if your license is valid in Japan. Be certain that your license is valid in Japan.
- If something breaks or is damaged on the van, please report the incidence to the headmaster and administrative assistant in the office.
- Remember to fill out both the *Sign-out Sheet* and the *Van Use Record* forms in the office.
- If the fuel is low, put gas in the tank. Never leave the van on "E".
- Please return the van in a state of cleanliness.
- The van is heavy, and takes longer to stop than a car, especially in winter. To come to a stop, start to slow down by breaking a little earlier than you might think you need to.
- In winter, be extra cautious to take all turns at a reduced speed.

### **Doctors/dentists**

The office has a list of doctors and dentists in the Sapporo area which teachers use.

### **Flight reservations**

- Flight reservations can be made two months prior to your departure date.
- For any business related travel, provide Shimako with the dates, time and airline preferred and she will help make the travel arrangements.
- Reservations for personal travel should be made on your own. The office can give you the name of an English speaking travel agency.

### **Consulate**

It is wise to register with your country's consulate.

## **Leaving Japan At The End Of Your Contract**

### **Shipping**

When you decide to leave HIS and Japan, you will realize that shipping cost from Japan are extremely expensive. Japanese shipping companies will charge somewhere in the area of 180,000 yen (\$18,000) to ship one cubic meter of belonging to the west coast of the US or Canada. The following are a couple of shipping companies that will pick your belongings up from your door in Sapporo and transport them to a warehouse on the west coast of America for a fraction of the cost.

Econoship: <http://www.econoship.net/>

Shipmates World Wide Moving: [www.shipmates.jp](http://www.shipmates.jp) or [sales@shipmates.jp](mailto:sales@shipmates.jp)

*Example: in 2008 the Gibbs' shipped their house-hold belongings from Hokkaido to Vancouver, Canada. The shipment volume was 4.071 cubic meters. Along with tax, processing fees, insurance, and customs the final cost was 242,598 yen. Customs, processing, and handling fees on the Canadian end amounted to \$400 Canadian.*

**Note: The shipping allowance you receive at the end of your HIS contract is considered as part of your salary. Realize this allowance will be included in your final paycheck, will be taxed, and as such will affect your Japanese Departure Tax.**

### **Driving Record**

If you held a Japanese drivers license, you may want to think about requesting your driving record from the police headquarters and from your insurance company. It is an easy process, and if you have had no traffic violations in Japan, it could help to lower your insurance costs in North America. This is not necessary, but something to consider.

### **Criminal Background Check**

If you are leaving Japan and returning to teach in the U.S. or Canada, you should seriously think about having a criminal background check done in Japan. Both these countries require this criminal check of anyone planning to work with children.

Having this check run in Japan is not easy, but it will save a tremendous amount of hassle once in America.

To have the check done you will need:

- A certificate of alien registration
- Your passport
- A letter of requisition, explaining why your special situation that necessitates this records check.
- Criminal background check from one of the school district or governments under which you are applying for a teaching job. You can normally download these from a department of education site.

Basically your argument is; you must convince the police that you cannot obtain a teaching position without this document. Although you can have this done at the Japanese embassy in your home country, the process can take up to 4 months and schools will not hold a position for you this long.

Mrs. Kashiwabara in the front office has dealt with this before and can help you with the process. See the sample requisition letter below.

### **Sample Requisition Letter for Hokkaido Police:**

Requisition Letter For Criminal Background Check

**Date**

Hokkaido Police Superintendent

**Your Name**

1-55, 5Jo 19Chome  
Hiragishi, Toyohira-Ku  
Sapporo 062-0935  
Japan

I, **your name**, began a job search in British Columbia, Canada as of 20/04. I am seeking a position as a public school teacher or as an assistant principal. I am currently a certified teacher and school administrator.

In accordance with Canadian law and the Ministry of Public Safety and Solicitor General, the “Criminal Records Review Act of 1995”, states that all persons working with children in a licensed organization must submit to a mandatory criminal records check.

However, this criminal records check cannot be issued until I have been offered a teaching or administrative position in a school district. This can only happen after I have had formal interviews with the school. At such time, I will have moved to Canada and will no longer be able to obtain a criminal records check from the country: Japan, in which I taught for the past eight years. The criminal records check must cover at the least, the previous five years while living in Japan. Once in Canada, it will be financially and physically impractical to return to Japan to process the criminal records check. Furthermore, to have the criminal records check done by the Japanese Consulate in British Columbia would take up to four months, which the hiring school would not be able to wait for. Thus making it impossible to secure a teaching position.

Therefore, under these circumstances I am requesting that I be allowed to process the criminal records check while I am in Japan. Once I leave Japan, I will not be able to have the criminal records check done.

Thank you very much for your consideration and understanding in this matter.