



TOKYO INTERNATIONAL PROGRESSIVE SCHOOL

Unity Through Diversity

2018-2019

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curriculum for excellence



Tokyo International Progressive School

Student Handbook

Table of Contents

Tokyo International Progressive School Mission Statement	6
School Vision	6
1. Introduction	6
2. Student Code of Conduct	7
<i>Positive, Pleasant & Polite</i>	
<i>Prepared, Punctual & Productive</i>	
<i>Participate</i>	
<i>Pride</i>	
<i>Reasonable Request</i>	
<i>Other Learning Experiences</i>	
3. Counseling	8
<i>Teacher Advisory Program</i>	
<i>Personal Counseling</i>	
<i>Career Counseling</i>	
4. Academic Profile 2018-2019	9
School Division	
<i>Junior & Senior Elementary</i>	
<i>School Junior High School</i>	
<i>SeniorHigh School</i>	
<i>Courses for Elementary and Junior High School</i>	
<i>Courses for Grade 9-12</i>	
<i>TIPS/UNHS Grading</i>	
<i>Scale Course Outlines</i>	
<i>TIPS Graduation Requirements</i>	
<i>Extended Instructional Time (EIT)</i>	
5. Language Protocol	13
6. Attendance	13
<i>Procedures to Follow When Absent</i>	
<i>Procedures to Follow When Late</i>	
<i>Permission to Leave School</i>	
7. Appearance & Dress Code	14
<i>Violations</i>	

Physical Education

8. General Information **15**

Student Timetables

Student Identification Cards

Stationery

Locker Policy

Medication and Medical Attention

Telephone Messages

Visitors

Care of Personal and School Property

Electronic Devices

School Closure

Lunch Hour

Dangerous Items and Weapons

Restricted Substances

Sexual Harassment

School Authority

9. Discipline Intervention **17**

10. Plagiarism **18**

11. School Bus Policy Agreement **18**

12. Internet Acceptable Usage Policy **18**

Mobile Phone Policy

13. Emergency Procedures **20**

Introduction

Internal Communications

Evacuation

Earthquake

Fire

Lockdown

Emergencies on the School Bus

14. Appendix 1 - Curriculum for Excellence **23**

Aim

Purpose

What is the curriculum and what does it include?

Accredited

NCAA Courses

Advanced Placement (AP®) Courses

15. 2018-2019 TIPS Staff **28**

Joint Head of School

Co-ordinators

Subject Teachers

Office Staff

External Support

Useful Contacts **29**

Useful Online Information

Useful Phone Numbers

Embassies in Japan

Tokyo International Progressive School Mission Statement

At Tokyo International Progressive School, we believe that every student is a unique individual. We strive to assist students in developing learning strengths and offer support to address learning needs.

School Vision

Our students will understand that diversity of ability, gender, culture and ethnicity are strengths to be nurtured and respected.

TIPS Graduates will:

- treat all others, in their personal and professional lives, as equals.
- appreciate everyone as individuals to be valued.
- be able to function at ease and sensibility in a variety of cultural settings.

Our students will have a sense of compassion and understanding for others and the courage to act on their beliefs.

TIPS Graduates will:

- demonstrate strength of character and self confidence.
- demonstrate good moral and ethical judgment.
- enhance the quality of their lives by participating in service to others.

Our students will develop their intellect, creativity, character and self-confidence in order to become contributing and caring citizens in our worldwide community.

TIPS Graduates will:

- remain current in terms of events that shape our world.
- view their own learning and development as life-long endeavors.
- see the inequity of world resources as intolerable from the perspective of a global citizen.
- act in intelligent ways to preserve and protect the earth, and its people.

1. Introduction

To the student at Tokyo International Progressive School

As a student at TIPS, you will be provided with an opportunity to engage in learning in a positive, caring and challenging environment. You can expect the highest possible standards from your teachers as you participate in meaningful, relevant and rigorous classes. We challenge all students to participate in the broad scope of school life, as this will enhance the possibility of success and a high level of personal satisfaction. You can expect a strong focus on building a sense of community in which individuals are supported and valued.

To the parent

We encourage all parents to play an active role in the education of their children. The purpose of this student handbook is to give guidelines to the behaviors expected in the school, communicate with teachers and access information about the school.

2. Student Code of Conduct

Positive, Pleasant & Polite

In all interpersonal dealings, members of the TIPS family are required to be positive, pleasant and polite in all situations.

Proper behavior will be reinforced at all times during the course of a school day. Students will be evaluated each class on their ability to display behaviors associated with being positive, pleasant and polite. The following will be used to assist teachers in evaluating student's behavior:

- 1) Do I speak positively about myself, my peers, my teachers and my school?
- 2) Do I always respond positively to adult requests?
- 3) Do I look for opportunities to help others succeed?
- 4) Do I use good manners?
- 5) Am I considerate of the point of view of others?
- 6) Am I an attentive and courteous listener?
- 7) Do I treat the environment in respectful and gentle ways?
- 8) Do I go out of my way to include others in the activity, especially those not part of my circle of friends?

Prepared, Punctual & Productive

Every student is expected to do their best in their academic endeavors. As a means to that end, teachers will reinforce behaviors associated with being prepared, punctual and productive.

Students will be evaluated each class on their ability to display behaviors associated with being prepared, punctual and productive. The following will be used to assist teachers in evaluating student's behavior:

- 1) Do I bring all required materials to class, including any preparatory work?
- 2) Am I on time for class and ready to begin work at the bell?
- 3) Do I participate fully in all the learning activities?
- 4) Am I on task without a teacher's supervision?
- 5) Do I work at a challenging level?
- 6) Do I find ways to assist my peers in their learning?
- 7) Am I supportive of my peer's efforts in the classroom?
- 8) Do I take care of my own health so I am fully engaged in learning?

Participate

Students arrive at TIPS with a variety of talents. Students are expected to share these gifts freely to make TIPS the best school it can be. Everyone is expected to contribute in meaningful ways to enhance our school culture. Participation in school activities enhances the quality of the TIPS school experience.

Pride

Students who take pride in themselves and in their school are students who strive to embrace every opportunity to be and do their best. Every action that students engage in should build pride in themselves and in their school.

Reasonable Request

Students are expected to follow any reasonable request by a teacher. Students should do so in a positive and friendly manner. Students refusing to do so may be liable for sanctions by the teacher or the Joint Head of School.

Other Learning Experiences

This is how students demonstrate the 6P's outside of the school and classroom. When involved in activities outside of the normal learning events, ie Winter Trip, Ski Trip, Grade Level Trips, International Day, Field Trips etc. does the student represent the ethos of the school and act in a manner that reflects not only positively on the school but also themselves. Students should strive to demonstrate good behavior and a high level of enthusiasm to set an example for others in the school.

3. Counseling

Teacher Advisory Program

The TIPS Teacher Advisory Program (TAP) is a system that formally structures significant links between teachers and students.

Teacher advisors will provide significant support to students during their TIPS career through:

- . participation in community and school service
 - . participation in school activities.
 - . pursuit of personal and academic goals
-
- TAP groupings will stay intact for the duration of a student's school career at TIPS.
 - TAPs will meet at designated times during the school day and at designated extended TAP meetings at various times during the school year.
 - TAP groups will be identified by the year of their anticipated graduation.
 - Career and academic counseling begins in Middle School TAPs. Students and parents will be advised and given information that will assist them in making informed decisions about future academic or career options. Senior students will work closely with their TAP Advisor and the Career Counselor as they research college, university and career options, as well as prepare post-secondary applications.
 - Typical TAP meetings might involve internal communication, promotion of school activities and events, pursuit of academic and personal goal, planning of TAP sponsored events and Community Service, and the delivery of thematic lessons that focus on the Visionary statements which include:
 - TIPS students will understand that diversity of ability, gender, culture, and background are strengths to be nurtured and respected.
 - TIPS students will have a sense of compassion and understanding for others and the courage to act on their beliefs.
 - TIPS students will develop their intellect, creativity, character and self-confidence in order to become contributing and caring citizens in our worldwide community.

Teacher Advisors will:

1. Bi-weekly TAP Advisors will review the students academic progress.
2. Contact parents if students are having academic difficulties.
3. Provide academic support and take on the role of mentor if necessary.
4. Confer with other teachers, LS Coordinator, TIPS counselors and parents to provide the student with assistance and advice with regard to academic planning, course selection and possible future university or career selections.
5. In consultation with their TAP students, find an opportunity for the TAP to engage in one major community service project each year.

Personal Counseling

Students that are experiencing relational challenges will be provided assistance through our certified psychologist. One on one, and group sessions help to resolve issues. Personal growth and social skills are often encouraged through personal counseling. The counselor will also serve as a resource for TAP Advisors in developing age appropriate activities to have students explore their personal growth and social skills.

Career Counseling

Our Career Counselor guides students through the process of exploring prospective careers and post secondary options. The Career Counselor provides activities for TAP Advisors to do with their students to think about, and explore, careers. Career planning begins as a UNHS course for all of our grade 10 students. In grade 11 students will be doing active career searches, and in Grade 12 the career counselor will establish timelines and act as a resource in the application process. The Career Counselor will work in partnership with families through this process.

4. Academic Profile 2018-2019

School Division

Senior Elementary School		Grade 4-6 Cohort	
Junior High School	Grade 7	Grade 8	Grade 9
Senior High School	Grade 10	Grade 11	Grade 12

Junior & Senior Elementary School

TIPS offers two educational cohorts for elementary education; Grade 1-3 Cohort and Grade 4-6 Cohort. The students work is based on the Curriculum for Excellence, a progressive European system of effective differentiation based teaching. Information about the Curriculum for Excellence can be found in the appendix.

Junior High School

Students in junior high school continue to follow the Curriculum for Excellence. In grade 9, students are introduced to the style of programming in high school and begin to earn credits towards their high school diploma.

Senior High School

Students in senior high school do a combined American program that continues to follow the Curriculum for Excellence, whilst completing courses required to graduate with an American High-school Diploma.

Courses for Elementary and Junior High School

Elementary & Middle School
English Language Arts
Science
Mathematics
Social Studies
Language Enrichment - Japanese/ EAL
Complimentary Courses

Courses for Grade 9-12

Subject	Credits Required	9th Grade	10th Grade	11th Grade	12th Grade
English Language Arts	40	English 9	English 10	English 11	English 12
Science	30	Physical Earth Science	Anatomy, Physiology and Nutrition	Biology	Chemistry
Mathematics	30	First Year Algebra	Geometry	Advanced Algebra	PreCalculus
Social Studies	40	World Geography	World History	UNHS American History UNHS World Cultures	UNHS American Government Economics
Career & Finance	10		UNHS Career Planning UNHS Personal Finance		
Language Enrichment	20	Japanese/EAL	Japanese/EAL	Japanese/EAL	Japanese/ EAL
Physical Education	30	PE	PE	PE	PE
ICT	5	ICT			
Complimentary Courses	30				

The TIPS High School Diploma consists of

English Language Arts: 40 credits

Social Studies: 40 credits (including American History, American Government, and Multicultural Studies)

Mathematics: 30 credits

Science: 30 credits

Physical Education: 30 credits

Language Enrichment: 20 credits (Japanese/EAL)

Career and Finance: 10 credits

Information and Communication Technology: 5 credits

Complimentary Courses: 30 credits

TIPS offers a program in which students from grades 9 - 12 may earn a high school diploma through the combination of TIPS and University of Nebraska High School Courses (UNHS). Credits earned in grade 9 through 12 at TIPS are verified and approved by UNHS and are calculated in conjunction with the UNHS program. UNHS is accredited through Nebraska Department of Education, North Central Association Commission on Accreditation & School Improvement and the Commission on International & Trans-Regional Accreditation.

The TIPS academic program is organized on a 178-day school year with 4 periods per day of 80 minutes each. TIPS aims to provide a balanced curriculum, and to offer a range of flexible learning options and subjects that meet the individual needs and interests of each student, while meeting the UNHS Graduation criteria.

In order to earn a diploma from TIPS, students must complete a minimum of 200 credits. Courses are either 5 credits or 2.5 credits depending upon the time allotted.

TIPS/UNHS Grading Scale

Letter Grade	Mark Range	Grade Points
A+	98-100	4.0
A	93-97	4.0
B+	90-92	3.5
B	85-89	3.0
C+	82-84	2.5
C	77-81	2.0
D+	74-76	1.5
D	70-73	1.0
F	69 or below	0.0

Course Outlines

- At the beginning of each course, the teacher will distribute a course outline, which includes:
 - Specific dates for assignments, projects and assessment
 - Teacher routines related to behavior, late arrivals to class, late work, homework, required materials, teacher availability for extra help and schedule for EIT
 - Plagiarism intervention protocol
 - Parental contact routine
 - Marking schemes

Course outlines are posted on the TIPS website and also delivered as a hard copy to students for their notebooks on the first day of class.

TIPS Graduation Requirements

Students registered to the TIPS High School Diploma will be invited to participate in the TIPS School sponsored Graduation celebration only if:

- Eligible students have submitted all the course work required for a graduation diploma at least 3 days before the end of semester 2.
- Eligible students have successfully completed the Senior Project requirements by the last day of First Semester.
- All authorized school fees have been paid, and all school resource materials and equipment returned.
- Students who are under suspension the day of the TIPS School sponsored Graduation celebration shall not participate.

Quarterly evaluations will be sent home at the middle and end of each semester.

Parent/Student/Teacher Interviews will be held twice per year to discuss student progress.

Regular Daily Timetable Structure

8:45-10:05	Block1	(80 min)
10:05-10:15	Break	(10 min)
10:15-11:35	Block2	(80 min)
11:35-12:15	Lunch	(40 min)
12:15-12:25	TAP	(10 min)
12:25-13:45	Block3	(80 min)
13:45-13:55	Break	(10 min)
13:55-15:15	Block4	(80 min)
15:15-16:00	EIT	(45 min)
16:00 - 16:30	Staff Admin	(30 mins)

Altered Timetable Structure 1

8:45-9:45	Period 1	(60 min)
9:45-10:45	Period 2	(60 min)
10:45-10:55	Break	(10 min)
10:55-11:55	Period 3	(60 min)
11:55-12:45	Lunch	(50 min)
12:45-12:55	TAP	(10 min)
12:55-13:55	Period 4	(60 min)
13:55-14:05	Break	(10 min)
14:05-15:05	Period 5	(60 min)
15:05-16:00	EIT	(40 min)
16:00 - 16:30	Staff Admin	(30 min)

Altered Timetable Structure 2

8:45-10:05	Block 2	(80 min)
10:05-10:15	Break	(10 min)
10:15-11:35	Block 3	(80 min)
11:35-12:15	Lunch	(40 min)
12:15-3:45	Event	3.5 hours

Extended Instructional Time (EIT)

Extended Instructional Time (EIT) provides flexibility in a student's schedule to allow for additional access to their teachers for enrichment activities. EIT can be scheduled on a regular basis, or as needed in the short term. Teachers, parents, or students can initiate an EIT commitment. Students need to recognize that the school day ends at 16:00, and a prearranged session with a teacher during EIT is not optional. TIPS will provide supervision in the school common area until 16:00. During EIT, from 15:15 until 16:00, students

remaining in the school need to be with an EIT teacher, or to have vacated the building. All students are to vacate the building at 16:00 or upon completion of club activities at 17:00.

5. Language Protocol

The language of instruction at TIPS is English. The end product for our college bound students is to gain entrance into English-speaking postsecondary institutions. It is counterproductive for students not to engage in English at every opportunity. English competency is enhanced in all communications during the course of a typical day at TIPS, whether it is listening, speaking or writing. Benefits to students are built into every teacher's lessons, but engaging in English is also important during the unstructured part of the day. Speaking English from the time students enter the building to the time they exit at the end of the day, will be the standard.

Many of our students come to us as Japanese first-language speakers. Japanese speaking students need to remind each other of the English only focus of the school. Some of our students come to us having a first language that is neither English nor Japanese. For these students, the language through which they become familiar with their surroundings and new culture, and begin to build a peer group, has to be English. If other students are not sensitive to this, then it can lead to a sense of isolation for our new students, which is not in keeping with the culture of our school.

6. Attendance

The responsibility for regular and punctual attendance, which is necessary for satisfactory school progress, rests with the student and parents.

All student absences must be accounted for. Any unexcused absence will be dealt with as a truancy issue. If a student continues to make poor decisions, the Director of Student Services will deal with the student. Suspension from school or withdrawal from TIPS may result. Students with an unexcused absence recorded will be dealt with before their next regularly scheduled class.

When students are in attendance at school, and where they must leave for a pre-arranged appointment, an email giving parental permission must be presented to the attendance secretary. Students will not be allowed to leave the school without prior parental permission.

If the office staff need to follow up on an absence, they will contact the parent or guardian of the student who must provide a reason for the students lack of attendance.

EXPECTATIONS OF SCHOOL PERSONNEL:

The Joint Head of School and staff will support parents in helping students fulfill their attendance obligations.

EXPECTATIONS OF THE PARENTS:

- Parents will support their children in responsible attendance at school.
- When it is impossible to have the student attend school because of a pre-arranged appointment that cannot be made outside the school day, or if the child is too ill to attend school, parents must – prior to,

or on the day of the absence - account for their child by making a phone call or sending an email apprising the school that the student is under the supervision of the parent.

EXPECTATIONS OF THE STUDENT:

- Students will only be absent when it is impossible for them to be in attendance.
- Students are to remind their parents that contact with the school must occur prior to, or on the day of the student absence from school.

ATTENDANCE INTERVENTION PROTOCOL

1. Where deemed necessary by the TAP or subject teacher, counselor or Joint Head of School, a discussion will take place with the student regarding an attendance concern.
2. If the attendance concern persists, and where deemed necessary by the above, a phone call will go home from the subject teacher indicating an attendance concern.
3. If the attendance concern persists, a meeting will be arranged with the Joint Head of School, parents and the student to discuss the attendance concern.
4. Continued non-attendance may result in the student losing full time status at TIPS.

Procedures to Follow When Absent

When a student will be absent from school, parents are to notify the school by calling or emailing. The phone line is open 24 hours a day and parents are asked to leave a message. If students know in advance that they will be absent it is their responsibility to make arrangements with their teacher regarding coursework, assignments and exams.

Procedures to Follow When Late

Students who are late for class, either in the morning or afternoon, must report to the office and obtain a late slip. All late arrivals to begin the day and begin the afternoon will be tracked through the office.

Permission to Leave School

Any student wishing to leave the building during school hours due to illness, or a prearranged appointment, must receive permission from the office and their parents, and sign out. In cases where a written note from parents is not provided, parents will be contacted before the student is allowed to leave the school. In rare cases when parents cannot be contacted, the situation will be referred to the JHOS. Leaving the school unauthorized will result in appropriate consequences.

7. Appearance & Dress Code

The TIPS Dress Code is designed to instill dignity, respect and discipline within the student body. The Dress Code also ensures that varying cultural sensibilities are considered. The TIPS Dress Code is in effect for all school sponsored, supervised activities, regardless of whether the activity happens during the normal school hours.

The following standards shall be maintained:

- All students should be clean, neat and practice good hygiene.
- Hair shall be neat, clean and well groomed.
- Articles of clothing with revealing necklines or spaghetti straps are prohibited. A “T-Shirt” neckline shall be the norm. Any article of clothing that exposes under garments is prohibited.

- The midriff is not to be exposed when the student goes through the normal activities of a school day.
- Outdoor shoes will be removed at the door and replaced with approved indoor shoes.
- Revealing or excessively tight garments, including leggings, are prohibited.
- Appropriate foundation undergarments must be worn.
- Articles of clothing or accessories with pictures, emblems or writing that might be interpreted as lewd, offensive, vulgar or obscene, or that advertise/depict violence, gore, death, tobacco products, alcoholic beverages, drugs or any other illicit substance are prohibited.
- Dresses, skirts and all other non-shorts will have the hemline longer than the fingers as the arms hang naturally at your side.
- No jewelry that may be dangerous may be worn.

Violations

A student whose clothing violates the Dress Code shall be given the opportunity to correct the problem at school. If not corrected, the student shall be assigned to in-school suspension for the remainder of the day, or until a parent or caregiver brings an acceptable change of clothing to the school. Repeated offenses may result in escalating disciplinary action.

Physical Education

Students enrolled in Physical Education are expected to wear the designated TIPS athletic wear to each PE class. This includes an TIPS Athletics t-shirt and appropriate pants or shorts, depending on the season. PE teachers will deal with students who fail to wear the proper clothes to PE class, as it is a matter of hygiene. PE t-shirts are available for purchase at the TIPS school office.

8. General Information

Student Timetables

Student schedules will be designed so that all graduation requirements for TIPS and UNHS can be met. Complimentary Courses are designed to enrich the educational experience for our students. Individual circumstances will be considered when generating a schedule for students whose situation might require creative solutions. All students are required to carry a full compliment of classes.

Student Identification Cards

Student I.D. cards will be issued to every student. A replacement fee of ¥500 will be charged.

Stationery

Stationery can be purchased from the TIPS office. However, it is recommended that students come prepared for school with a pencil, pen, eraser, ruler and calculator.

Locker Policy

TIPS will provide lockers for students to store their books, learning materials and valuables. Lockers need to be kept clean and organized, and need to be completely emptied at the end of the school year. Lockers remain the property of the school and the Joint Head of School reserves the right to inspect them at any time. The charge to replace a lost locker keys will be 1,000 yen.

Medication and Medical Attention

Students requiring immediate medical attention should report directly to their teacher or supervisor. The subject teacher will minister to students injured during a class. If dismissal from school is necessary, the parents will be contacted.

Aspirin can be administered through the office with parental permission. Parents can make arrangements through the office if it is necessary to have prescribed medication administered during the school day.

Arrangements will be made for students too ill to attend class to go home. The school does not have the necessary facilities or supervision to allow for students to stay at school and not attend class.

Telephone Messages

In an emergency, parents can contact their children through the school office. Any other communications will be delivered outside of class time.

Visitors

All visitors to the school must have legitimate business, and need to follow sign-in procedures at the entrance of the school. Parents wishing to meet with school personnel need to have an appointment.

Care of Personal and School Property

Students are responsible for school issued property and will provide compensation for lost or damaged items.

Students will participate in school-sponsored activities when associated fees are cleared off. TIPS transcripts and reports will only be made available to students after all school fees are cleared off.

Students need to secure items of value in their school TIPSued lockers. Missing items that have not been locked up are not the responsibility of school personnel.

Electronic Devices

At the discretion of the classroom teacher, students may use audio players during instructional time, but only when earphones are used. Open speakers are not allowed and are inappropriate to use in the school. Portable game devices are not allowed during class time. Students may bring their own laptop computers to school to assist them in their studies, but are not to be used for any non-academic activity during class times.

School Closure

School closure announcements will be posted on the school website prior to 6:00 am.

Lunch Hour

TIPS is an "Open Campus" for the Lunch Hour. Supervision will be provided in the student gathering area and in the neighborhood proximal to the school. Students in the gathering area are expected to clean up after themselves and separate their own trash in burnable, non-burnable and recyclable bins. It is very important that TIPS students are good neighbors and do everything that needs to be done to make sure they do not draw the negative attention of private citizens or businesses in the community.

Dangerous Items and Weapons

Dangerous items and weapons are prohibited and students will face suspension if in possession of such items.

Restricted Substances

Students found in possession, or under the influence of drugs or alcohol, or in possession of paraphernalia associated with drugs or alcohol, during the school day, or at any time during a school supervised activity,

will be suspended from school. The Joint Head of School, as part of the discipline intervention, may require the student/family participate in counseling. Escalating consequences could result in expulsion.

It is illegal in Japan for individuals younger than 20 years of age to purchase, or consume, tobacco products. Students found accountable for possession or use of tobacco products, or in possession of smoking paraphernalia, will be dealt with according to escalating consequences.

As the situation dictates, and with just cause precipitated by student behavior, the Joint Head of School can search bags, jackets and lockers for restricted substances. Such situations will be handled with the utmost discretion and will not compromise the dignity of the individual.

Sexual Harassment

It is intended that all students of TIPS be able to study in an environment free of sexual discrimination and sexual harassment. Unsolicited and unwelcome sexual overtures, verbal or nonverbal, debilitate morale and interfere with learning. Sexual harassment might include such actions as:

- sex oriented verbal "kidding" or abuse
- any pressure for sexual activity
- unwanted physical contact

Any person who believes they have been sexually harassed should first make it clear to the instigator that such behavior is offensive, and involve an adult immediately. It is not helpful to bring the inappropriate behavior to the attention of school authorities after the fact, so students need to involve classroom or supervising teachers immediately. Students who are found responsible for sexual harassment will be subject to escalating consequences, which may culminate in expulsion from TIPS.

School Authority

The authority of the school to intervene in situations involving TIPS students is not limited to the time of day or location. If there is a situation with our students, which has evolved out of the school, the TIPS school administration can choose to become involved in terms of investigation and consequence. Students must be particularly vigilant in making sure the TIPS image in the community is reflective of our fine school. If students are engaged in inappropriate behaviors in the community, regardless of the time of day or proximity to the school, they will be dealt with appropriately.

9. Discipline Intervention

Teachers administer their own classrooms and, with the support of the Joint Head of School, communicate to students their guidelines for success in their classrooms. Expectations and consequences will be reasonable and pre-ambled to the students and parents.

Where it is necessary, the Joint Head of School will become involved in the teacher response to misbehavior.

Typical school responses to misbehavior, depending upon the frequency and severity of the event might include:

- Private conversation with the student
- Conversation in the presence of the Director of Student Services or the Joint Head of School
- Phone call to parents
- Lunch detention
- Parent meeting

- Suspension
- Involvement of local Police Authorities
- Expulsion

It is the expectation of the school that all TIPS students respect teacher requests. All requests from TIPS staff will be reasonable and within the ethos and philosophy of the school.

10. Plagiarism

Students who hand in school work that is not their own are guilty of plagiarism. In any academic setting, it is very important that students take responsibility for their own learning, and dishonesty of this nature makes it impossible for teachers to make an informed decision on subsequent learning. Students who are found guilty of such behavior will be required to repeat the work again and may, at the teachers discretion in conjunction with the JHOS, be awarded a 0 for the work.

11. School Bus Policy Agreement

The regular bus service is provided only for registered bus riders.

Student Responsibilities include:

- obeying the instructions of bus drivers, TIPS staff and chaperones.
- keeping the bus clean.
- not eating on the bus.
- fastening the seatbelt at all times and keeping the entire body in the bus.
- not changing locations within the bus unless embarking or disembarking.
- not using loud and/or offensive language.
- not participating in physical activities that annoy or endanger others.
- reporting any damage to the school bus to the school office immediately.
- keeping bus windows closed at all times unless given permission by the driver or a teacher to open them.

For students that ride the bus daily, departure times will be strictly adhered to, and routines for designated drop off and pick up locations will not be altered. Students are responsible for directly informing the bus driver and receptionist in advance if they will not be taking the return bus on any given day.

Inappropriate behavior on the school bus will be dealt with by escalating consequences, with suspension off the school bus being a natural consequence to poor behavior.

12. Internet Acceptable Usage Policy

The aim of this Internet Acceptable Use Policy (IAUP) is to ensure that pupils will benefit from learning opportunities offered by the Tokyo International Progressive School Internet resources in a safe and effective manner. Internet use and access is considered a privilege. Therefore, if the school IAUP is not adhered to this privilege will be withdrawn and appropriate sanctions, as outlined in the IAUP, will be imposed.

The school employs a number of strategies in order to maximize learning opportunities and reduce risks associated with the Internet. These strategies are as follows:

GENERAL

- A teacher will always supervise Internet sessions.
- Filtering software and/or equivalent systems will be used in order to minimize the risk of exposure to inappropriate material.
- The school will regularly monitor pupils' Internet usage.
- Students and teachers will be provided with training in the area of Internet safety.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of personal USB's, SSD's or other digital storage media in school requires a teacher's permission.
- Students will treat others with respect at all times and will not undertake any actions that may bring the school into disrepute.

WORLD WIDE WEB

- Students will use the Internet for educational purposes only.
- Students will not intentionally visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will not copy information into assignments. All Internet resources used in school projects will be properly cited.
- Students will never disclose or publicize personal information.
- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

EMAIL/ MESSAGING SERVICES

- Students will use approved class email accounts under teacher supervision. Students will not send or receive any material that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone they only know through emails or the Internet.
- Students will note that sending and receiving email attachments is subject to permission from their teacher.

SCHOOL WEBSITE

- Pupils will be given the opportunity to publish projects, artwork or school work on the World Wide Web in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website
- The website will be regularly checked to ensure that there is no content that compromises the safety of pupils or staff.
- A teacher will coordinate the publication of student work.
- Personal pupil information, including home address and contact details, will be omitted from school web pages.

- The school website will avoid publishing the first name and last name of individuals in a photograph.
- The school will ensure that the image files are appropriately named – will not use pupils’ names in image file names or ALT tags if published on the web.
- Pupils will continue to own the copyright on any work published.

Mobile Phone Policy

This policy is to help facilitate student social relationships and enhance overall student mental and physical health.

- Students can only use their mobile phones before or after school. Mobile Phones may be used before 8:40 and after the end of the school day.
- Mobile phones must be switched off during school hours. Mobile phones are to be kept out of sight in student’s schoolbags inside their locker for the duration of the day.
- Students are responsible for all of their personal effects while at school. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.
- Students must not take any photographs or film other students or school community members without their consent.
- Students may not send harassing or threatening messages.
- Mobile phones must not be used in prohibited spaces. These include changing rooms, toilets, gyms and swimming pools.
- Students will display courtesy, consideration and respect for others when using a mobile phone.
- Students caught using their phone inappropriately (including using it during school hours) will have their phone confiscated by the principal and it will be returned to them at 16:00 on the same day.
- If there is persistent issues with inappropriate mobile phone usage, the student will be required to leave their phone at home.
- If parents wish to contact their child, during the school day, they may phone the school office directly.

13. Emergency Procedures

Introduction

The procedures are written for information purposes only and are created as a guide to assist all TIPS personnel and students. Everyone must understand that these emergency procedures are designed to emphasize the importance of readiness and awareness. At any point during a crisis, individuals may not be able to attend to responsibilities and it then becomes the responsibility of individuals to respond to whatever circumstances arise. Individuals must understand that roles are not “fixed,” and it will be necessary for individuals to be flexible, alert and ready to take on additional undesignated but vital responsibilities.

As a precautionary note, turn off electrical appliances daily. All members of the TIPS school community need to be aware of fire extinguishers and how to operate these pieces of equipment.

Internal Communications

Announcements during times of emergency will be made over the PA system. If the PA system is inoperable other means will be found to communicate. Any adult members of TIPS community can initiate a lock down

or an evacuation. Additional instructions may be given via school phones. Should the school phones be inoperable teachers might be contacted using personal phones, or walkie-talkies.

Evacuation

1. The school will be evacuated under one of two circumstances. The first is when there is a fire, and the second is when an all clear has been given to evacuate the school after an earthquake.
2. The primary external assembly site has been designated as the walkway to Rinshi-No-Mori Park. The secondary external evacuation site is the BBQ area in Rinshi-No-Mori Park. When directed, TIPS staff and students need to proceed to the evacuation center at Koyama-dai Elementary School.
3. As an evacuation is in progress office staff will be required to take the first aid kit, class rosters, emergency parent contact lists and attendance log sheets. TIPS Administrators will take their laptops to the external evacuation site.
4. In a rehearsal the Joint Head of School will do an inspection of the school to make sure the building has been evacuated.
5. Classroom teachers are to accompany their students to the designated evacuation site and then instruct students to gather with their TAP advisor. As staff evacuates their classroom they are to pull down the blind. Staff not associated with a TAP report to the Office Manager. TAP advisors report to the Office Manager either all students accounted for or the names of mTIPSing students.
6. The Office Manager will report the status of the attendance to the Head of School.
7. If the school initiates a controlled release of students, parents must be contacted before students are allowed to sign out. Students will only be released when a school authority has received verbal confirmation, or if the parent has come to pick the student up. If needs be, students will be housed either at the school, or in the adjacent area, supervised by school personnel, until their parents can take responsibility for the students.

Earthquake

As soon as shocks are felt students will be instructed to seek shelter from falling debris under a desk or table. Teachers need to be aware of the hazards of windows, mirrors, or bookcases or cabinets that might become dislodged. As soon as it is communicated, students and staff will follow the evacuation protocol and vacate the building.

Fire

Immediately as a fire is detected, any school personnel can initiate an evacuation. As a fire is communicated, evacuation procedures are to be followed immediately and staff must take their students to the external evacuation site using the most expedient, safe route.

Lockdown

In the event of a potentially dangerous person inside or outside of the school building, staff and students will follow the lockdown procedures below.

1. If the signal for a lock down occurs during instructional time teachers are to close their locked door and pull down the blind. Students are to remain completely quiet through the procedure.
2. If the signal for a lock down is given during non-instructional time teachers are to gather students and go to the nearest lockable location and pull down the blind. Students are to remain completely quiet when the lock down is in progress.
3. The situation will be cleared when there is a knock on the door and the Head of School names the teacher in the room to indicate the situation has been cleared.

Emergencies on the School Bus

Our school bus driver is equipped with a telephone and he can contact the office at any point on his route.

1. Students will be asked to follow the direction of the Bus Driver in an emergency situation, and the Bus Driver assumes the role of the Joint Head of School.
2. The bus driver will inform the office of his situation.
3. If necessary the students will be taken to the nearest designated public evacuation center, or the next logical safe place.
4. The bus driver will phone TIPS to appraise the school of the situation and the location of the students.
5. The school will inform parents of the situation.
6. The bus driver will remain with the students at the evacuation point and will not release the students unless he speaks directly to the parent or the parent has come to pick the student up. Upon arrival the Head of School, or designate, will assume responsibility for the situation.

14. Appendix 1 - Curriculum for Excellence¹

Aim

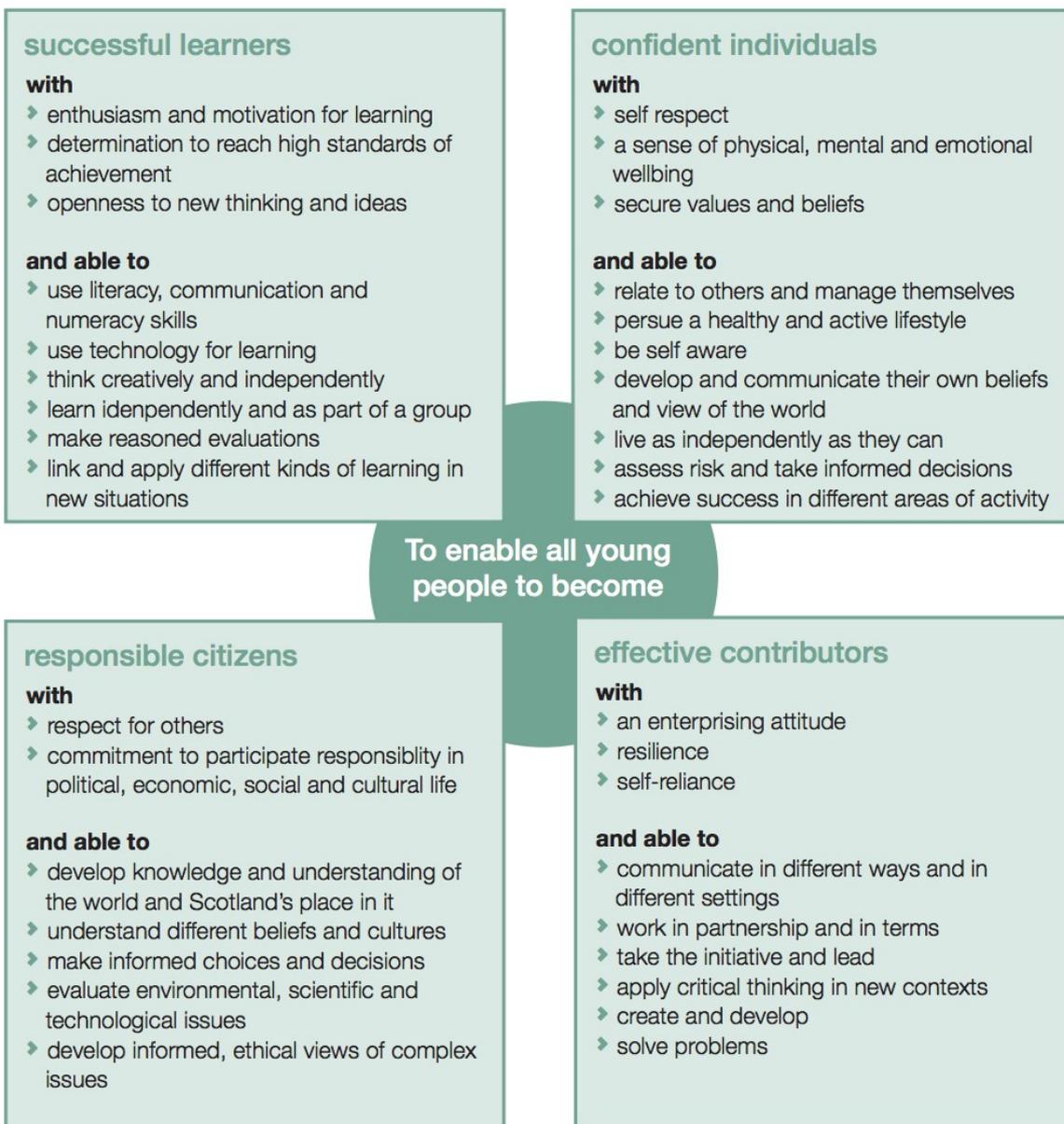
Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

Purpose

Its purpose is often summed up as helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors.

These are referred to as the four capacities.



¹ <http://www.gov.scot/resource/doc/226155/0061245.pdf>

What is the curriculum and what does it include?

Curriculum for Excellence will offer better educational outcomes for all young people and will provide more choices and more chances for those young people who need them.

This means:

- a coherent and inclusive curriculum from grades 1-12 wherever learning is taking place, whether in schools, colleges or other settings
- a focus on outcomes
- a broad general education
- time to take qualifications in ways best suited to the young person > more opportunities to develop skills for learning, skills for life and skills for work for all young people at every stage
- a focus on literacy, numeracy and health and wellbeing at every stage
- appropriate pace and challenge for every child
- ensuring connections between all aspects of learning and support for learning

Learning should be made available in a range of ways including interdisciplinary learning and a range of opportunities which ensure a broad approach, enabling, for example, a coherent understanding of environmental issues. The curriculum framework sets out what a child or young person should be able to do and the experiences that contribute to their learning, rather than detailed definitions of content or prescribed hours of study.

The intention must be to avoid driving young people through the levels as fast as possible. This arrangement of experiences and outcomes is intended to give teachers and other staff the flexibility and scope to follow issues through and to provide personalized and varying programmes of learning so that the young person is secure at a level before moving on.

The experiences and outcomes can be packaged in different ways appropriate to the individual child or young person. For example, some young people might learn about modern language outcomes as part of learning about hospitality or business, or outcomes related to mathematics in the context of learning about geography, or outcomes related to geography in the context of learning about science.

Planning should be done in a way that enables all pupils to capitalize on the specialist expertise of subject teachers. In all cases from grades 1-12 the focus should be on good quality learning and teaching.

The qualifications young people aim for should be flexible and designed to offer pathways to the next stage, whether in further or higher education, employment or training. They should be able to be taken at school, college or other settings and they should provide credit for young people's attainment.

Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

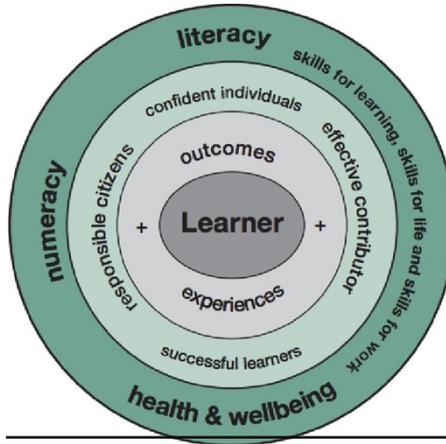
Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

support the purposes of learning



SENIA is a network of educators, professionals and parents across Asia dedicated to supporting individuals with special learning needs.

Working together, we will provide a network to combine our strengths to help raise awareness and advocate for the individuals in our lives.

<http://senia.asia/>



The East Asia Regional Council of Schools is an organization of 159 member schools in East Asia. These schools have a total of more than 131,324 pre-K to 12th grade students. EARCOS also has 158 associate members— textbook and software publishers and distributors, universities, financial planners, architectural firms, insurance companies, youth organizations, etc— and over 49 individual members.

<https://www.earcos.org>



Accredited

UNHS is accredited by AdvancED and the Nebraska Department of Education. To maintain this accreditation UNHS continues to meet stringent standards in the areas of curriculum, staffing, instruction, awarding of credit hours and diploma granting.

NCAA Courses

Most University of Nebraska High School online core courses are approved by the National Collegiate Athletic Association (NCAA), allowing students to earn the credits they need to meet initial eligibility requirements.

Advanced Placement (AP®) Courses

UNHS' AP® courses are approved by the College Board.

15. 2018-2019 TIPS Staff

Joint Head of School

Director of Academics and Admissions: Richard Tighe

Director of Student Services: Kent MacLeod

Co-ordinators

Learning Support: Pauline Varanal

English as an Additional Language: Kent MacLeod

Career Counseling: Lyn Sato

Counseling (High School): Richard Tighe

Counseling (Middle School): Kent MacLeod

ICT: Richard Tighe

Athletics Director Brock Spore

Subject Teachers

Humanities: Brock Spore, Lyn Sato, Luigi Mondino, Richard Tighe, Kent MacLeod

Math: Jason Wan, Lyn Sato

Science: Pauline Varanal, Lyn Sato

Languages: Hisami Kimoto, Lyn Sato

Teaching Assistant: Atsuko Osaki

Office Staff

Office Manager: Junko Nakamura

Office Assistant: Rieko Ito

External Support

Psychologist: Misa Tsuruta

Useful Contacts

Useful Online Information

Tokyo English Lifeline (Counseling services)

<http://www.telljp.com/>

Travel to Japan (Information about Japan and its various cities)

<http://www.japan-guide.com/list/e1000.html>

Japan National Tourist Organization

<http://www.jnto.go.jp/>

Metropolis (Weekly English magazine published in Japan)

<http://metropolisjapan.com/>

Weekender Online (English online magazine of events in Japan)

<http://www.tokyoweekender.com/>

Embassy Avenue (Embassies in Japan)

<http://www.embassy-avenue.jp/index-e.htm>

Foreign Buyers' Club (Buy products for delivery to your home)

<http://www.fbcusa.com/>

The Japan Times (Daily English newspaper published in Japan)

<http://www.japantimes.co.jp/>

The Daily Yomiuri (Daily English newspaper published in Japan)

<http://www.yomiuri.co.jp/>

Ministry of Agriculture, Forestry and Fisheries (Animal Import/Export)

<http://www.maff.go.jp/e/>

Tokyo American Club

<http://www.tokyoamericanclub.org/>

The Tokyo Canadian Club

<http://www.tokyocanadianclub.com/contents/home/?language=english>

Yokohama Country and Athletic Club

<http://www.ycac.or.jp>

Useful Phone Numbers

Police 110 **Fire / Ambulance 119**

-Hospitals

- Keio University Hospital
03-3353-1211(day) 03-3353-1208(eve.) / 35 Shinanomachi, Shinjuku-ku
- St. Luke's International Hospital
03-3541-5151 / 9-1 Akashi-cho, Chuo-ku
- Tokyo Metropolitan Hiroo Hospital
03-3444-1181 / 2-34-10 Ebisu, Shibuya-ku
- National Center for Children Health and Development
03-3416-0181 / 2-10-1 Okura, Setagaya-ku

Clinics

- Bluff Clinic
045-641-6961 / 82 Yamate-cho, Naka-ku, Yokohama
- International Clinic
03-3582-2646 / 1-5-9 Azabudai, Minato-ku
- National Medical Clinic
03-3473-2057 / #202, 5-6-11 Minami Azabu, Minato-ku

- Tokyo English Life Line (Counseling services)
03-5774-0992
- Mejiro-Sora Mental Health Clinic (Counselling/ Psychiatric service)
www.mejiro-sola.com 03-5906-5092
- Mental Support Network (Counseling services)
03-5770-3139/ 090-3471-4848 info@mental-support.jp

Tokyo Metropolitan Police Crime Victims Hotline
Tel: 03-3597-7830(Mon to Fri 8:30 a.m. – 5:15 p.m.)
Fax: 03-3592-6840 (24hrs.)

Tokyo Resident's Victims Support Center
Tel: 03-5287-3338 (Mon, Thu, Fri: 9:30 a.m.-5:30 p.m.)
(Tue, Wed: 9:30 a.m.-7:00 p.m.)

Foreign Residents Advisory Center, Tokyo
English: 03-5320-7744 (Mon to Fri: 9:30 a.m.-12 p.m., 1 p.m.-5 p.m.)
Korean: 03-5320-7700(Wed: 9:30 a.m. - 12 p.m., 1p.m. – 5 p.m.)
Chinese: 03-5320-7766 (Tue, Fri: 9:30 a.m. - 12 p.m., 1 p.m. - 5 p.m.)

Lost and Found

JR East: 03-3423-0111 Taxi: 03-3648-0300
Tokyo Metro: 03-3834-5577 Toei Bus/Subway: 03-3816-5700

Embassies in Japan

Embassy of Ireland

Tel : 03-3263-0695 / 2-10-7 Kojimachi, Chiyoda-ku, 102-0083

Embassy of Denmark

Tel : 03-3496-3001 / 29-6 Sarugaku-cho, Shibuya-ku, 150-0033

Embassy of the Federal Republic of Nigeria

Tel : 03-5425-8011 / 3-6-1 Toranomom, Minato-ku, 105-0001

Embassy of the Republic of Congo

Tel : 03-6427-7858 / 2-7-16 Hiroo, Shibuya-ku, 152-0012

Embassy of Taiwan

Tel : 03-3280-7811 / 5-20-2 Shirokanedai, Minato-ku, 108-0071

Royal Thai Embassy

Tel : 03-3222-4101 / 2-2-1 Kudan-Minami, Chiyoda-ku, 102-0074

Embassy of the Republic of Korea

Tel : 03-3452-7611(9) / 1-2-5 Minami Azabu, Minato-ku 106-0047

Embassy of the Republic of the Philippines

Tel : 03-5562-1600 / 5-15-5 Roppongi, Minato-ku 106-8537

Embassy of the People's Republic of China

Tel : 03-3403-3380 / 3-4-33 Moto Azabu, Minato-ku 106-0046

Embassy of India

Tel : 03-3262-2391(7) / 2-2-11 Kudan Minami, Chiyoda-ku 102-0074

Embassy of the Islamic Republic of Pakistan

Tel : 03-5421-7741 / 4-6-17 Minami-Azabu Minato-ku 106-0047

Embassy of Vietnam

Tel: 03-3466-3311 / 50-11 Moto Yoyogi-cho, Shibuya-ku 151-0062

British Embassy

Tel : 03-5211-1100 / 1 Ichiban-cho, Chiyoda-ku 102-8381

Royal Netherlands Embassy

Tel : 03-5776-5400 / 3-6-3, Shiba Koen, Minato-ku 105-0011

Embassy of Sweden

Tel : 03-5562-5050 / 1-10-3-100 Roppongi, Minato-ku 106-0032

Embassy of the Federal Republic of Germany

Tel : 03-5791-7700 / 4-5-10 Minami Azabu, Minato-ku 106-0047

Embassy of Italy

Tel : 03-3453-5291, 03-3453-5296 / 2-5-4 Mita, Minato-ku 108-8302

Embassy of Switzerland

Tel : 03-3473-0121 / 5-9-12 Minami Azabu, Minato-ku 106-8589

Embassy of Spain

Tel : 03-3583-8531(2) / 1-3-29 Roppongi, Minato-ku 106-0032

Embassy of France

Tel : 03-5795-6000 / 4-11-44 Minami Azabu, Minato-ku 106-8514

Embassy of the Czech Republic

Tel : 03-3400-8122 / 2-16-14 Hiroo, Shibuya-ku 150-0012

General Mission of Palestine -Tokyo

Tel: 03-5215-8700 / 7F 2-12-1, Kojimachi, Chiyoda-ku 102-0083

Embassy of the United Arab Emirates

Tel : 03-5489-0804 / 9-10 Nanpeidai-cho, Shibuya-ku 150-0036

Royal Embassy of Saudi Arabia

Tel : 03-3589-5241/ 1-8-4 Roppongi, Minato-ku 106-0032

Embassy of the Islamic Republic of Iran

Tel : 03-3446-8011(5) / 3-13-9 Minami Azabu, Minato-ku 106-0047

Embassy of Israel

Tel : 03-3264-0911 / 3 Niban-cho, Chiyoda-ku 102-0084

Embassy of the United Mexican States

Tel : 03-3581-1131 / 2-15-1 Nagatacho, Chiyoda-ku 100-0014

Embassy of the United States of America

Tel : 03-3224-5000 / 1-10-5 Akasaka, Minato-ku 107-8420

Embassy of Canada

Tel : 03-5412-6200 / 7-3-38 Akasaka, Minato-ku 107-8503

Australian Embassy

Tel : 03-5232-4111/ 2-1-14 Mita, Minato-ku 108-8361

New Zealand Embassy

Tel : 03-3467-2271/ 20-40 Kamiyama-cho, Shibuya-ku 150-0047

Embassy of the Federative Republic of Brazil

Tel : 03-3404-5211 / 2-11-12 Kita Aoyama, Minato-ku 107-8633

Embassy of the Republic of Kenya

Tel: 03-3723-4006 (7) / 3-24-3 Yagumo Meguro-ku 152-0023

Embassy of the Republic of South Africa

Tel: 03-3265-3366 / Oriken Hirakawacho bldng. 3-4th floor, 2-1-1 Hirakawa-cho, Chiyoda-ku 102-0093

TIME TABLE

	Semester 1		Semester 2	
	Day 1	Day2	Day 1	Day 2
8:45 10:05				
10 minutes break (10:05-10:15)				
10:15 11:35				
Lunch Time (11:35-12:15)				
Teacher Advisory Program (12:15-12:25)				
12:25 13:45				
10 minutes break (13:45-13:55)				
13:55 15:15				
15:15 16:00	EIT	EIT	EIT	EIT
16:00	BUS	BUS	BUS	BUS