

Elementary Handbook Students and Parents



***H**onor the Past*

***I**nspire the Future*

***S**avor the Present*

HIS Mission Statement

HIS is a learning focused, internationally minded community that embraces a comprehensive approach to education by encouraging excellence and perseverance in all endeavors.

HIS Vision Statement

To emerge as a leading center for authentic learning where academics, arts, athletics and attitudes are integrated into environmental and experiential education.

HIS Learning Statement

At HIS, learning is the process of making and applying connections between knowledge, skills and understandings through inquiry based, multi--age, collaborative and experiential instruction.

Table of Contents

HIS Learning Expectations	P.3
International Primary Curriculum	P.4
Teaching Practices and Responsibilities	P.4
Homework Policy	P.4
Recess	P.4
Playground Rules	P.5
Gym Rules	P.5
Recess Dispositions	P.6
Field Trips	P.6,7
Jouzankei Overnight	P.7
Library	P.7
End of the Day	P.7
Parent/Teacher Conferences	P.7
Open House	P.8
Report Cards	P.8
Extracurricular Activities	P.8
Sports Day	P.8
PE Uniform	P.8
Six Reasons to Speak English	P.9
School Song	P.9

Hokkaido International School Learning Expectations

The HIS H.U.S.K.I.E.S.
<p>Honest Learners and Leaders who</p> <ul style="list-style-type: none">• manage their lives with integrity• make ethical and moral choices• are self-motivated and self-directed• transfer knowledge and skills to real-life situations• set high standards
<p>Understanding Collaborators who</p> <ul style="list-style-type: none">• contribute to the betterment of groups• analyze, evaluate and synthesize information• work well with diverse individuals and situations• actively participate in service
<p>Solution Creators who</p> <ul style="list-style-type: none">• persevere• self reflect• demonstrate resilience and flexibility• strive for innovation
<p>Knowledgeable Thinkers who</p> <ul style="list-style-type: none">• show curiosity and interest in their world• are confident and explore new experiences• demonstrate purposeful creativity• use multiple resources for research
<p>Internationally Minded Citizens who</p> <ul style="list-style-type: none">• display courtesy and respect for themselves and others• are caring stewards of their own and the global environment• understand cultural and personal differences
<p>Effective Communicators who</p> <ul style="list-style-type: none">• actively and empathetically listen, speak and discuss• read and write critically and effectively• purposefully use technology• express themselves through the arts

The HIS H.U.S.K.I.E.S.

Socially & Personally Responsible Individuals who

- take ownership for their identity and actions
- demonstrate reliability and commitment
- manage personal resources
- pursue physical and mental health

International Primary Curriculum (IPC)

IPC is used as the science and social studies curriculum from PreK to Grade 5. Four units are investigated each year, with all teachers pretty much following the same timetable. All IPC units are co-taught between Milepost partners. 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.

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.

Recess

- Students must wait for the teacher in the entry area before proceeding to the gym or playground
- At the end of recess students must line up at the gym doors or the end of the track once the whistle has been blown and all equipment has been returned. A teacher will escort students into the school at the end of recess

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.
- In the winter, students must stay within the area designated by the duty teachers. The sliding and snowball areas will be decided and students will be informed.
- Students are not permitted to tumble or roll down the snow-covered hill.
- When there is snow on the hill, students may slide down on their bottoms only.
- Students may only slide down the snow-covered hill individually
- 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 fifth graders give out and accept returns of equipment. Only those students are allowed in the shed. At the end of recess, equipment must be returned and stored correctly, and the shed locked. Keys are shared by teachers.
- 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 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 and at the discretion of the duty teacher.
- Basketball, jump rope and more calm play should occur at the stage end.
- 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.
- The school receptionist 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 [year round permission slip](#) signed by their parent/guardian permitting them to leave the school grounds.
- The administration, office staff, kitchen staff and specialist teachers must be informed so they are aware of the altered class activities and lunch changes for the day.
- 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.

Jouzankei Overnight

At the beginning of the school year Milepost 3 students go on an overnight to Jouzankei [Nature Village](#). Milepost 1 and 2 students join them for day trips.

Library

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

End of the Day

Students are to leave for home immediately after school is out, unless they are directly involved in an after school activities. Students are NOT allowed to wait around, unsupervised, for friends or siblings who are involved in activities. See the [after school policy](#) for more information.

Parent/Teacher Conferences

- During the first semester, the office schedules formal conferences with parents for all students.
- At the end of the second semester, formal conferences may be held at the request of the teacher or of the parent. These are scheduled by the class teacher.
- To facilitate the coordination of conference times for parents with more than one child at HIS, the office schedules the times for our first semester P/T conferences. The Administrative Assistant 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 observed 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 and are housed as a google docs in the [Elementary Folder](#)
- IPC reports are sent out at the end of each unit.
- 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.
- The 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 and in the student portfolio.

Extra-curricular Activities

There are a number of after school activities that elementary students may be involved in such as dance class, violin lessons, crafts and sports. 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 students sometimes, such as Movie Night or Kids Camp. These are fundraisers for the older students and are a fun time for those who attend.

Sports Day

There is an annual Sports Day on a Saturday in mid May. Students are divided up between the white team and the green team to compete in various events and games. Teachers act as supervisor or judges on the day.

PE Uniform

Students must have a change of clothes to participate in physical education class. Students are highly encouraged to purchase an HIS PE uniform which can be worn for class and is used for sports day.

Six Reasons to Speak English (Developed by the Secondary Student Council in 2006)

English is the language of global citizenship There are many places of education in Sapporo, but the reason HIS was founded and the reason students come to HIS is because we cater to the international community of Sapporo and we are dedicated to educating future global citizens. As such, we offer instruction in a non-Japanese common language. That common language is English.

English is the language of inclusion HIS has many students from all over the world, speaking many languages. Speaking a language other than English at HIS can leave a person or a group of out of the conversation. The virtues of friendliness and courtesy motivate one to not shut people out by using a language other than the agreed common language of English.

English is the reason many students are here Many students come to HIS specifically to immerse themselves in the language of English. They are learning English as their second-language to prepare themselves for college study and for their future occupation. These students have dreams, and being at HIS using English is one step in acquiring those dreams.

English is a valuable asset in our world today English is the language of international politics, international business and of most international corporations and world-wide organizations. Having a command of English opens doors to English speakers that are closed to non-English speakers.

English speaking helps you become more proficient in English The language acquisition process takes practice and commitment. Academic and social English practice reinforce each other. Improvement in one realm enhances the other. Continual, dedicated effort to speak your foreign language is a good way to improve and gain proficiency.

English prepares you for western universities The purpose of HIS and the design of our curriculum is to prepare students for university-level studies in the English-speaking world. Practicing that now will get you prepared for that later.

School Song

From many nations, we come to you,
We bring our talent, our hopes, our dreams.
You give us knowledge, encouragement.
To face the future on life's best team.
H.I.S.—star of the northern sky;
H.I.S.—where our fond memories lie.
We'll all go far; the world has many parts;
But H.I.S. will remain in our hearts.

All Students -- Emergency Supply Pack -- In the event of a major earthquake, HIS would like all students to be prepared for the potential necessity of spending several hours or overnight at the school. HIS requires all students to bring an emergency pack on the first day of school. The pack should be contained in a zip-up, clear plastic filing case. These are available at ¥100 and stationery supply shops, and are the size of a binder. They usually have a cloth edge in bright colours with clear plastic panels. The case should contain (1) a small (where possible, a thin) bottle of unopened water (2) a compact LED flashlight and (3) three, unopened, healthy packaged snacks such as nuts, granola bars and a *Calorie Mate*.