

Osaka YMCA International School Parent Handbook 2019-2020



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General School Information

OYIS and Osaka YMCA

Osaka YMCA International School (OYIS) is an English-instructional, private, international school located in Nakatsu, Osaka, Japan. OYIS began operations in 2001 and received

Gakko Hojin (private school) Status from the Osaka prefectural government in 2012. OYIS is an International Baccalaureate (IB) World School, also accredited by the Western Association of Schools and Colleges (WASC). The school operates from Pre-school to Grade 10, with plans to extend to Grade 12. Approximately 80% of students come from countries throughout Asia, with the remaining 20% from other non-Asian countries. The majority of OYIS faculty are from Western countries, including the USA, Canada, New Zealand, and Australia.

OYIS is part of a large family of Osaka YMCA operations that also includes: language schools, international kindergartens, and outdoor camps. Since 1882, Osaka YMCA has been a trailblazer in internationalization and education. Its first English-language schools and university preparatory courses became the model for an entire industry of afterschool education in Japan. Osaka YMCA is the main provider of international education in Osaka City.

Organizational Affiliations

International Baccalaureate Primary Years Programme (PYP)

OYIS is an IB World School. IB World Schools share a common commitment to student-centered, inquiry-based education that endeavors to produce global citizens ready to lead the 21st century.

International Baccalaureate Middle Years Programme (MYP)

OYIS has applied to the IB organization to become an MYP candidate school. Operations will be split between the Nakatsu and Tosabori campuses.

International Baccalaureate Diploma Programme (DP)

OYIS has applied and has been accepted as a candidate to run the Diploma Programme. We plan to open grade 11 (DP 1) at our Tosabori campus from September 2021.

Western Association of Schools and Colleges (WASC)

OYIS is accredited by the Schools Commission of the Western Association of School and Colleges (WASC), an American accreditation body.

Additional Affiliations

OYIS is a member of the Japan Council of International School (JCIS), the East Asia Regional Council of Schools (EARCOS), the International Baccalaureate Association of Japan (IBAJ), and the council for Supervision and Curriculum Development (ASCD).

Mission Statement

At Osaka YMCA International School, students actively develop knowledge, skills, and international-mindedness through student-centered, inquiry-based education. Our programs

are designed to empower students to achieve personal success, while compassionately contributing to their local communities and a more peaceful world.

Vision Statement

Our immediate focus is to uniquely improve school culture, curriculum, systems and facilities. We strive to have a community that is noticeably warm, welcoming, safe, respectful, emotionally fulfilling, and professionally satisfying.

Educational Philosophy

Osaka YMCA International School is a holistic, student centred, educational institution, employing a well-rounded knowledge & skills-based curriculum where students are active participants in their education. Our students actively develop in global awareness, international-mindedness, language, personal responsibility and individual personality. All our community members, including staff, students and families are empowered to: develop their gifts to achieve personal success, compassionately contribute to their local communities and a more peaceful world, seek truth based on conscience, respect their own and others' dignity and create a cooperative, hope-filled society.

IB Learner Profile

Osaka YMCA International School is committed to the development of the mind, body, and spirit of the whole child. We educate children to develop critical thinking skills, to value relationships, and to strive towards wellness. We demonstrate this by incorporating the IB Learner Profile into our teaching and learning. We want students to be:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-minded	Caring	Courageous	Balanced	Reflective

School Community

Enrollment Agreement Reminder

As a requirement of continued enrollment of your child(ren) at OYIS each academic year, it is necessary that parents/caregivers agree to the following conditions:

- I agree to support the mission, vision, and educational philosophy of OYIS by abiding by its policies and procedures and educational programming, which is student-centered and inquiry-based, with English as the language of instruction and inclusion.
- I agree that media (photos, videos, audio) that is collected in the course of OYIS' operations, and which may include students and/or parents/caregivers, may be used by Osaka YMCA for marketing, communications, and educational purposes. By providing written consent to OYIS, legal guardians are granting Osaka YMCA a

non-exclusive, royalty-free, worldwide license, for the duration of the statutory copyright protection, to reproduce for media in any medium.

- I agree to my child(ren)'s materials being submitted to accrediting organizations (IB, WASC, etc.) from time to time for educational, training, and/or promotional purposes relating to the activities of those organizations, or related activities of which they approve. By providing written consent to OYIS, legal guardians are granting the accrediting organizations a non-exclusive, royalty-free, worldwide license, for the duration of the statutory copyright protection, to reproduce for media in any medium.
- I authorize the release of my phone number and email address to the school to communicate school information and to be used in the event of an emergency.
- I give permission for my child to attend any and all school-sponsored excursions.

Parent/Caregiver Information

Partnership With School

Education is a collaborative venture. Cooperation between parents/caregivers 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/caregivers can support their child(ren)'s learning at school by doing the following:

- Support the mission, vision, and philosophy of the school and reinforce those ideals in the home environment
- Ensure your child is well-rested and prepared for school
- Help your child establish set times and spaces at home for learning every day
- Do your best to help your child learn through English, if it is not their mother tongue
 - Encourage your child every day to use English at school
 - Model communication in English with teachers and other school personnel

Expectations

Parents/caregivers are also expected to do the following:

- Update the school with the most current personal information if it differs from that provided on the original application to the school
- Ensure that the school has written permission from your child to:
 - Go someplace other than home after school
 - Be picked up by someone other than you
 - Otherwise vary their regular routine
- Make prompt arrangements for the immediate collection of your child from school should they be ill or if they need to leave early for any reason
- Make prior arrangements with the school by directly contacting the school office and the homeroom teacher if your child will be absent from school for family trips, vacations, or extended activities
- Tell your child where to go or what to do if they arrive home and find no one there
- Label garments and other personal items with your child's name
- Take responsibility for your child(ren) before school starts and after school ends, unless they are participating in afterschool clubs or other school-sanctioned activities

- If your child is in the Early Childhood programme, you must accompany your child to school and collect them in person at the end of the school day. If a parent/caregiver is not able to fulfill this duty in person, they must appoint a suitable adult in their place and inform the homeroom teacher and the office of the arrangement. Per school policy, no Early Childhood students allowed to travel to or from school unless accompanied by an adult.
- Supervise your child(ren) after school. All students and parents must leave the playground by 16:15. On Wednesdays, students not involved in clubs must leave school ground by 15:45.
- Abide by Japanese laws and regulations both on and off the school campus

Volunteering

OYIS encourages parents/caregivers to participate directly in their child(ren)'s education. A rewarding way to do that is to volunteer in the classroom or for other events and activities. There are numerous opportunities for parents/caregivers to contribute directly in our collaborative approach to education:

- Group-reading
- Tutoring
- Library support
- Extracurricular activities (parties, field trips, after school clubs)

Parent/Caregiver Volunteer Group (PVG)

The purpose of the PVG is to provide opportunities where the various interested parties of the school community can come together in an atmosphere of goodwill and cooperation. Participation in the PVG is not mandatory and parents/caregivers may join or leave as their commitments allow them. The PVG has several aims:

- To provide services and programs in support of the educational and extracurricular activities of the students
- To raise funds for various student-led initiatives and school-wide events and activities
- To provide opportunities for greater interaction between parents, students, and teachers

Fundraising and Classroom Initiatives

At OYIS we are committed to student action, but **all fundraising must be approved** by the school's administrative team. This is to ensure projects don't overlap and we are not over-burdening our school community. At present, the school participates in two big YMCA fundraising projects in October and December. These times should be avoided.

A note about fundraising: "Although the outcome of fundraising is worthy ... it may not require much in the way of personal commitment or reflection. It is intended that the person taking action will grow from the experience, and that the process of taking action or not will contribute to each student establishing a personal set of values."

Policies

Privacy

As condition of your child(ren)'s enrollment at OYIS, you agree to allow OYIS to take photos, video, and audio and use them to support the school's regular operations (newsletters, website, social media). This permission does not extend to parents/caregivers and students taking or using media (photos, videos, audio) of each other without first having the permission of those people and the permission of the school. Photos, videos, and audio that have been taken without permission are not to be posted on social media sites or otherwise distributed. For Early Childhood (EC) and elementary students, permission is needed from the student's parents/caregivers and the school before taking or using any media.

There may be times when it is acceptable to take photos, videos, and audio. The school will indicate to the community at what times it is allowable to do so. If you are not sure, please ask someone first.

In the special cases of government officials, celebrities, or business leaders, it is not permitted to take photos, videos, or audio of them or their children without their and the school's permission. It is also forbidden to post any media of these individuals or their children to social media or other sites in a manner that makes these children identifiable. Violations could result in serious consequences from the school or outside legal authorities.

School staff have been instructed to strictly enforce this policy. If you see someone violating this policy, please ask them to stop. Help us to create and maintain a safe and supportive school for the entire community. Thank you in advance for your understanding and cooperation.

Communication

Communication is at the heart of the school's mission and vision. As role models for our students, both teachers and parents/caregivers should model the behavior we want to see them exhibit and embrace the attributes of the IB Learner Profile.

OYIS believes in equality and transparency in communications, whenever possible. There are times when the school will not be able to discuss sensitive matters publicly or will be able to discuss them with only select individuals. The school asks that all parents/caregivers respect each other's rights to privacy and confidentiality. Failure to do so could result in serious consequences from the school or outside legal authorities.

Additionally, the school asks that parents/caregivers, or any other associated adults, not directly approach anyone at the school involved in sensitive school matters, even with good intentions, as these approaches have the potential to be misunderstood; which could cause further difficulties.

Parents/caregivers, or any other associated adults, are also asked not to approach any other children who may be involved in a dispute with their child. You may not engage this child in any discussion related to the dispute or ask them to do anything on your behalf. Failure to comply with this directive may result in serious consequences from the school or outside legal authorities.

Outside communication platforms

OYIS understands classroom parent/caregiver groups may choose to use external communication platforms, like Line, to communicate. It recommended parents use these communicate in a positive manner that reflects being an internationally-minded individual. OYIS takes no responsibility in monitoring or policing any platform not specifically provided by the school.

Translation

OYIS understands that not all parents/caregivers are native English speakers and will need translation from time to time. OYIS will try to provide translation when possible however, due to our diverse population, this is not always possible. It is the responsibility of the parent/caregiver to supply their own translator should OYIS be unable. For sensitive discussions, OYIS requires families to provide their own translation support.

Who Should I Talk To?

School Day	Physical Wellbeing	Emotional well-being
Daily Schedule	Sickness	Adjusting to school
Lunch Times	Medication	Friendships
What to bring to school	Allergies	Playtime expectations
Birthdays	Vaccinations	Conflict between students at school
Field Trips	Accidents	Conflicts between my child and a teacher
Leaving Early	Diets	My child feeling excluded
Accidents		Teasing
		Bullying
		Personal Social Development
1st: Child's homeroom teacher	1st: Child's homeroom teacher	1st: Child's homeroom teacher
2nd: OYIS Office	2nd: OYIS Office	2nd: Student Support Coordinator
	3rd: Programme Vice Principal	3rd: Programme Vice Principal 4th Programme Principal

Services	School Administration	Operational Matters
Bus	Child teacher conflict	Graduation/transfer/extended absence
Lunch	Parent Teacher difficulties	Fees
After School care	Who to contact and in what order	Payments, invoices, bank transfers
PE/school uniforms		Facility maintenance
Document requests		
1st: OYIS Office	1st: Teacher Programme Coordinator	1st: Admissions coordinator
	2nd: Programme Vice Principal	2nd: Business manager
	3rd: Programme Principal	3rd: Director of Operations/Programme Principal
Specialist courses	Child's Learning	Clubs/Library
Japanese	Progress	Book club orders
PE	Learning goals	After School clubs
Visual Arts	Learning skills	
EAL	Reading & Writing	
	Math skills	
	Units of Inquiry	
	Homework	
	Behavior expectations	
	Who to contact and in what order	
1st: Teacher Directly	1st: Child's homeroom teacher	1st: Activities Programme Coordinator
2nd: Programme Coordinator	2nd: Programme Coordinator	2nd: Office
3rd: Programme Principal		

OYIS School Communications Tools

- **School Website:** used to share school information with the OYIS community
- **Bi-Weekly OYIS Mailchimp:** communicates upcoming events and share information about programmes
- **(PYP) Alma:** collects and houses student data, report cards and send emergency notices
- **(MYP & DP) ManageBac:** collects and houses student data, curriculum and send emergency notices
- **(PYP) Seesaw:** daily communication tool, to help parents develop a deeper insight into what is happening everyday; also functions as a student digital portfolio

- **Information Sessions:** face-to-face format used to educate parents about teaching and learning, school initiatives at OYIS and to provide opportunities for parents questions

School Life

Allergies and Food sharing

OYIS has a very strict “no food sharing” policy. Some students may have extreme food allergies. Some of these anaphylactic allergies are so severe that proximity to such a product could be life-threatening. In the interest of safety, students are asked not to share their snacks/ lunches or treats with others." We believe that prevention is the best approach. Therefore, we request that parents/caregivers help support the school by reminding their children not to share. As food sharing can be very dangerous, OYIS reserves the right to ask a child to leave the school should they continue to violate our “no food sharing” [allergy policy](#).

School Events

Throughout the school year, OYIS will have various events and celebrations connected to academic and social-emotional learning. Many of these events will be opened to the parental community. During these events certain school schedules and services may not run as normal.

School Entrance and Guest Sign-in Procedures

It is mandatory that all staff, parents and visitors wear their OYIS name tag and coloured lanyard at all times when on school grounds. Each family will receive two lanyards. A replacement can be purchased for ¥500 from the office. Parents remaining in the school after 9:10 must sign in at the front office. We ask parents/caregivers to refrain from bringing younger siblings to classes during instructional time, unless prior arrangements have been made.

Visitors

OYIS frequently welcomes visitors to the school. All visitors should ONLY enter the building through the front gate and main entry doors. Upon entry to the school, guests must sign in at the front office and show ID. Visitors should not be walking around the school unaccompanied; they should be escorted at all times by a staff member.

Lanyard Guide	
Role	Color
OYIS staff	Red

OYIS parents	Blue
Guests	Yellow

School Hours and Schedule

Below are the important times for regularly-scheduled days at OYIS:

Time	Monday, Tuesday, Thursday, Friday	Time	Wednesday
8:10-8:45	Students arrive; schoolyard only Students may not arrive before 8:10, as there is no school supervision.	8:10-8:45	Students arrive; schoolyard only Students may not arrive before 8:10, as there is no school supervision.
8:50-9:00	Attendance and Homeroom	8:50-9:00	Attendance and Homeroom
11:00-11:30	Morning Recess	11:00-11:30	Morning Recess
12:30-13:00	Lunch	12:30-13:00	Lunch
13:00-13:30	Lunch Recess	13:00-13:30	Lunch Recess
14:30-14:45	Afternoon Break	14:00	Pick-up: Early Childhood (PS, KA, KB, Grade1-6)
15:45	Pick-up: Early Childhood (PS, KA, KB)	14:30	Pick-up: Grades 7-9
16:00	Pick-up: Grades 1-9	14:45	School bus leaves OYIS All students not in clubs or afterschool care must be off-campus.
16:10	School bus leaves OYIS	14:15-15:30	Afterschool Clubs (PS,KA,KB, Grade1-6)
16:15	All students not in clubs or afterschool care must be off-campus.	14:45-15:30	Afterschool Clubs(Grade7-8)
16:15-17:00	Afterschool Clubs	Regular collaboration meetings are a requirement for continuing IB authorization and are held on Wednesdays from 14:00-16:30	
17:00-17:15	All students must be off-campus.		

Afterschool Clubs

Afterschool clubs are both free and fee-based. They are held each day of the week and there are three terms during the school year; with the clubs offered varying each term. Parents/caregivers will need to sign their child(ren) up for clubs using the Google Forms provided by the school. Students who have signed up for clubs are required to attend on a consistent basis. If a student cannot attend a club, the parent/caregiver is required to inform the office at least one day before the club. Lack of engagement or sporadic attendance may result in the student being dismissed from the club.

School Services

OYIS offers various school services. These include:

- Bus
- Lunch
- AfterSchool care

The availability of these services will change when the school has special school events. Please see the [school website](#) for more details.

Bus

See the [school website](#) for more details. This schedule is subject to change. If you need to contact the bus, please use this number:

090.7551.6865 (only available during bus operating hours)

Rules and Regulations

- Parents/caregivers of EC students are responsible for their arrival and pick-up
 - Parents/caregivers should arrive at the bus stop 5 minutes before the departure of the bus
 - The bus will not be able to wait for students arriving late or parents late for pick-up
 - It is best to call/text the bus phone to inform them of your delay or absence
- All students riding on the bus must be seated and must wear a seatbelt (pull-down seats excluded)
- Students need to obey the instructions of the bus driver, monitor, or any other teacher riding the bus
- Students may not eat or chew gum when riding the bus
- Students may drink from a PET bottle or thermos
 - Juice cartons and open cups are not permitted
- Windows must remain closed while the bus is in operation
- Students may not interfere with the operation of the door
- Students may not play musical instruments while on the bus
- Students who are unable to consistently follow the rules, or whose behavior is unacceptable, may be refused permission to ride the bus

Lunch

School lunch is available upon request from an outside provider. Students not receiving the school lunch are responsible for bringing their own lunches. Students receiving the school lunch should bring their own chopsticks or utensils. See the [school website](#) for more details.

Afterschool Childcare

This service is available for Preschool to Grade 2 students. See the [school website](#) for more details.

Rules and Regulations

- Sign-up
 - For regular service: sign-up using the application form
 - For temporary service: see the office at least 24 hours prior
- You should notify the office of any change in your schedule
- Any uninformed delay in picking up your child(ren) results in an automatic 30-minute sign-up (subsequent sign-ups may follow, as necessary)
- In the event of a school emergency closure, services will be cancelled and no refund will be issued
- Submit ticket(s) to afterschool care staff when picking up your child(ren)
 - Tickets are available in the office
- Consult the Service Calendar or check with the office to confirm service availability

Travelling to School

By Car

Do not park, drop off, or collect students anywhere along the street where the front entrance/main gate (north gate) is located, as this will block traffic. The east gate is a drop off point for elementary and middle school students only and should not be used for parking. Parents of EC students coming to school by car should park in the coin parking lots located in the school vicinity and walk their child to school. Parents should not drop children off at the front gate by car.

By Train

Grade 1-9 students are eligible for a transportation discount (“gakuwari”). The form can be obtained from the office.

Field Trips and Overnight Excursions

Field trips and overnight excursions are a crucial part of the learning experience for students. Parent/caregiver permission is required for children to attend any off-campus activities and their current medical information (including any food allergies) must be provided to the school before they can attend.

All students are encouraged to participate in our field trips/excursions. OYIS has developed a long-term plan to ensure that students are exposed to a range of outdoor education, culture, and other excursions to round out their time at OYIS. In general, the scope of these activities increases as the students get older. When a student declines to go on field trips or overnight excursions it is the responsibility of the caretaker to supervise the child during the excursion time.

Grade	Place	Time
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Grade 2	To Be Determined	To Be Determined
Grade 3		
Grade 4		
Grade 5		
Grade 6		

Student-led Action and Service Learning

Student-led action and service learning are crucial components of the curriculum at OYIS. The school encourages all students to engage in service learning opportunities. Throughout the year, OYIS organizes a range of events that encourage students to become involved within the community. As students reach higher grades, it is our objective to develop a sense of empowerment and agency in them. In higher grades, students will be identifying community needs, planning their own projects, and working through the service learning process. In Grade 8, students will participate in the community project. This is a formal programme with expectations focused on service learning.

Library

Mission

The mission of the OYIS library is to provide a welcoming, dynamic environment that meets international standards, and services that support teaching and learning. It promotes reading for enjoyment and for information, as well as to prepare all students to be lifelong learners, critical thinkers, independent researchers, and digital citizens in a fast-changing world.

Teaching and Learning

The library provides both teaching staff and students with curriculum-related resources. The collection is sufficient for school projects and the physical space is flexible enough for multi-purpose use. The OYIS library program is adapted or verified for all school programmes: Early Childhood, Primary Years, and Middle Years. All students learn skills in the library that equip them to harness multiple streams of information and introduce them to various authors and illustrators that help to broaden their reading horizons.

Facilities

The library is equipped with an overhead projector, bluetooth speaker, and a whiteboard. WiFi is provided by the IT department for student and instructor use. A group study area is located in the center of the library where a whiteboard is provided. In the near future, there will be a laptop/tablet available for OPAC (Open Public Access Catalog), as well as for research use.

Technology Access

The library catalog, Infiniti, can be accessed from any computer with an Internet connection. Students and teachers are able to login to their own account to search for books. Online databases for both leisure reading and academic research are in place to maximize each student's learning potential and to foster a love of reading.

Borrowing and Fees

The following borrowing guidelines are in place:

- Early Childhood: 2 books/two weeks
- PYP: 5 books/two weeks
- MYP: 7 books/two weeks

Students may renew a book as many times as they wish too. However, borrowing privileges will be suspended if students have any overdue items under their account. Any missing or damaged items need to be paid for (processing fee - ¥1000) or replaced before borrowing privileges are reinstated.

Clothing and Valuables

Dress Code

While OYIS does not require students to wear a uniform on a daily basis, they should dress appropriately for the school environment. This means no high heels, short shorts or skirts, no ripped clothes or clothing with inappropriate writing in any language. Students who come to school wearing any of these prohibited articles will be asked to change or will be sent home to do so.

OYIS follows the Japanese custom of changing into indoor shoes upon entering the building. Students are required to have a pair of indoor shoes that can be used for indoor physical education. Each student has a dedicated shoe locker where they can place their shoes.

School Uniforms

OYIS does not have a formal uniform. However, polo shirts and caps should be worn during certain school events or field trips. These items can be ordered from the office:

- Caps (two versions)
 - Green: Early Childhood
 - Beige: Grades 1-6
- Polo shirt

Physical Education Uniforms

- PE Class: students are required to wear the OYIS PE uniform for classes. This includes a t-shirt and shorts.

- Swimming: Held in June and September. Required clothing: swimsuit (any type), flip-flops (beach sandals), and a towel; goggles are optional. Students should take their swim gear home after each class.

Valuables

The school strongly discourages students from bringing any items of value to school. Valuables such as jewelry, toys, electronic equipment, collectable cards, and fashion accessories are unnecessary in the school environment and may only cause distraction and envy in other students. The school will not be held responsible for their safekeeping and will not be liable for any loss or damage to personal valuables. 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 can first look in the Lost and Found box that is located on the first floor. Unclaimed items will be removed and disposed of monthly. However, there may be opportunities where lost and found items will be displayed during school events for parents/caregivers to look through.

Information Technology (IT)

Guidelines

Technology use is integrated into the curriculum and students are expected to be able to use devices for research, in accordance with the guidelines listed below:

- All OYIS network traffic is logged and monitored. The network is not a private system and there can be no expectation of privacy while logged on.
- Programs or files that are believed to pose a threat to OYIS students or the network will be moved, locked, or deleted.

BYOD Laptop Specifications

Every student from Grade 5 to Grade 9 is required to bring their own laptop and charger to school each day. Laptops must meet the minimum specifications listed below:

Brand	Apple
RAM	4GB
Hard Drive	128 SSD
Year	2015 or newer

Mobile Devices

During the day, students are required to leave their mobile devices/smartphones in their lockers. If a student is found to be using their mobile device, it will be taken away and

returned at the end of the school day. Should you need to contact your child, please call the school at +81 (0)6 6345 1661.

Student Support

PYP EAL (English as an Additional Language)

Assessment

The PYP EAL department is responsible for assessing incoming students. They are assessed on all four domains: speaking, listening, reading, and writing. Based on these results, and other anecdotal records, students who are deemed to need English-language support are placed within a four-level programme (PYP only). In this programme, Level 1 is the lowest level of English ability. Any students testing at a Level 5 or higher (PYP only) will not be placed in the EAL programme.

Students in Levels 1-4 receive English-language support and are assessed on a formal and informal basis by both homeroom and EAL teachers throughout the year. Students in the programme receive comments from their respective EAL teacher on their report cards.

At the end of the year (typically late May), all students in the EAL programme are given an assessment which will help to determine their EAL level for the following school year. In addition to this assessment, the EAL department consults with the homeroom teacher on a case-by-case basis to get a more holistic picture of how the student is accessing the curriculum before assigning their new level. Results of the assessment will be issued as part of the second semester report card. Students placed in Levels 1-4 will require support during the next school year.

Students enrolling in Early Childhood are admitted without a language assessment. Students in Kindergarten B (KB) are assessed after entering Grade 1, at the end of September. An assessment specifically designed for students at this age will be used. Based on the assessment, and in consultation with the Grade 1 teacher, students will be assigned an appropriate level within the programme, if English-language support is deemed necessary.

Support Models

The PYP EAL department has the responsibility of supporting all students in Levels 1-4. This is done through the models listed below:

In-class Support	<ul style="list-style-type: none"> • Inside the classroom support for students during a lesson • Small groups or individual instruction or check-ins on specific skills or tasks
Targeted Support	<ul style="list-style-type: none"> • Outside of the classroom support during a lesson • Small groups or individual instruction on specific skills or tasks
Co-teaching	<ul style="list-style-type: none"> • Co-teaching a lesson with the classroom teacher

	<ul style="list-style-type: none"> Leading a smaller group of students alongside classroom teacher
Collaboration	<ul style="list-style-type: none"> Working with the classroom teacher on planning and support strategies for EAL students

Fees

There is a yearly fee charged by the school for EAL support. This fee is applied for the first three years that a student is enrolled in the programme. Fees may be refundable for students leaving the school early or exiting the programme during the school year. Please see the office for more details.

Afterschool Club Requirement

Any level 1 or 2 student, in grades 2-6, is required to enroll in at least two English-only afterschool clubs each term. One of these can be the homework club, during which time they will be expected to use Raz-Kids.

EAL Essential Agreement

Parents of any student enrolled in the PYP EAL programme will be required to attend an information session about the programme and read and sign the EAL Essential Agreement.

MYP EAL (English as an Additional Language)

Assessment

The MYP EAL department is responsible for assessing incoming students. They are assessed on all four domains: speaking, listening, reading, and writing. Based on these results, and other anecdotal records, students who are deemed to need English-language support are placed within a five-level system. In this programme, Level 1 is the lowest level of English ability. Any students testing at a Level 6 will not be placed in the programme.

At the end of the year (typically late May), all students in the EAL programme are given an assessment which will help to determine their EAL level for the following school year. In addition to this assessment, the EAL department consults with the relevant teachers on a case-by-case basis and reviews additional work and assessments to get a more holistic picture of how the student is accessing the curriculum before assigning their new level. Results of the assessment will be issued as part of the second semester report card. Students placed in Levels 1-4 will receive direct language support the next school year.

Placement

Based on their assessment, students will be placed into one of two English classes: Language Acquisition or Language and Literature. Both classes are divided into phases that students can move into and out of. Students in phase 6 of Language Acquisition may be able to move into Language and Literature, depending on the quality of their work and an additional English-language assessment.

Please see the table below for a comparison of language levels and phases:

EAL Programme Level	MYP Phase
1-2.5	1
2.6-3.5	2
3.6-4.5	3
4.6-5.5	4
5.6-6.0	5

Language Acquisition

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. Language acquisition in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The aims of MYP Language Acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Language and Literature

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral,

social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

Support Models

The MYP EAL department has the responsibility of supporting all students in phases 1-3. This is done through the models listed below:

In-class Support	<ul style="list-style-type: none"> • Inside the classroom support for students during a lesson • Small groups or individual instruction or check-ins on specific skills or tasks
Targeted Support	<ul style="list-style-type: none"> • Outside of the classroom support during a lesson or in addition to lessons • Small groups or individual instruction on specific skills or tasks
Co-teaching	<ul style="list-style-type: none"> • Co-teaching a lesson with the classroom teacher • Leading a smaller group of students alongside classroom teacher
Collaboration	<ul style="list-style-type: none"> • Working with the classroom teacher on planning and support strategies for EAL students

Fees

There is a yearly fee charged by the school for EAL support. This fee is applied for the first three years that a student is enrolled in the programme. Students who are in phases 1-3 are required to pay fees. Fees may be refundable for students leaving the school early or exiting the programme during the school year. Please see the office for more details.

Behavioral Support

As part of their personal growth, children may experience emotional challenges and conflict. OYIS promotes the nurturing of empathetic, compassionate and caring attitudes. We engage in daily circle times where students can explore and develop their emotional intelligence. We provide group and individual student support and, when necessary, have a school counsellor available to assist. We believe that with appropriate guidance and support, students can develop responsible, caring and inclusive behaviours.

When children are unable to restore relationships independently, OYIS employs a restorative approach guided by the student support coordinator. Our restorative process is applied as follows (exceptions may occur):

1. Make sure the child is safe
2. Determine how the child feels
3. Determine what harm was caused and how it occurred
4. Coach both parties in restorative communication
5. Help students achieve an agreement
6. Follow up and monitor closely

When children experience difficulty in managing their behaviour independently, the following support is provided:

1. Teachers re-evaluate delivery of curriculum and classroom management
2. Management plans are put into place and parents/caregivers are contacted
3. Students are monitored and supported to achieve their behavioural goals

OYIS encourages inclusion and restorative practices. Caregivers should be mindful that exceptions may sometimes occur. In such cases, parents will be immediately contacted and asked to visit the school for a meeting with school administration. After careful deliberation, administration will decide on the most appropriate course of action. If deemed necessary, this may include suspension or termination of enrollment.

We ask parents/caregivers to support the school’s process by modeling appropriate and positive social behaviours outside of school. We also encourage parents/caregivers to value their child(ren)’s emotional growth as much as their academic growth.

Bullying

Bullying is not a term that should be used lightly. Bullying means aggressive and repeated behavior by an individual. It is targeted towards one or two people and is done over a period of time. The behavior is intended to:

- Cause harm, fear or distress to another individual, which may include physical, psychological, social or academic harm, and can also include damage to the individual’s reputation or to their property.
- Create a negative environment at OYIS for another individual that may or may not include the use of technology.

Types of Bullying

Physical bullying
Physical bullying is the most obvious form of bullying. It occurs when someone uses physical action to gain power and control over their targets. Physical bullies tend to be bigger, stronger, and more aggressive than their peers. Examples of physical bullying includes kicking, hitting, punching, slapping, shoving, and other physical attacks. Unlike other forms of bullying, physical bullying is the easiest to identify. As a result, it is most likely what people think of when they think of bullying.
Verbal bullying
Perpetrators of verbal bullying use words, statements, and name-calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean, and hurt another person. They choose their targets based on the way they look, act, or behave. It’s also common for verbal bullies to target kids with special educational needs. Verbal bullying is often very difficult to identify because attacks almost always occur when adults aren’t around. As a result, it is often one person’s word against another person’s word. Additionally, many adults feel that things kids say don’t impact others significantly.

As a result, they usually tell the victim of bullying to “ignore it.” But verbal bullying should be taken seriously.

Relational Aggression

Relational aggression is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers. Sometimes referred to as emotional bullying, relational aggression is a type of social manipulation where individuals try to hurt their peers or sabotage their social standing.

Relational bullies often ostracize others from a group, spread rumors, manipulate situations, and break confidences. The goal behind a relationally aggressive bully is to increase their own social standing by controlling or bullying another person.

In general, girls tend to use relational aggression more than boys, especially between fifth and eighth grade. As a result, girls who engage in relational aggression are often called “mean girls” or “frenemies”. A person on the receiving end of relational aggression is likely to be teased, insulted, ignored, excluded and intimidated. Although relational aggression is common in middle school, it is not limited to this age group. In fact, some bosses and other workplace bullies also engage in relational aggression.

Cyberbullying

When a person uses the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person, this is called cyberbullying.

Prejudicial Bullying

Prejudicial bullying is based on prejudices individuals have toward people of different races, religions, or sexual orientation.

Sexual Bullying

Sexual bullying consists of repeated, harmful, and humiliating actions that target a person sexually. Examples include: sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials. For instance, a bully might make a crude comment about a person’s appearance, attractiveness, sexual development, or sexual activity.

Information adapted from: <https://www.verywellfamily.com/types-of-bullying-parents-should-know-about-4153882>

Reporting Bullying Incidents to Staff and Consequences

In cases of bullying, the counsellor and the vice principal will be informed immediately. Parents will be informed and asked to come in for a meeting to discuss the problem. Bullying behavior or threats of bullying will be investigated promptly and measures taken to stop the bullying.

OYIS understands that students often feel fear and are reticent in reporting an incident, and therefore pledge to implement protective measures. The safety of the student reporting an incident of bullying will be a driving factor in the school’s response. Students who are bullied, who bully others, or who witness bullying will meet to discuss possible solutions and plan for

positive action. Our students may be suspended for bullying and/or may be considered for expulsion.

Possible reasons for expulsion may include the following:

- Violent acts
- Repeating previous suspension for bullying
- If the student's continuing presence at OYIS creates, in the school's opinion, an unacceptable risk to the safety of another person

Off-Campus Behavior of Students

Off-campus behavior is fundamentally the responsibility of the individual student and parents. Students must continually be aware, however, that they are always the representatives of OYIS in the larger community and should conduct themselves in such a manner. Behavior that impairs the harmony or efficacy of the school community may be dealt with by the school administration

Counseling

The school currently employs a licensed, bilingual (English, Japanese) counselor on Fridays. OYIS also works in partnership with the KENTO Center on Rokko Island in Kobe to provide diagnostic and counseling services. Please contact kaoru-saito@oyis.org for additional details regarding counseling services.

Learning Support

OYIS is currently beginning development of a learning support program. This program will be designed to support students with unique learning needs and will make use of diagnostic assessments to guide the supports the school will provide.

Academics

Probation

Enrollment

Upon admission to OYIS, all students are placed on an initial 3-month probation. This period is usually completed successfully by the majority of students. Those who encounter difficulties during this time may have their probationary period extended for an additional 3-month period. If satisfactory progress has not been made at the end of this second period, the school reserves the right to terminate the student's enrollment.

Attendance

Regular attendance is a requirement for graduation or promotion to the next grade level. Students are required to be at school by 8:45 and in the classroom at 8:50.

Contacting School

PYP Parents	<ul style="list-style-type: none"> ● If your child will be late or absent, you are required to inform the school office by 8:45 a.m. ● Please email attendance@oyis.org and the homeroom teacher or call (0)6-6345-1661. ● Office staff will update Alma. ● For students who are absent and the school does not know where they are, office staff will begin calling parents from 9:30 a.m. to try to locate the child. If the school cannot locate a child, the school may alert the police.
MYP Parents	<ul style="list-style-type: none"> ● ManageBac <ul style="list-style-type: none"> ○ Submit Attendance Excusal ○ Tutorial Link

Attendance Reporting and Compliance

Days late or absent will be shown on the report card.

Chronic lateness or absences of 10% will trigger the school's student support process and parents will be asked to meet with the relevant staff (homeroom teacher, student support coordinator, programme vice principal) to discuss concerns. Serious health issues or family emergencies will be taken into consideration.

Assessment Philosophy

Assessment is a vital part of the school's teaching and learning programme. It provides information about student learning and development as well as a framework for curriculum planning, self-reflection and collaboration. With the realization that children learn in different ways, at different rates, and at different times, effective teaching and learning in our classrooms will be promoted by offering a variety of assessments. Students, teachers, and parents are active participants in the assessment process used to guide students through their programs.

Students will assume ownership of their learning through the assessment process in a variety of ways: through self-reflection and self-assessment, by setting goals for themselves in their learning and by understanding the criteria for quality products through the use of rubrics.

Teachers collect and use data to drive instruction, differentiate instruction, and provide interventions and enrichment based upon student needs through collaborative and reflective practices in order to evaluate student progress. Parents can understand student learning, provide support outside of school, and celebrate learning and student accomplishments.

Purpose

Assessment is crucial to the teaching and learning process. See the examples below:

- To support and encourage effective teaching and learning
- To prioritize student learning needs
- To encourage independence and collaborative working skills
- To inform levels of student engagement with the essential elements and expectations of the PYP and the MYP (Middle Years Programme)
- To evaluate the efficacy of the school's various programs

Portfolios

For Early Childhood and PYP classes, OYIS uses Seesaw for documentation of portfolios. If you have a child in one or more of these grades, you are required to sign up for this service. For MYP, students will utilize the ManageBac platform for all assessment; which will also allow it to serve as a portfolio for each student.

Report Cards

Report cards are issued twice a year through Alma. Dates for the 2019-2020 school year are:

- Semester One: 7.February.2020
- Semester Two: 26.June.2020

Conferences

OYIS facilitates three conferences throughout the year for parents and students to participate in. Apart from the scheduled conferences listed below, parents/caregivers are encouraged to meet with their child(ren)'s teacher at any time during the school year, with prior arrangement.

Date	Conference	Participants
14.October.2019	Parent/Caregiver-Teacher	parent/caregiver, teacher
7.February.2020	Three-way	parent/caregiver, student, teacher
26.June.2020	Student-led	parent/caregiver, student

Promotion and Graduation

In order for a student to be promoted from one grade level to the next, a student must have completed the previous grade level satisfactorily, as attested to in their semester two report card. Students who are not able to attend the year-end promotion ceremony, due to illness or extenuating circumstances, can collect their certificates from the office.

In order to graduate from one programme to the next (eg. PYP to MYP), a student must complete all of the programme-based expectations and be in a passing condition based on

the specific IB expectations. In addition to this, students must be present for a sufficient portion of the academic year in order to graduate. This is in accordance with our attendance policy and is applied at the discretion of the school administration.

Document Requests

To request official documents from the school, parents/caregivers should contact the office for the appropriate form to fill out. Document requests are fulfilled within one week's time, after receipt of the appropriate form. These documents can be requested:

- Letter of Recommendation
- Copy of Report Card
- Certificate of Registration
- Certificate of Graduation

Withdrawal

Parents/caregivers who are withdrawing their child(ren) from OYIS are required to complete a withdrawal form at least one month in advance, as well as participate in an exit interview with the principal in some cases. All documents cannot be finalized until the principal has signed the withdrawal form and all outstanding fees have been paid. Preparation of withdrawal documents typically takes one week.

Injury, Illness, and Emergencies

Injury and Illness

Cases of injury or illness are addressed by the office staff. If the injury or illness is minor, the student will be treated and returned to class. If medical attention is required, the school's emergency procedures for injury and illness will be followed.

Students who become ill during the day should first inform the closest teacher, who will then contact the office and send the student there. Parents should collect their child(ren) as soon as possible, as the school does not have onsite treatment facilities. If a child vomits before coming to school, they are required to stay at home that day. Additionally, if they vomit at any point during the school day, they are required to go home as soon as their parent/caregivers can collect them.

Any children who are sick should remain at home until the illness can no longer infect others and they are able to meaningfully participate in their classes. They should be able to go outdoors, if necessary. Any child whose illness requires them to stay indoors must have a doctor's note stating the reasons why.

Parent Communication in Regards to small Injuries:

If a child is injured at school, the child will be sent to the Nurses office. The teacher on duty will then email/seesaw the parent on record about what happened and what kind of medical treatment was given.

First Aid Response Team

Kaoru Saito

Tanner Nickel

Medications

The school is unable to accept responsibility for administering medication. If possible, parents should ask their doctor to set administration times for outside of school hours. From Grade 2 upwards, parents are required to let the homeroom teacher know that their child is bringing medication to school.

If your child needs any medication, administration must be done by a parent/caregiver or by the child themselves. See the table below:

Grades	Administered by
Preschool - Grade 1	Parent/caregiver
Grade 2+	Student or parent/caregiver

Office staff should be made aware of any history of allergic reactions and any instructions regarding appropriate responses to these reactions. Parents/caregivers are required to complete the Medication Administration form in cases where medicine needs to be administered in emergency situations or to treat a chronic ailment. The form can be obtained from the office.

Insurance Policy

If the school is at fault, Osaka YMCA covers all students against physical impediments from ¥30,000 up to ¥1 million. For loss of life, Osaka YMCA covers all students for up to ¥1 million. Medical costs associated with an accident or loss of life that occur while attending or participating in school-sponsored and supervised activities, on or off the school campus anywhere in Japan, are covered up to ¥500,000, where it can be shown that the school is at fault.

It is the parent's/caregiver's responsibility to inform the school of any conditions that a student may have that could be aggravated while participating in school activities. The school will then ensure that all teachers, staff, and volunteers are aware of these conditions.

Emergencies

Occasionally, natural disasters or other declared emergencies may force the school to close. When this happens, parents will be notified by email and the OYIS [homepage](#) will be updated. For these reasons, it is a necessity that the school has the most current contact information for all parents/caregivers.

If parents/caregivers decided to keep their child(ren) at home during any emergency, they are required to notify the school as soon as possible. OYIS still takes attendance during emergencies and all students need to be accounted for, whether on or off school grounds.

School Closures

Before School

If there is an emergency weather warning before school opens, OYIS will decide by 7:00 whether or not to open the school. In the case of natural emergencies, OYIS bases its decision on information from the Japan Meteorological Agency (JMA). If a decision is made to close, parents/caregivers will be notified by email and a notice will be put on the OYIS homepage.

During School

If there is an emergency during school hours, OYIS will stop classes and notify parents/caregivers by email and update the OYIS homepage. Students who are normally escorted to and from school by parents/caregivers will be supervised at school until they can be picked up. Students who normally travel to and from school themselves may be allowed to return home on their own; if the school feels it is safe and appropriate to do so. Otherwise, parents/caregivers will be required to pick them up. Parents/caregivers of students who ride the bus will be informed of any changes to the regular schedule.

In Transit

If students are travelling to school when a natural disaster or other emergency occurs, and the safety of their immediate area can be confirmed, they should stay there and wait to see how the situation progresses. If the situation stabilizes, they should make their way to home or school; whichever might be closer. If a natural disaster or other emergency occurs when students are in transit, the school will remain open and accommodate any students who arrive. In this scenario, parents/caregivers are asked to pick up their child(ren) as soon as possible.

Drills

OYIS hold four types of emergency drills each year: fire, earthquake, tsunami, and lockdown. Earthquake and tsunami drills are often combined. Please see the [Osaka YMCA International School Emergency Procedures Manual](#) for more information regarding drills.

Drill	Procedures
Fire	<ul style="list-style-type: none"> ● Staff and students evacuate to the schoolyard and line up according to homeroom classes ● Attendance is taken, then students return to their classes
Earthquake	<ul style="list-style-type: none"> ● Staff and students “duck and cover” where they are and wait for instructions ● Once the “all clear” has been given, Staff and students evacuate to the schoolyard and line up according to homeroom classes

	<ul style="list-style-type: none"> Attendance is taken, then students return to their classes
Tsunami	<ul style="list-style-type: none"> After an earthquake drill, Staff and students move from the schoolyard to the upper floors of the main building After attendance is taken and the “all clear” given, students return to their classes
Lockdown	<ul style="list-style-type: none"> In response to an intruder After an announcement, staff and students secure themselves inside the nearest classroom, locking all doors and windows Assigned staff go around the school to ensure that all doors and windows have been locked After the “all clear” has been given, classes resume

Additional Resources

- Osaka City [Emergency-preparedness Information](#) (English version)
- Tokyo metropolitan government [Disaster Preparedness Guide](#) (translated English)

Financial Aid and Fees

Scholarships & Grants

Secondary Academic Scholarship

The goal of our scholarship program is to support students in the achievement of academic excellence, community service, and the values of our school community. As we are growing our school to include the IB Diploma, we would like to attract and retain students of exceptional quality. This scholarship is designed to support these students financially to achieve their goals.

Community Support Financial Grant (CSFG)

The goal of the Community Support Financial Grant program is to help families in the community that are in need of international education but may be unable to afford the full cost of attending an international school. Scholarships will be awarded to a select number of families chosen by the scholarship committee and school governing board.

School Fees

Payment Delays

Payments that are delayed by more than one month will prohibit the school from issuing any official documentation. Payments that are delayed by more than two months will result in cancellation of enrollment. In the case of newly-enrolled students, failure to meet the first payment will result in automatic cancellation of enrollment.

Refunds

Fees	Refundability*
Entrance	Non-refundable
Tuition	100% Refundable
Development	100% Refundable
EAL	100% Refundable

*The above refunds do not apply to individuals paying on the installment plan.

A partial refund is possible for students already enrolled and attending classes at OYIS but is no longer able to continue their studies. See the table below:

Fees	Refundability*
Entrance	Non-refundable
Tuition	Partially refundable: <ul style="list-style-type: none"> ● If leaving between the first day of school and 31.December: 60% ● If leaving between 1.January and 31.March: 30% ● If leaving between 1.April and last day of school: 0%
Development	Non-refundable
EAL	Non-refundable

*The above refunds do not apply to individuals paying on the installment plan.

Extended Absence

Under certain circumstances, a request may be made to the school for an extended absence (three months to one year). A place will be held for the student for the remainder of the academic year in which the application is made. On their return, no entrance fee is required. If the extended absence spans a new academic year, then the school can make no guarantees that a place will be held for the student in the new academic year.

Any application for an extended absence due to illness or injury will require a medical certificate. All applications for an extended leave of absence are required to be made using the official application form and are subject to the relevant principal's approval.

Staff

Before contacting staff, please consult the chart in the [Who Should I Talk To?](#) section of this handbook. Below is the list of OYIS staff for the 2019-2020 school year:

Administrative Staff	Email
Mr. Hiroyuki Satoh, Head of School	satoh-hiroyuki@osakaymca.org
Mr. Dwayne Primeau, Primary Programme Principal	dwayne-primeau@oyis.org
Mr. Marc Mesich, Secondary Programme Principal	marc-mesich@oyis.org
Mr. Kiyokazu Shoji, Director of Operations	kiyokazu-shoji@oyis.org
Mr. Steven Duex, Primary Vice Principal/EAL Coordinator	steven-duex@oyis.org
Ms. Monique Palmer, Secondary Vice Principal/MYP Programme Coordinator	monique-palmer@oyis.org
Mr. Brendan O'Leary, PYP Programme Coordinator/PYP EAL Teacher	brendan-oleary@oyis.org
Mr. Jamie Riddals, Diploma Programme Coordinator	jamie-riddals@oyis.org
Early Childhood Teaching Staff	Email
Ms. Judith Masaki, Early Childhood Coordinator & Kindergarten B Teacher	judith-masaki@oyis.org
Mr. Matthew Nunez, Preschool Teacher	matthew-nunez@oyis.org
Ms. Janelle McNeill, Kindergarten A Teacher	janelle-mcneill@oyis.org
Primary Teaching Staff	Email
Ms. Karen Zuvich, Grade 1 Teacher	karen-zuvich@oyis.org
Ms. Lauren Saito, Grade 2 Teacher	lauren-saito@oyis.org
Ms. Nicole Panoho, Grade 3 Teacher	nicole-panoho@oyis.org
Mr. Thomas Hammerlund, Grade 4 Teacher	thomas-hammerlund@oyis.org
Mr. Mark White, Grade 5 Teacher	mark-white@oyis.org
Mr. Eric Killion, Grade 6 Teacher	eric-killion@oyis.org
Secondary Teaching Staff	Email
Mr. William Russell, Science Teacher	william-russell@oyis.org
Mr. Patrick Anderson, MYP Individuals and Societies/DP Tok/EE Coordinator	patrick-anderson@oyis.org
Ms. Patty Fawcett, Mathematics Teacher	patty-fawcett@oyis.org

Ms. Laura McGinty, Language Coordinator/English A Teacher	laura-mcginty@oyis.org
Specialist Teaching Staff	Email
Mr. Morris Mandarino, Student Support Coordinator/PYP EAL Teacher	morris-mandarino@oyis.org
Ms. Eleanor Chen, Librarian & Activities Coordinator	eleanor-chen@oyis.org
Mr. Isidro Montes, Special Language Programs Coordinator/PYP EAL Teacher	isidro-montes@oyis.org
Ms. Ebru Hos, Visual Arts/MYP Design	ebru-hos@oyis.org
Mr. Vladimir Jovic, Music Teacher (Grades 1-9)	vladimir-jovic@oyis.org
Ms. Sim Wei Evers, EC/PYP Physical Education	sim-evers@oyis.org
Mr. Tanner Nickel, Physical Education & Health Teacher	tanner-nickel@oyis.org
Ms. Chieko Fukumoto, Lead Japanese Teacher (Primary)	chieko-fukumoto@oyis.org
Mr. Arinobu Kimura, Japanese Language B	arinobu-kimura@oyis.org
Ms. Chiaki Hasegawa, Japanese/EAL Teacher	chiaki-hasegawa@oyis.org
Ms. Yumi Yoshida, Japanese Teacher	yumi-yoshida@oyis.org
Assistant Teaching Staff	Email
Ms. Naoko Takizawa, Lead EC Teaching Assistant & Kindergarten B Teaching Assistant	naoko-takizawa@oyis.org
Ms. Yuka Tanaka, Preschool Teaching Assistant	yuka-tanaka@oyis.org
Ms. Miyuki Iwamoto, Kindergarten A Teaching Assistant	miyuki-iwamoto@oyis.org
Ms. Sarah Son, Grade 1 Teaching Assistant	sarah-son@oyis.org
Mr. Natnael Petros, Grades 2 Teaching Assistant	natnael-petros@oyis.org
Ms. Lil Wills, School Counselor	lil-wills@oyis.org

Office Staff	Email
Ms. Kaoru Saito, Office Manager & Admissions Coordinator	kaoru-saito@oyis.org
Mr. James Fraser, IT Director	james-fraser@oyis.org
Ms. Yoko Hatayama	yoko-hatayama@oyis.org
Ms. Keiko Kawamura	keiko-kawamura@oyis.org
Ms. Ayako Muramoto	ayako-muramoto@oyis.org
Ms. Riko Otsubo	riko-otsubo@oyis.org
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