



Parent/Student Handbook

2026-2027

KAISEI CANADIAN DOUBLE DIPLOMA SCHOOL

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Principal's Welcome Message

Dear KCDDS Families,

It is with great enthusiasm that I welcome you to Kaisei Canadian Double Diploma School! Whether you are a returning member of our community or joining us for the first time, we are excited to have you join the learning community at KCDDS. Our school is unique, not only because we are the only BC Offshore Program in Yokkaichi, and the Tokai region, but also because of our belief that every student will excel if they are supported in their academic, social, and emotional development and growth.

At KCDDS, we believe in the power of education to develop future leaders and compassionate global citizens. Our approach is focused on inquiry-based learning, hands-on experiences, and building a strong sense of community. We encourage our students to take ownership of their learning, explore their passions, and engage in thoughtful dialogue with peers and teachers. With a rapidly evolving world, it is essential that our students not only develop strong academic skills but also grow in creativity, empathy, and resilience—qualities that will serve them well in their future endeavours.

Our staff is committed to nurturing each student's potential. By teaching the rigorous standards of the British Columbia curriculum, we offer an educational experience that prepares students for the challenges and opportunities of the modern world. Our goal is to create a supportive environment where every student can thrive and succeed.

As principal, I am honoured to work with such a dynamic and diverse group of students, teachers, and families. I encourage you to get involved, stay connected, and feel free to reach out if you have any questions or ideas. Together, we can make this year a meaningful and transformative journey for every student at KCDDS.

Welcome to an exciting new year at Kaisei Canadian Double Diploma School. Let's make it a great one!

Warm regards,

Liam Fitzpatrick
Principal, Kaisei Canadian Double Diploma School

1. Introduction to Kaisei Canadian Double Diploma School

1.1. Our Mission and Vision

Our Mission

At Kaisei Canadian Double Diploma School, our mission is to provide a holistic, student-centered education that nurtures intellectual curiosity, personal growth, and global citizenship. By integrating the British Columbia curriculum, we will create a learning environment where students are encouraged to explore, collaborate, and develop the skills needed for success in an ever-changing world. We strive to inspire students to become compassionate, innovative, and responsible individuals who contribute positively to society.

Our Vision

We envision a dynamic, inclusive school community where students from diverse backgrounds come together to engage in inquiry-based learning and real-world problem-solving. Guided by the values of respect, dialogue, and experiential learning, we aim to cultivate lifelong learners who are equipped with the critical thinking, creativity, and empathy needed to thrive as leaders in the 21st century. Our vision is to empower every student to discover their potential and make meaningful contributions to the local and global community.

1.2. Overview of the BC Offshore Program

At Kaisei Canadian Double Diploma School, we are proud to offer the British Columbia (BC) Offshore School Program, which provides students with a world-class Canadian education while they study here in Yokkaichi, Mie. As a BC-certified offshore school, KCDDS follows the rigorous academic standards set by the British Columbia Ministry of Education, ensuring that our students receive the same quality of education as students in BC, Canada.

The BC curriculum emphasizes critical thinking, creativity, communication, and collaboration, preparing students for success in higher education and in the global workforce. Our grade 10-12 program leads to the Dogwood Diploma, an internationally recognized high school graduation certificate issued by the BC Ministry of Education. This diploma provides access to post-secondary institutions around the world and is highly regarded by universities in North America, Europe, and beyond.

Key features of the BC Offshore Program at KCDDS include:

- **Curriculum Alignment:** All courses and learning objectives align with the BC Ministry of Education guidelines, ensuring students meet the standards required for graduation with the Dogwood Diploma.
- **Inquiry-Based Learning:** Our program encourages inquiry and project-based learning, where students engage in hands-on, real-world problem solving. This fosters critical thinking and deep understanding of the subjects.
- **Continuous Assessment:** Students are assessed through a variety of methods, including formative assessments, assignments, projects, and exams, ensuring a comprehensive evaluation of their learning progress.
- **Support for English Language Learners (ELL):** As an international school, we recognize that some students may need additional support in English language acquisition. Our ELL programs provide targeted, individual instruction to help students succeed in the English-language curriculum.
- **Global Perspective:** While students receive a Canadian education, they also benefit from being part of an international learning community. Our diverse student body brings a variety of cultural perspectives to the classroom, enriching the learning experience.
- **Pathways to Global Universities:** Graduates of the BC Offshore Program at KCDDS are well-prepared for university entrance exams, including IELTS and TOEFL, and our counseling team offers support for university applications to prestigious institutions worldwide.

1.3 BC Core Competencies

The BC Core Competencies allows students at KCDDS to grow in a well-rounded manner. Through our educational approach, students develop:

- **Communication Skills** by engaging in dialogue, presentations, and collaborative projects.
- **Creative and Critical Thinking** through hands-on, inquiry-based activities that challenge them to think deeply and reflect on their learning.
- **Personal and Social Responsibility** as they learn to work together, respect each other's perspectives, and take ownership of their actions and their role in the learning community.
- **Positive Personal Identity** through self-reflection and celebration of individual achievements, helping students understand their identity, strengths and build confidence.
- **Cultural Understanding** by participating in projects that explore global perspectives and diverse cultures, including Japanese and Canadian heritage.

1.4. School Structure and Community Culture

Kaisei Canadian Double Diploma School is led by the Principal, under the oversight and direction of the offshore school representative. The Principal's office is

supported by our BC office assistant, Mr. Nakajima. Together, they play a vital role in ensuring the smooth functioning of the school and the holistic development of our students.

The Principal is responsible for the overall leadership and strategic and academic direction of the school, and school-wide discipline, ensuring a safe and supportive learning environment for all students.

At KCDDS, we pride ourselves on being a student-centred and close-knit community. With a small cohort of 13 students, we place a strong emphasis on fostering a culture of care, respect, and mutual support. We believe in the power of a learning community and the importance of each member contributing positively to the shared growth and success of our students and staff.

2. Academic Programs

2.1. BC Graduation Program Overview

At Kaisei Canadian Double Diploma School high school, we follow the British Columbia (BC) Graduation Program, which prepares students to meet the rigorous academic standards required to earn the **Dogwood Diploma**, an internationally recognized high school graduation certificate. The BC Graduation Program is designed to provide a well-rounded education, balancing core academic subjects with some elective courses that align with student interests and future aspirations.

Key Features of the BC Graduation Program:

1. Core Courses

Students in the BC Graduation Program complete a variety of core courses that form the foundation of their education. These include English, Mathematics, Science, Social Studies, and Physical and Health Education. In addition, students must complete Career Life Education and Career Life Connections/Capstone, which focus on planning for post-secondary education and career paths.

2. Elective Courses

Students can explore a limited option of subjects that align with their interests and career goals through elective courses. These electives may include areas such as the technology, business/finance, and environmental studies. Electives allow students to personalize their learning experience and develop specialized skills in areas of interest. Electives offered are contingent on available staff, timetables, and the student population each year.

3. Graduation Assessments

As part of the BC Graduation Program, students must complete **provincial assessments** in literacy and numeracy. The **Graduation Numeracy Assessment (NME 10)** and **Graduation Literacy Assessments (LTE 10, 12)** ensure that students have the essential skills needed for success in post-secondary education and the workforce. These assessments are key components of the program and are required for graduation.

4. Capstone Project

In Grade 12, students complete a **Capstone Project** as part of the **Career Life Connections** course. This project allows students to demonstrate the knowledge and skills they have gained throughout their high school years. It is a self-directed inquiry project in which students explore a topic of personal interest, apply their learning, and present their findings to a panel of teachers and peers. The Capstone Project encourages critical thinking, creativity, and real-world problem-solving.

5. Personalized Learning Pathways

The BC Graduation Program encourages students to pursue personalized learning pathways that reflect their individual goals and passions. Whether students are preparing for university, technical training, or entering the workforce, the program offers flexibility in course selection and postsecondary planning. The principal and teachers at KCDDS work closely with students to ensure that they are on track to meet their graduation requirements and prepare for their future goals.

Dogwood Diploma Requirements: To earn the Dogwood Diploma, students must complete a minimum of 80 credits over Grades 10, 11, and 12. These credits are distributed across required courses, electives, and graduation assessments. Students are supported in meeting these requirements through personalized guidance and a comprehensive academic support system at KCDDS.

By completing the **BC Graduation Program**, students at Kaisei Canadian Double Diploma School are equipped with the academic knowledge, critical thinking skills, and personal competencies needed for success in the global world. Our program not only prepares students for higher education but also fosters curiosity, lifelong learning, personal growth, and a strong sense of responsibility as global citizens.

2.2. BC High School Curriculum (Grades 10-12)

The **High School Curriculum (Grades 10-12)** at Kaisei Canadian Double Diploma School is designed to provide students with a comprehensive, academically rigorous, and engaging educational experience that aligns with the **British Columbia (BC) Ministry of Education** guidelines. The curriculum prepares students for graduation, postsecondary opportunities, and global citizenship, emphasizing critical thinking, inquiry-based learning, and personal growth.

Core Academic Courses

KCDDS students in Grades 10-12 follow the identical BC curriculum as students living in British Columbia, which ensures that they receive a well-rounded education that includes essential core subjects:

- **English Language Arts:** Courses focus on developing advanced reading, writing, and communication skills, with an emphasis on literary analysis, composition, and critical thinking.
- **Mathematics:** Students study a range of mathematical concepts including algebra, geometry, and calculus, depending on their course selection. These courses develop problem-solving abilities, logical reasoning and clearly communicating their strategies and learning in numeracy.
- **Science:** Science courses cover key areas such as biology, chemistry, and physics, encouraging students to engage in hands-on labs and experiments and inquiry-based learning to explore scientific concepts.
- **Social Studies:** Students explore historical events, global issues, and social dynamics, helping them develop a deeper understanding of the world and their place within it. Courses often include global history, geography, and contemporary political, economic, and social issues.
- **Physical and Health Education:** Physical education encourages a healthy lifestyle, with students participating in a variety of sports and fitness activities while learning about personal health and wellness.

Elective Courses

In addition to the core subjects, students can choose from a limited number of elective courses that cater to their individual interests and future aspirations. These electives allow students to explore specialized fields and develop skills that may be relevant to their post-secondary goals. Courses vary depending on teachers' training and availability and our student population annually.

- **Technology:** Courses in information technology, computer science, and engineering introduce students to the digital world, equipping them with valuable skills for the modern workforce.
- **Business and Entrepreneurship:** These courses offer insights into economics, marketing, and business management, preparing students for potential careers in the business sector.

Graduation Requirements

To graduate and earn the **Dogwood Diploma**, students must complete a minimum of 80 credits across Grades 10-12 (our students will earn many more credits). This includes:

- Required courses in core subjects like English, Mathematics, Science, and Social Studies.

- Electives (as available) that allow students to explore their individual interests.
- Career-focused courses such as **Career Life Education** and **Career Life Connections**, which help students plan their post-secondary pathways and develop essential life skills.

In addition to coursework, students are required to complete the **Graduation Numeracy and Literacy Assessments**, which evaluate essential skills needed for success in higher education and the workforce.

Capstone Project

In Grade 12, students complete a **Capstone Project** as part of the Career Life Connections course. This project allows students to apply the knowledge and skills they have gained throughout their high school years to explore a topic of personal interest. Students showcase their learning, creativity, and critical thinking through research, presentations, and reflections, helping them develop a strong sense of ownership over their education.

University and Career Preparation

The KCDDS high school curriculum is designed not only to meet the academic requirements for graduation but also to prepare students for university and their future careers. Our principal and staff work closely with students to guide them through the university application process, helping them select the appropriate courses and experiences to align with their post-secondary goals in Japan and overseas. We offer support for applications to universities around the world, including Canada, the United States, Europe, and Asia.

By following the **BC Graduation Program**, KCDDS ensures that students graduate with the skills, knowledge, and global perspective needed to succeed in higher education and the rapidly changing world. Our high school curriculum encourages academic excellence, personal growth, and lifelong learning, empowering students to become confident and capable leaders.

B.C. Certificate of Graduation (Dogwood Diploma)



The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the BC graduation requirements. To graduate, students require at least 80 credits total by the end of Grade 12.

Of these 80 credits:

A) 52 credits (i.e., 13 courses) are required from the following:

- Physical and Health Education 10 (4 credits- equivalent to BC, taken in Japanese host school).
- Science 10 (4 credits), and a Science 11 or 12 (4 credits).
- Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits).
- A Math 10 (4 credits), and a Math 11 or 12 course (4 credits).
- A Language Arts 10, 11, and a required 12 course (4 credits required at each Grade, 12 credits total).
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total-equivalent to BC, taken in Japanese host school).
- Career-Life Education (4 credits), and Career-Life Connections/Capstone (4 credits).

(* Remember that these are the minimums required for graduation.)

B) At least 28 credits (i.e., 7 courses) must be elective course credits.

These can be in any area. For example, each year students will take more than the one required grade 11 or 12 science (Physics 11 and 12, Chemistry 11 and 12 and so on...), depending on the teacher and students' interest.

C) At least 16 credits (4 courses) must be at the Grade 12 level, including a required Language Arts 12 course and the Career-Life Connections course.

In addition, students must also complete three Provincial Graduation Assessments:

- Grade 10 Literacy Assessment;
- Grade 10 Numeracy Assessment; and
- Grade 12 Literacy Assessment.

2.3. Summary of KCDDS Graduation Requirements (2025-26)

Summary of Graduation Requirements: Dogwood Diploma			
	Grade 10	Grade 11	Grade 12
Required: minimum 52 credits			
English Language Arts	Four 2-credit courses: ☐ Composition 10 ☐ Spoken Language 10 ☐ New Media 10 ☐ Literary Studies 10	Two Required 4-credit course: ☐ Composition 11 ☐ Spoken Language 11 ☐ Literary Studies 11	Required 4-credit course: ☐ English Studies 12 ☐ Indigenous-focused course
Mathematics	Required 4-credit course: ☐ Foundations of Mathematics and Precalculus 10	AT LEAST one 4-credit course: (Grade 11 or Grade 12) ☐ Pre-calculus 11 ☐ Computer Science 11 ☐ Computer Science 12 ☐ Pre-calculus 12 ☐ Calculus 12 ☐ AP Calculus	
Science	Required 4-credit course: ☐ Science 10	AT LEAST one 4-credit course: (Grade 11 or Grade 12) ☐ Physics 11 ☐ Life Sciences11 ☐ Chemistry 11 ☐ Earth Sciences 11 ☐ Environmental Science 11 ☐ Physics 12 / AP Physics ☐ Anatomy and Physiology 12 ☐ Chemistry 12 ☐ Environmental Science 12	
Social Studies	Required 4-credit course: ☐ Social Studies 10* Students take this SS10 course in BC during their homestay/study abroad.	AT LEAST one 4-credit course: (Grade 11 or Grade 12) ☐ Contemporary Indigenous Studies 12 ☐ Comparative Cultures 12	
Arts Education/ ADST	Choose 4 credits at either Grade 10, Grade 11, or Grade 12 ☐ Arts Education - OR – ☐ Applied Design, Skills, and Technologies (ADST) - BC equivalency credits, taken in Japanese host school		
Career Education	Required 8 credits in Career Education (Grade10, Grade 11, Grade 12) ☐ Career-Life Education 10 ☐ Career-Life Connections/Capstone (including 30 hours of work experience or career-life exploration)		
Physical and Health Education (PHE)	Required 4-credit course: ☐ Physical and Health Education 10 -BC equivalency credits, taken in Japanese host school ☐ Physical and Health Education 11 -BC equivalency credits, taken in Japanese host school		
Electives: minimum 28 credits			
Depending on the school’s offerings and student’s choice, the number of electives in Grades 11 and 12 will vary. The 28 elective credits in Grades 10-12 can come from a variety of options.			
Total: 80 credits required for graduation			
* at least 16 credits must be at the Grade 12 level, including a required Grade 12 Language Arts course.			
Graduation Program Assessments			
Required for Graduation	☐ Grade 10 Numeracy NME10 ☐ Grade 10 Literacy LTE10		☐ Grade 12 Literacy LTE12

2.4. Project-Based Learning and Inquiry

At Kaisei Canadian Double Diploma School, **Project-Based Learning (PBL)** and **Inquiry** are integral to our educational approach. These methods are designed to engage students in active exploration of real-world challenges and problems, promoting deeper learning and the development of essential skills such as critical thinking, creativity, collaboration, and communication.

Project-Based Learning (PBL) allows students to work on personally meaningful, extended projects that integrate multiple subject areas. These projects require students to research, problem-solve, and create tangible solutions or presentations, fostering a sense of ownership over their learning. By working in teams, students learn how to communicate effectively, manage tasks, and navigate the complexities of group dynamics—key components of the **BC Core Competencies**. Through PBL, students develop not only academic knowledge but also practical life skills that prepare them for success beyond the classroom.

Inquiry-Based Learning complements PBL by encouraging students to be curious, ask questions, investigate topics of interest, and seek answers through independent or collaborative research. At KCDDS, inquiry begins with curiosity. Students are encouraged to take initiative in their learning, explore open-ended questions, and critically analyze information. This approach cultivates a spirit of inquiry, allowing students to develop deeper understanding and become lifelong learners.

Why PBL and Inquiry are Central to KCDDS:

- **Student-Centered Learning:** Both PBL and inquiry put students at the center of the learning process, giving them the autonomy to direct their own educational journey.
- **Real-World Relevance:** By working on projects and inquiries that mirror real-world problems, students see the relevance of their studies and are more motivated to learn.
- **Skill Development:** These methods help students develop a range of skills—research, time management, teamwork, presentation, and reflection—that are crucial for success in both higher education and the workforce.
- **Personal Growth:** Through PBL and inquiry, students build confidence, resilience, and a sense of responsibility, shaping them into well-rounded individuals prepared to tackle challenges in a globalized world.

By integrating **Project-Based Learning and Inquiry** into our curriculum, Kaisei Canadian Double Diploma School empowers students to take charge of their education, think critically, and contribute meaningfully to the world around them.

2.5. Homework and Assessment Policies

At Kaisei Canadian Double Diploma School, our **Homework and Assessment Policies** are designed to support student learning, foster continuous growth, and promote a deep understanding of the curriculum. Our approach emphasizes the importance of

both **formative** and **summative assessments** while prioritizing daily learning and progress rather than an emphasis on final exams or major assessments.

Formative and Summative Assessments

We believe that assessments should be an integral part of the learning process.

Formative assessments are frequently used to provide ongoing feedback to students, helping them understand their strengths, identify areas for improvement, and make necessary adjustments as they progress through the curriculum. These assessments may take various forms, including classwork, quizzes, group activities, projects, and reflections. The goal of formative assessments is to guide students in their learning journey by providing them with meaningful feedback that they can use to improve.

In contrast, **summative assessments** are designed to evaluate student learning at the end of a unit or course. These assessments, such as final projects or exams, give us a snapshot of a student's mastery of the content and skills they have developed over time. At KCDDS, we focus on **balancing summative assessments with daily learning**, ensuring that students are not overly stressed by final exams, but are instead evaluated through a variety of methods that reflect their overall development.

Use of the BC Proficiency Scale

At KCDDS, we use the **British Columbia (BC) Proficiency Scale** to communicate student progress clearly and effectively. The scale focuses on a student's level of proficiency in the learning objectives, ranging from **Emerging, Developing, Proficient**, to **Extending**. This scale allows us to provide detailed insights into a student's progress in each subject area, moving beyond traditional letter grades to give students and parents a clearer understanding of specific strengths and areas for improvement.

- **Emerging:** The student is beginning to develop understanding but requires significant teacher support.
- **Developing:** The student demonstrates partial understanding and needs some support. *We have adapted this level to show three (3) ranges of developmental student learning to support their academic progress.
- **Proficient:** The student fully meets the expectations of the learning objectives and can work independently to demonstrate mastery of the curricular content, processes and skills.
- **Extending:** The student exceeds curricular expectations, demonstrating an in-depth, sophisticated understanding and application of content, processes and skills.

Using this proficiency scale, we focus on individual student growth and development, encouraging students to reflect on their learning process and set personal goals for improvement.

Focus on Daily Learning

At KCDDS, we place a strong emphasis on the importance of **daily learning** rather than focusing solely on final assessments. Homework is assigned with the intention

of reinforcing concepts learned in class, promoting independent study habits, and fostering a sense of responsibility. Our homework policy is designed to support student learning in a balanced way, ensuring that assignments are meaningful and manageable, without overwhelming students.

By focusing on consistent, daily engagement with the material, we help students develop a deeper understanding of the content and build the skills needed for long-term success. Homework serves as an opportunity to practice and apply new knowledge, while formative assessments provide students with frequent feedback on their progress.

Why Our Approach Matters

Our homework and assessment policies at KCDDS ensure that students are continuously supported in their learning journey. By combining formative and summative assessments, using the BC Proficiency Scale, and focusing on daily learning, we create an environment where students are encouraged to grow, take ownership of their learning, and develop the skills necessary to succeed in both academics and life.

This balanced approach reduces stress, fosters self-reflection, and ensures that every student is recognized for their individual progress and effort. We recognize how busy our students are with club activities, sports and their Japanese high school courses.

2.6. Academic Support and Resources

At KCDDS, we value the academic success and well-being of our students. To support their learning experiences, we offer academic support designed to meet diverse needs and help students reach their full potential. For students experiencing academic challenges, tutoring sessions are available before and after school, providing targeted assistance in English language and in specific subject areas.

At KCDDS, we are committed to creating a supportive learning environment that empowers every student to succeed to the best of their abilities and to reach their potential.

2.7. Equivalency Policy

As students at KCDDS take courses in both the BC and Japanese program, they are granted certain equivalency credits based on their Japanese coursework. Japanese teaching credentials, for the courses in question, are kept in the BC program files and are updated annually, reflecting teacher changes. At present, the equivalency credits are as follows:

Grade 10:

- Japanese 10
- Physical and Health Education 10
- Choral Music 10

Grade 11

- Japanese 11

- Active Living 11

Grade 12

- Japanese 12

Japanese Courses

The equivalency policy for the Japanese courses is slightly different than the other courses and is reflected below: For the Japanese 10, 11, and 12 courses, students are granted equivalency credits based on their coursework in grades 8, 9 and 10. This follows the table below:

Japanese Language Arts (国語)	Converted to	BC Japanese Language
Grade 8 (JLA8)		Grade 10 (JA10)
Grade 9 (JLA9)		Grade 11 (JA11)
Grade 10 (JLA10)		Grade 12 (JA12)

In order to validate this conversion, the JLA 8, 9, and 10 curricular documents have been translated and compared with the BC curricular documents for Japanese 10, 11 and 12. As the linguistic demands of the language arts courses are more demanding than the BC Japanese courses, the following table is used to convert course grades.

Final JLA Course GPA (scale 1 to 5)	BC Japanese Course Grade
5 (performance – Excellent)	100%
4	97%
3	93%
2	90%
1 (performance - not satisfactory)	86%

In addition, a Japanese proficiency test is administered to all new students upon enrollment to ensure that Japanese grades reflect student abilities.

Other Courses

For the other courses, the Japanese curriculum has been translated by the BC program administrator and compared with the Big Ideas, Outcomes, and Content of the corresponding BC course. A comparison table has been prepared for each course and is kept in the BC program files. Content that is missing from the Japanese course is supplemented in BC courses or during additional lessons. For example, the requirement for CPR/AED training, recently added to the PHE 10 curriculum, is accomplished via a third part facilitated First Aid course at the school. The Japanese high school grades are expressed in percentages, so those percentage grades are used for student reporting. Additionally, this information is kept in individual student files.

3. School Policies and Procedures

3.1. Attendance and Punctuality

At Kaisei Canadian Double Diploma School, **daily attendance** and **punctuality** are vital for student success. Regular attendance is directly linked to academic achievement and personal growth, as it ensures that students are fully engaged in the learning process, building upon their skills and knowledge each day. Our program is designed to be immersive, and every class is an opportunity for students to participate in meaningful discussions, hands-on projects, and collaborative learning experiences. For each lesson taught by each teacher, the social connections and interactions between and among students and teachers cannot be replicated in a worksheet.

Importance of Daily Attendance

Daily attendance is critical because each lesson contributes to a student's overall understanding of the subject matter. Frequent absences not only hinder a student's ability to keep up with course content but also affect their participation in group activities, projects, and formative assessments that are key components of our educational approach.

Attendance Policy for High School

Students who are frequently absent in any course—**risk being unable to earn credits** for that course, even if their grades might otherwise reflect passing marks. This policy is in place because consistent attendance is essential for developing the skills and competencies that go beyond simply completing assignments. Missing a significant portion of the course diminishes a student's overall engagement with the curriculum and the learning community.

This attendance requirement is particularly important in senior grades, as missing more than the allotted time may affect a student's ability to graduate on time or progress in their academic program. **Students are expected to visit the BC office on the morning that they return to school to meet with the teacher(s) to review missed lessons/work and receive guidance on completing assignments.**

Planning and Communication

We encourage parents to avoid planning holidays, extended trips, or other activities that would result in student absences during the school year. Every school day is carefully structured to ensure that students receive the full benefit of the program, and frequent or prolonged absences can significantly impact their academic success and development.

If an absence is anticipated due to unforeseen circumstances, parents are encouraged to communicate with the homeroom teacher/school as early as possible. Clear communication allows teachers and administrators to work together to minimize the impact of absences on the student's learning. However, even with advance notice, missing a substantial portion of a course may still result in the loss of credit.

Punctuality Matters

Punctuality is equally important. Arriving late disrupts not only the student's learning but also the flow of the class. Students are expected to arrive on time, prepared to engage in the lesson. Late arrivals may result in missed information, difficulty in catching up, and a lack of full participation in class activities.

Why Attendance and Punctuality Are Critical

Our focus on attendance and punctuality ensures that students are fully immersed in their education, developing essential skills and making the most of their time at KCDDS. The value of attending class goes beyond academic marks—it includes social interaction, experiential learning, and the ability to build on ideas and concepts each day. We understand that there may be situations beyond students' control causing them to be late (e.g., train delays, inclement weather, medical appointments, etc.)

By committing to regular attendance and punctuality, students set themselves up for success in both their academic and personal growth. Parents play a critical role in supporting this commitment by ensuring that their children attend school regularly and by communicating with us promptly about any absences.

Working together, we will ensure that every student can reach their full potential.

3.2. Code of Conduct

The **Code of Conduct** at Kaisei Canadian Double Diploma School is a document that outlines the expectations for student behaviour, guiding our school community in maintaining a respectful, safe, and supportive environment. It is essential for ensuring that all students, staff, and members of the school community feel valued, safe & secure, and able to participate fully in their educational experience.

Purpose of the Code of Conduct:

1. Promoting Respect and Responsibility

The Code of Conduct sets clear expectations for how students should treat themselves, their peers, and their teachers. By fostering an atmosphere of mutual respect, it ensures that every individual is treated with dignity, regardless of background, beliefs, or abilities. Students are encouraged to take responsibility for their actions, making ethical decisions, and behaving in a way that contributes positively to the school community.

2. Ensuring a Safe Learning Environment

A key purpose of the Code of Conduct is to create a physically and emotionally safe space for learning. This includes guidelines that address bullying, harassment, discrimination, and violence. By establishing clear consequences for unsafe or disruptive behaviour, we help protect the well-being of all students and promote a culture where everyone feels comfortable and ready to learn.

3. Encouraging Personal Growth and Accountability

At KCDDS, we believe that learning is not just academic but also personal. The Code of Conduct encourages students to develop self-discipline, accountability, and emotional intelligence. It serves as a tool for guiding students through conflict resolution, decision-making, and personal growth. When students understand and take ownership of their actions, they develop important life skills that will serve them beyond school.

4. Building a Positive School Culture

The Code of Conduct plays a crucial role in establishing a positive and inclusive school culture where students feel connected and supported. It sets the tone for collaboration, teamwork, and constructive communication. Through the adherence to shared values, students learn to appreciate diversity, resolve conflicts peacefully, and contribute to a harmonious school environment.

Importance of the Code of Conduct:

- **Maintaining Order and Structure:** A clear and consistently applied Code of Conduct helps ensure that the school operates smoothly. It provides students with guidelines that set boundaries, helping them navigate the school day and interactions with others.
- **Promoting Academic Success:** A respectful and safe environment is essential for academic focus and success. The Code of Conduct reduces distractions and disruptions, allowing students to concentrate on their learning and reach their full potential.

- **Fostering Social Responsibility:** The Code of Conduct at KCDDS prepares students to be responsible citizens in both their local and global communities. By teaching respect for others, fairness, and empathy, students are equipped with the values and social skills necessary to contribute positively to society.

In summary, the **Code of Conduct** is more than just a set of rules—it's a framework that supports the overall mission of Kaisei Canadian Double Diploma School by fostering respect, safety, responsibility, and a positive school culture. It empowers students to grow into conscientious, respectful, and successful individuals, both within our school community and beyond.

Code of Conduct for Kaisei Canadian Double Diploma School

Effective Date: September 1, 2025

Kaisei Canadian Double Diploma School is committed to providing a safe, caring, and orderly school environment that promotes learning, personal growth, and respect for all members of the school community. This Code of Conduct outlines the expectations, responsibilities, and consequences for acceptable and unacceptable behaviour within our school as directed by the British Columbia School Act and Japan Educational Act. Acceptable conduct expectations have been developed in relation to our school's Mission, Vision, and our Core Competencies.

Our Code of Conduct is annually reviewed to ensure it reflects KCDDS's community needs and align with the school's as well as BC and Japanese school safety initiatives. Our Code of Conduct is communicated to all students, parents, staff, substitute staff, and visitors.

Prohibited Grounds of Discrimination

Kaisei Canadian Double Diploma School prohibits discrimination on any grounds specified in the BC Canada Human Rights Code and the Japanese Constitution, including but not limited to race, color, ancestry, national origin, religion, age, sex, sexual orientation, gender identity or expression.

Statement of Purpose

The purpose of this Code of Conduct is to establish a framework for maintaining a positive and inclusive school culture, where students can thrive academically, socially, and emotionally. It emphasizes the importance of safe, caring, and respectful interactions among all members of our school community.

Acceptable and Unacceptable Behaviour

Expectations for Positive Behaviour:

Respect for Others and Inclusive Behaviour:

- Treat all members of the school community with respect, kindness, and courtesy.
- Show consideration for others' opinions, beliefs, backgrounds, and personal information.
- Contribute to an inclusive and welcoming environment for all.

Academic Integrity:

- Complete all assignments and assessments with honesty and integrity.
- Refrain from cheating, plagiarism, or any other form of academic dishonesty.
- Give proper credit to all sources used in academic work.

Attendance, Punctuality, and Responsibility:

- Attend all classes regularly and arrive on time.
- Obtain permission in advance for any planned absences or late arrivals.

- Submit any required documentation for excused absences.
- Take responsibility for making up missed work and actively engage in learning.

Responsible Behaviour:

- Behave responsibly and follow the instructions of teachers and staff.
- Use school facilities, equipment, and resources responsibly and appropriately.
- Adhere to school policies regarding dress code, cell phone usage, and other guidelines.

Safety and Security:

- Ensure a safe and secure environment for all members of the school community.
- Report any potential safety concerns or incidents to school authorities.
- Follow emergency procedures and guidelines in case of a crisis or evacuation.

Personal Conduct:

- Demonstrate self-discipline and self-control in all situations.
- Refrain from engaging in disruptive or inappropriate behavior.
- Use respectful and appropriate language when communicating with others.

Confidentiality, Privacy, and Responsible Technology Use:

- Respect the confidentiality and privacy of personal information shared by others.
- Refrain from sharing or spreading rumours or gossip about fellow students or staff.
- Use technology and social media responsibly, adhering to school guidelines.

Contribution to a Positive School Environment:

- Contribute to a positive and inclusive school culture.
- Support and encourage fellow students in their academic and personal growth.
- Participate actively in school activities, clubs, and events.

Unacceptable Behaviours:

- Engaging in any form of bullying, cyberbullying, harassment, intimidation, or threatening behaviors that target or discriminate against others based on their personal characteristics or any prohibited grounds outlined in the school's respect for others policy.
- Displaying discriminatory or prejudiced actions that undermine inclusivity, including but not limited to actions that marginalize or belittle individuals based on their race, gender, ethnicity, religion, sexual orientation, or any other protected characteristic.
- Committing acts of violence, engaging in vandalism, or participating in disruptive behavior that disrupts the learning environment, endangers the safety and wellbeing of others, or causes damage to school property.
- Possessing or using unauthorized substances, including illegal or restricted substances, within the school premises or during school-related activities.

- Engaging in any behaviour that jeopardizes the safety or well-being of others, such as engaging in reckless actions, endangering others' physical or emotional health, or disregarding safety guidelines and protocols.
- Violating the principles of academic integrity, which include cheating, plagiarism, or any other form of academic dishonesty that undermines the fairness and integrity of the learning process, as outlined in the school's academic integrity policy.
- Spreading rumours or engaging in gossip that harms the reputation, privacy, or wellbeing of fellow students, staff members, or the school community.
- Engaging in irresponsible or inappropriate use of technology, including but not limited to cyberbullying, sharing or spreading inappropriate content, or violating the school's guidelines for acceptable technology use.

This list of unacceptable behaviours is not exhaustive. In general, all behaviours that contravene the basic principles of the school's code of conduct, compromise the safety and well-being of others, or disrupt the learning environment are strictly prohibited. Students are expected to always demonstrate responsible and respectful behaviour, both within and outside the school premises. By upholding these expectations, students contribute to maintaining a positive and conducive learning environment for all members of the Kaisei Canadian Double Diploma School community.

Students are expected to uphold these standards of conduct and actively contribute to the overall well-being and positive atmosphere within the school community. This includes demonstrating responsible and ethical behaviour both in-person and online, respecting the privacy and dignity of others, and utilizing technology in a manner that aligns with the school's guidelines for acceptable use.

Consequences of Unacceptable Behaviour

The consequences for unacceptable behaviour will be fair, proportionate, and age appropriate, taking into consideration the student's individual circumstances and special needs. Restorative-justice measures will be favoured whenever practicable and appropriate. Consequences may include, but are not limited to, verbal warnings, written reflections, loss of privileges, counseling, community service, restitution, or temporary or permanent removal from school activities.

Prevention of Retaliation

Kaisei Canadian Double Diploma School is committed to preventing retaliation against any student who reports a breach of the Code of Conduct. We will take all reasonable steps to protect and support students who make complaints, ensuring their safety and well-being.

Students with Unique/Diverse Needs

Special considerations will be given to students with diverse needs who may require additional support to comply with the Code of Conduct due to disabilities of an intellectual, physical, sensory, emotional, or behavioural nature.

Annual Review

Kaisei Canadian Double Diploma School will review this Code of Conduct annually, involving representatives from the school community, including employees, parents, and students. The purpose of the review is to assess the effectiveness of the code in addressing current school safety issues and to make any necessary updates or revisions.

By adhering to this Code of Conduct, we promote a positive and inclusive school community.

Parental Acknowledgement:

By enrolling their child at Kaisei Canadian Double Diploma School, parents/guardians acknowledge that they have reviewed the Code of Conduct and agree to ensure their child's compliance with the established expectations. Parents/guardians understand the importance of fostering a safe, respectful, and inclusive learning environment and will actively support and reinforce the principles outlined in the Code of Conduct.

Furthermore, parents/guardians agree to:

1. Familiarize themselves with the content of the Code of Conduct and discuss its expectations with their child.
2. Encourage their child to adhere to the standards of behaviour outlined in the Code of Conduct.
3. Support the school's efforts in promoting a positive and inclusive school culture.
4. Communicate and collaborate with the school regarding any concerns or issues related to their child's behaviour or the Code of Conduct.
5. Set an example of respectful behaviour and responsible use of technology in their own interactions with the school community.
6. Stay informed about updates or revisions to the Code of Conduct and ensure ongoing compliance with its provisions.

By signing below, parents/guardians confirm that they have reviewed the Code of Conduct with their child and commit to abiding by its principles.

Parent/Guardian Name: _____

Student Name: _____

Date: _____

Please note that the signed acknowledgment signifies the understanding and agreement of parents/guardians to collaborate with Kaisei Canadian Double Diploma School in maintaining a positive and respectful learning environment for all students.

3.2.1. Respect and Responsibility

At Kaisei Canadian Double Diploma School, we emphasize the importance of **Respect and Responsibility** as foundational values for a positive school culture. Our discipline philosophy aligns with the **BC Core Competencies** and focuses on fostering an environment where students are encouraged to respect themselves, their peers, teachers, and the school community.

Respect is central to all interactions at KCDDS. We teach students to value diversity, honor differences, and understand the impact their words and actions have on others. By promoting an atmosphere of inclusivity, we help students develop **Social and Cultural Awareness**, encouraging them to appreciate various perspectives and demonstrate empathy in their everyday interactions.

Responsibility at KCDDS extends beyond simply following rules. Students are encouraged to take ownership of their actions and decisions, understanding the consequences of their behaviour on themselves and the wider community. This is closely tied to **Personal and Social Responsibility**, a key BC Core Competency, which helps students develop accountability and make choices that contribute to a safe and respectful learning environment.

We support the development of these skills through open communication, positive reinforcement, and community-building activities. Our goal is to guide students in understanding how their actions affect others and to encourage them to make thoughtful, respectful decisions that benefit both themselves and the school community.

3.2.2. Discipline and Consequences

At KCDDS, our approach to **Discipline and Consequences** is rooted in a **restorative-justice model** that focuses on helping students learn from their mistakes, reflect on their actions, and make positive changes. Our philosophy is proactive and supportive, aiming to create a consistent and fair system that fosters a growth-mindset and responsibility.

When a student's behaviour falls short of expectations, we prioritize reflection and learning over punishment. Students are encouraged to critically reflect on their behaviour, think about the impact of their actions on others, and to explore alternative solutions. This promotes **Critical and Creative Thinking**, one of the BC Core Competencies, by guiding students through problem-solving processes that help them understand how to make better choices in the future.

Consequences for inappropriate behaviour are designed to be both **proportional and educational**. They are implemented consistently across the school and aim to reinforce key values such as respect, accountability, and self-regulation. When necessary, disciplinary actions may include restorative-justice practices, which focus on repairing harm done to others, rebuilding relationships, and fostering a sense of personal responsibility.

Additionally, we engage parents in the discipline process by maintaining open communication and providing regular feedback. This partnership ensures that both the school and families are working together to support the student's development of **Personal Awareness and Responsibility**—helping them understand their emotions, manage their behaviour, and recognize the long-term effects of their actions.

By focusing on **Respect, Responsibility, and Restorative Discipline**, we aim to cultivate a learning environment where students are empowered to grow socially, emotionally, and academically. Our approach helps students not only correct their behavior but also develop the skills they need to contribute positively to the school community and beyond.

3.2.3. Cyber Safety and Digital Citizenship

At Kaisei Canadian Double Diploma School, we are dedicated to fostering a safe and responsible digital environment that promotes positive online behavior and protects the well-being of our students, staff, and community members. Our **Cyber Safety and Digital Citizenship** policy outlines the expectations for the ethical use of technology and online resources, ensuring compliance with both **British Columbia (BC) Ministry of Education and Child Care** standards and **Japanese (MEXT) educational guidelines**. This policy supports students in developing the knowledge and skills needed to navigate the digital world responsibly and safely.

Digital Citizenship

We expect all members of our school community to demonstrate **responsible digital citizenship** by treating others with respect, integrity, and fairness in all online interactions. Students should be aware of their digital footprint and engage in positive, thoughtful communication in accordance with the BC Core Competencies and **Japanese standards**. This includes:

- **Respecting others** in online spaces by avoiding harmful, discriminatory, or inappropriate language or behaviour.
- **Communicating responsibly** by practicing honesty, empathy, and understanding in all digital interactions.

- **Understanding privacy** and practicing discretion when sharing personal or sensitive information online.

Cyber Safety

To protect our students and community, we emphasize the importance of **cyber safety** across all digital platforms used within the school. Our goal is to create an environment where students can access educational content safely, while being aware of potential online risks such as cyberbullying, phishing, and other malicious activities. As part of this commitment:

- Students are required to use the school's technology resources, including the internet, in ways that align with educational goals and expectations.
- All users must follow **security protocols**, including using strong passwords, safeguarding personal information, and reporting suspicious activity or potential threats to the appropriate school personnel.
- Accessing inappropriate or illegal content is strictly prohibited, and students must adhere to both **BC** and **Japanese standards** regarding acceptable online behaviour.

Responsible Use of Technology Resources

KCDDS students and staff are granted access to technology resources for **educational purposes** only. Users are expected to respect the school's technology infrastructure by:

- Using school-issued/personal devices and software according to the school's **guidelines**.
- Avoiding unauthorized access to restricted areas or attempting to alter system settings.
- Refraining from using personal devices on the school's network without permission or in ways that violate school policies.

Intellectual Property and Copyright

Students must also adhere to intellectual property laws and **copyright guidelines**, as stipulated by both the BC Ministry of Education and Child Care and Japanese standards. This includes:

- Respecting the intellectual property of others and avoiding plagiarism.
- Using digital content, including images, videos, and written work, within the scope of fair use and with appropriate attribution.

Consequences for Violations

Failure to comply with the **Cyber Safety and Digital Citizenship** policy may result in disciplinary actions, including the loss of technology privileges, suspension, or other academic consequences. KCDDS reserves the right to monitor all user activity on school devices and networks to ensure compliance with the policy and protect the safety of the school community.

Partnership with Parents

We also encourage a collaborative approach to **cyber safety** by working closely with parents to educate students on the importance of responsible digital behaviour at home and school. Parents are urged to maintain an open dialogue with their children about their online activities and to reinforce the guidelines outlined in this policy.

By promoting responsible digital citizenship and ensuring strong cyber safety measures, we aim to equip our students with the skills needed to thrive in the digital age while protecting themselves and others from online risks.

3.2.4. Academic Honesty

Introduction

At Kaisei Canadian Double Diploma School, we value academic integrity and uphold the principles of honesty, authenticity, and originality in all academic endeavors. This Plagiarism/Academic Honesty Policy is designed to ensure that students in grades 10-12 understand the importance of academic honesty and the consequences of plagiarism or any form of cheating.

Definition of Plagiarism

- Plagiarism is the act of using someone else's words, ideas, or work without giving proper credit or acknowledgment. It includes, but is not limited to, the following actions:
- Copying and pasting text from a source without citation.
- Paraphrasing someone else's work without appropriate attribution.
- Presenting someone else's work as your own.
- Using unauthorized aids or materials during assessments or examinations.
- Collaborating with others inappropriately on assignments or assessments.

Consequences of Plagiarism/Academic Dishonesty

The consequences for plagiarism or academic dishonesty will depend on the severity and frequency of the offense, as well as the student's grade level. The following consequences will be enforced:

First Offense:

A meeting will be held between the student, teacher, the homeroom teacher, and appropriate school staff to discuss the incident.

The student will receive a formal warning, and the incident will be documented in their academic record.

The student will be required to redo the assignment or assessment with a maximum achievable grade of 50%.

Second Offense:

A meeting will be held between the student, teacher, the homeroom teacher, and appropriate school staff to discuss the repeated offense.

The student will receive a grade of zero for the assignment or assessment.

The incident will be documented in the student's academic record.

A letter will be sent to the student's parents or guardians informing them of the violation and consequences.

Third Offense:

A meeting will be held between the student, teacher, and appropriate school staff to address the repeated offense.

The student will receive a grade of zero for the assignment or assessment.

The incident will be documented in the student's academic record.

A letter will be sent to the student's parents or guardians outlining the violation and consequences.

The student may face additional disciplinary actions, including but not limited to, loss of privileges, academic probation, or suspension.

Academic Integrity Education

To promote academic integrity, Kaisei Canadian Double Diploma School will provide ongoing education and resources to students, including:

- Classroom discussions and activities on the importance of academic honesty.
- Instruction on proper citation and referencing techniques.
- Guidance on the appropriate use of sources and avoiding plagiarism.
- Lessons and seminars on research skills and ethical writing practices.

Review and Revision

This Plagiarism/Academic Honesty Policy will be reviewed periodically to ensure its effectiveness and compliance with the BC Ministry of Education and Child Care guidelines. Any necessary revisions will be made to address emerging issues and maintain alignment with best practices in academic integrity.

By adhering to this policy, we will foster a culture of academic integrity, respect for intellectual property, and ethical conduct among our students at Kaisei Canadian Double Diploma School.

3.3. Dress Code and Uniform Policy

At Kaisei Canadian Double Diploma School, our **Dress Code and Uniform Policy** reflect the values of respect, professionalism, and community that are central to our school culture. Wearing the school uniform and KCDDS pin on your lapel fosters a sense of belonging and unity among students, while promoting a focused and respectful learning environment.

Dress Uniform Requirement

Students are expected to wear the **Kaisei dress uniform and KCDDS pin** every school day and on other designated occasions throughout the school year. These occasions may include, but are not limited to:

- **Field trips**
- **University visits**
- **Special assemblies**
- **School events and ceremonies**

The dress uniform ensures that students represent the school appropriately in formal settings and during interactions with external organizations or guests. It also serves to distinguish KCDDS students as ambassadors of our values and mission.

Importance of Adhering to the Dress Code

Adhering to the dress code is an important aspect of student responsibility and self-discipline. The uniform is a visible reminder that all students are part of the KCDDS community and that we hold ourselves to high standards in both behaviour and appearance. By wearing the uniform and pin with pride, students contribute to a positive school culture and reputation and reinforce our shared values of respect and professionalism.

Consequences for Non-Compliance

Failure to adhere to the uniform policy may result in consequences, such as a reminder to change into the proper attire, or in repeated cases, further disciplinary action. We encourage students and parents to ensure that uniforms are worn correctly and consistently to avoid disruptions to the school day.

By upholding the **Dress Code and Uniform Policy**, we maintain a unified and respectful school environment, both on campus and in the broader community.

3.4. Health and Safety Protocols

At Kaisei Canadian Double Diploma School, the safety and well-being of our students, staff, and visitors are top priorities. We are committed to providing a secure, caring, and orderly environment on the Kaisei High School facility. To ensure safety and security across our school, we have implemented a comprehensive set of health and safety protocols that align with the **BC Ministry of Education and Child Care's** guidelines and local Japanese regulations.

- **Visitors must register** at the entrance and obtain proper identification before gaining access to the premises.

CCTV Surveillance

- **CCTV cameras** are installed throughout the hallways in the Maria building to monitor activity and ensure a safe environment for students and staff.
- Footage is used solely for **security purposes** and is accessible only to **authorized personnel**.

Safety Education and Emergency Preparedness

- **Safety education** is integral to the curriculum at KCDDS. We provide comprehensive training to students, staff, and visitors, focusing on personal safety, emergency responses, and campus hazard awareness.
- **Regular emergency drills** (fire, earthquake,) are conducted to ensure that all members of the school community are well-prepared in the event of an emergency.

Fire Drill Protocol

- Fire drills are conducted **once per year**, ensuring that students and staff are familiar with evacuation routes and procedures.
- In the event of a fire, students and staff must evacuate the building quickly and quietly, following the **evacuation routes posted in each room**.
- Students are to assemble at the **designated marshaling area** and stay with their teacher until the principal gives the “all clear” signal.

Earthquake Drill Protocol

- Earthquake and tsunami drills take place **once each year**.
- At the first indication of an earthquake, students and staff will take cover under desks or tables, adopting a crouched position.
- Once the shaking stops, students will evacuate through the nearest exit and gather in the marshaling area for further instructions from staff.

Safety Equipment

The Kaisei campus is equipped with key safety features to ensure readiness in case of emergencies:

- **Fire extinguishers, alarms, and smoke detectors** are installed throughout the building and inspected regularly.
- **First aid kits** are available in multiple locations, including staffrooms and offices.
- **Emergency exit signs and lighting** guide safe evacuations during emergencies.
- **Eyewash stations** are installed in the science labs, and **hand-sanitizing stations** are placed in strategic areas.

Supervision and Accountability

- Staff adhere to supervision protocols during school hours and activities, ensuring a safe learning environment for all students.

Shared Responsibility

At KCDDS, we believe that safety is a **shared responsibility**. Students, staff, and parents are encouraged to report any safety concerns, hazards, or suspicious activities to school authorities immediately. Open communication and collaboration are essential in maintaining a secure campus.

A Safe, Caring, and Orderly School

KCDDS is committed to creating a **safe, caring, and orderly environment** where students can focus on learning in a secure atmosphere:

- We build a **positive school culture** that promotes respect, inclusion, fairness, and equity for all members of the community.
- **Socially responsible behaviours** are modeled, encouraged, and taught, helping students to resolve conflicts peacefully and respect diversity.
- All members of the school community are expected to act in accordance with the **school code of conduct**, and violations are addressed with **restorative-justice practices** designed to repair harm done to others and strengthen relationships.

By adhering to these comprehensive **Health and Safety Protocols**, KCDDS ensures the well-being of our entire school community and fosters an environment where students can thrive academically, socially, and emotionally.

3.4.1. Emergency Procedures

At Kaisei Canadian Double Diploma School, we prioritize the safety and well-being of our students, staff, and community by maintaining a comprehensive **Emergency Preparedness Plan**. This plan is in accordance with both the **British Columbia (BC) Ministry of Education and Child Care's Emergency Management Planning Guide** and **local Japanese regulations**, ensuring that our school is well-prepared to respond effectively to emergencies.

We conduct regular drills and training to ensure that all members of our school community are familiar with emergency procedures, promoting a culture of preparedness and safety. Below is an overview of our key emergency procedures and practices.

Fire Drills

Our **fire drill procedures** are developed in accordance with BC Ministry policies, the BC Fire Code, and local Japanese regulations. Fire drills are held **once per year** to ensure that students and staff are familiar with evacuation routes and procedures.

- When the fire alarm sounds, students and staff must evacuate the building quickly and calmly, following the posted evacuation routes.
- Each classroom has a designated evacuation route, and students are required to move with their teacher to the **designated marshaling area** away from the building.
- Re-entry to the building is permitted only after the **“all clear”** is given by the principal.
- If the fire alarm sounds outside of class time, students are instructed to evacuate via the nearest exit and assemble at the designated area in their advisory groups.

Earthquake Drills

Earthquake drills follow the guidelines outlined in the BC Ministry’s policy and the **Great British Columbia ShakeOut!** as well as local Japanese recommendations. Earthquake drills are held **once at the beginning of the school year**.

- At the first sign of an earthquake, students and staff must immediately **take cover** under desks or tables, facing away from windows and in a crouched position.
- Once the shaking stops, staff will direct students to **evacuate the building** through the nearest safe exit.
- Students will gather in the designated marshaling area for further instructions.
- No one may leave the school grounds without the principal’s permission to ensure all students are accounted for.

Safety Equipment

To support our emergency preparedness, KCDDS is equipped with various **safety equipment** throughout the campus, including:

- Fire extinguishers, fire alarms, and smoke detectors, regularly inspected and maintained.
- First aid kits located in key areas, including the office and classrooms.
- Emergency lighting and clearly marked evacuation routes posted in each classroom.
- An eyewash station in the science lab and sanitizing stations throughout the building.

- Equipment and supplies for regular cleaning and disinfection to maintain hygiene.

Importance of Fire Drills

Regular fire drills help ensure the safety and preparedness of all individuals on campus. Statistics show that practicing fire drills:

1. **Increases survival rates:** Familiarity with evacuation procedures can improve chances of safely exiting the building during a fire.
2. **Reduces response time:** Efficient evacuation drills help reduce the time it takes for individuals to safely leave the building, allowing emergency responders to focus on extinguishing the fire.
3. **Improves evacuation planning:** Drills allow for testing and refining of evacuation plans, ensuring that procedures are effective and safe.
4. **Familiarizes individuals with emergency equipment:** Drills help staff and students become comfortable with using fire extinguishers, alarms, and emergency exits.
5. **Promotes calm and efficient responses:** Regular practice helps condition students and staff to respond calmly and appropriately during high-stress situations.

At KCDDS, we are committed to ensuring the safety of our community by practicing and refining our emergency procedures. Our drills and protocols are essential to maintaining a safe and secure learning environment for all students and staff.

3.4.2. Health and Wellness Services

At Kaisei Canadian Double Diploma School, we prioritize the physical, mental and emotional health and wellness of our students. Our school team works collaboratively with the host school to ensure that student wellness and emotional health are constantly supported. Below is an overview of the **Health and Wellness Services** available at KCDDS:

Counseling Services

Kaisei's school counselor provides critical support for the social, emotional, and psychological well-being of students. Offering individual counseling sessions, the counselor addresses personal, social, and academic concerns in a safe, confidential, and supportive environment. Students are encouraged to explore their emotions, develop coping strategies, and enhance their overall mental health and resilience. The referral of counseling services for students is done in conjunction with parents, BC staff, and the homeroom teacher.

Health Check-ups and Promotion Programs

The full-time nurse at KCDDS plays a vital role in maintaining the physical health of our students. Regular health check-ups, monitoring of student health conditions, and

onsite medical support are provided as part of the nurse's daily responsibilities. Additionally, the nurse leads **Health Promotion Programs** designed to educate students about healthy lifestyle choices, preventive care, and the importance of overall well-being. These programs are integrated into the school environment to promote a culture of health and wellness.

Safety and Disaster Prevention

The KCDDS nurse also serves as the **Safety and Disaster Prevention Officer**, collaborating with the BC program principal and the health and safety committee to ensure that emergency preparedness plans are in place. The supervising teacher is responsible for overseeing safety drills and ensuring that the school complies with all safety protocols, promoting a secure and safe learning environment for both students and staff.

Commitment to Student Well-Being

At KCDDS, the safety and well-being of our students are our top priorities. With a dedicated team of professionals, access to local medical services, and continuous staff training, we ensure that our school is well-prepared to handle medical and wellness-related situations. Our health and wellness services aim to provide holistic support for our students, helping them thrive both academically and personally in a safe and nurturing environment.

3.5 Parental Appeal and Dispute Resolution Policy

Policy Statement: This policy outlines the process by which parents can raise and resolve concerns or disputes related to their child's education, school policies, or any other matters related to school operations in a fair and transparent manner. The procedure aligns with the BC Ministry of Education and Child Care requirements and ensures a consistent approach for parental appeals and dispute resolution.

Purpose: The Parental Appeal and Dispute Resolution Policy ensures that parents have access to a fair, transparent, and structured process to address grievances or disputes regarding their child's education. It encourages collaboration and communication between parents, teachers, and the school administration to support the best educational environment for students.

Procedures:

1. Informal Resolution:

- Parents are encouraged to first seek an informal resolution by discussing their concerns directly with the BC classroom teacher, the homeroom teacher, or other relevant staff members. If the concern is not resolved, parents should arrange a meeting with the BC school principal, teacher, and the homeroom teacher.

2. Formal Appeal Process:

○ Step 1: Written Appeal Submission

- If the informal resolution process does not resolve the concern, parents may submit a formal written appeal to the school's principal. The appeal should clearly outline the nature of the dispute, the steps taken to resolve it informally, and the desired outcome.

○ Step 2: Review and Investigation

- The principal will review the submitted appeal and gather relevant information, which may include meetings or interviews with the parties involved (e.g., BC teachers, homeroom teachers, host school administrators). The goal is to facilitate a resolution that aligns with school policy and the student's best interests.

○ Step 3: Formal Response

- A formal written response will be provided to the parents within 14 working days. The response will detail the findings of the review and any actions the school will take to address the issue.

3. Further Appeal:

- If the parent is not satisfied with the resolution, they may escalate the appeal to a higher level of administration within the school and/or the Offshore School Representative, as outlined in the school's Appeals and Dispute Resolution Policy. This may include presenting the case to the school's education board.

4. Communication and Reporting

4.1 Parent-Teacher Communication

Establishing effective communication between the school and parents is essential to the success of our learning community at KCDDS. In addition to phone calls to the school during office hours and email communication, we use the Teams app for communicating with students and parents.

4.1.1. Parent-Teacher Conferences

At Kaisei Canadian Double Diploma School, we organize **Parent-Teacher Conferences** at the **mid-October** to provide a structured opportunity for parents, students, and teachers to come together and discuss the student's progress. These conferences are an essential part of our commitment to open communication and collaboration between home and school, with a focus on supporting student growth and achievement.

Conference Structure

Our mid-October conferences are designed to be **student-centered**, involving the student actively in the discussion. As students progress through our program, we encourage them to take an increasingly active role in these meetings. This approach helps students develop **self-awareness** and accountability for their learning.

During the conference, teachers share insights into the student's academic performance, highlighting strengths, areas for improvement, and steps that can be taken to ensure continued progress. Teachers may also discuss social and emotional development, focusing on how the student interacts with peers, engages with learning, and manages responsibilities. Parents are encouraged to ask questions and share their observations to create a well-rounded picture of the student's overall development.

Student Involvement

As students develop and gain more **self-awareness** and **understanding of their learning goals**, they are encouraged to **lead the conversation** during the conferences. This involves:

- **Reflecting on their own progress:** Students are asked to consider what they have learned, what challenges they have faced, and where they believe they need to improve.
- **Setting personal goals:** Students work with their teachers and parents to set clear academic and personal development goals for the remainder of the term.
- **Taking ownership:** By leading the discussion, students develop a greater sense of responsibility for their learning, making the conference a valuable learning experience.

This process not only builds confidence and self-management skills but also helps students develop a deeper understanding of their strengths and areas for growth. It reinforces the idea that learning is a **collaborative effort** involving the student, teacher(s), and parent, with the student at the center of the process.

Purpose and Benefits

The purpose of our **mid-semester Parent-Teacher Conferences** is to:

- **Provide feedback** at an important point in the term and school year, allowing time for adjustments and improvements.
- **Promote student reflection** on their learning and development, encouraging them to take ownership of their academic journey.
- **Strengthen the home-school partnership**, ensuring that parents are actively involved in their child's education and aligned with teachers in supporting student growth.
- **Create actionable goals** for students to work toward for the remainder of the semester, with input from both teachers and parents.

By involving students directly in these conferences, they will take charge of their learning and set meaningful goals, ensuring that they are fully engaged in their educational journey at KCDDS.

4.2. Progress Reports and Report Cards

At Kaisei Canadian Double Diploma School, we follow the **British Columbia Ministry of Education and Child Care's K-12 reporting policy** to provide students and parents with clear, detailed updates on academic progress throughout the school year. Our reporting system is designed to offer meaningful and timely feedback, promote student growth, and ensure transparency in our Grade 10-12 program.

High School Reporting Structure

In our high school program, students receive two types of reports each term: **Learning Updates** and a **Summary of Learning**.

1. Learning Updates

- These are distributed in the middle of the **first** and **third terms** of each term.
- Learning updates use the **BC Proficiency Scale** (Emerging, Developing, Proficient, Extending) to communicate students' progress in demonstrating understanding of the learning objectives of each course.
- In addition to the proficiency scale, teachers provide **individualized comments** that describe specific feedback on each student's strengths, areas for improvement, and next steps in their learning journey.

2. Summary of Learning

- The **Summary of Learning** is produced at the end of each term and **end of the school year**. This report includes more comprehensive information, as it not only uses the **BC Proficiency Scale** but also provides **percentage marks** and **letter grades** that are formally reported to the BC Ministry of Education and Child Care.
- This report also includes **teacher comments**, offering a more detailed reflection on the student's academic performance, engagement, and progress over the term.
- The **end-of-year Summary of Learning** includes the student's **final marks**, which are critical for official credit allocation leading toward BC graduation requirements and earning a BC Dogwood Diploma.

This structured reporting approach ensures that students and parents receive regular updates on progress and can take proactive steps if needed to address any learning challenges before each term ends.

5. Student Life

5.1 Extracurricular Activities and Clubs

At KCDDS, we believe that learning extends beyond the classroom walls. Extracurricular activities and clubs and co-curricular programs provide students with opportunities to explore their interests, develop new skills, and foster a sense of community.

KCDDS sponsors an English club called "Waku-waku English Ambassadors" for Grade 7-9 students at Kaisei every Thursday at 4:30 p.m. This weekly club is facilitated by the KCDDS principal or teachers and is led by 5-7 Grade 11 and 10 KCDDS students. Our students "teach" the visiting junior high school students English skills and abilities through a variety of fun games, art, and hands-on activities. This club benefits our students in their language development, and it supports new ELL students and raises interest in our offshore school.

"Fun Clubs" are student-driven and chosen to reflect shared interests and talents. These clubs allow students to delve into topics that may extend the school curriculum or explore areas beyond the academic program, encouraging creativity, collaboration, and personal growth.

"Academic Clubs" are structured around more formal pursuits and are often internationally recognized. These clubs provide students with the opportunity to develop critical thinking, creativity, language proficiency, and leadership skills through participation in competitions or collaborative projects with other schools worldwide. These experiences not only enhance academic learning but also prepare students for future challenges and global engagement.

Most clubs open to KCDDS students are student-led and facilitated, with the guidance and support of teacher sponsors from Kaisei High School. This model fosters leadership and

organizational skills, empowering students to take ownership of their learning and actively contribute to the school community.

5.2. School Events and B.C. Traditions

With strong cultural connections to both Japan and Canada, KCDDS celebrates a variety of cultural events that reflect our diverse community. These include the Terry Fox Run, Orange Shirt Day, Halloween, Canada Day, Multicultural Day, and National Indigenous Peoples Day. These celebrations foster an appreciation of cultural diversity and strengthen our international school spirit.

5.2.1. National Day for Truth and Reconciliation

In accordance with the BC curriculum, KCDDS integrates Indigenous knowledge and perspectives into our classrooms. As an offshore school in Japan, we make concerted efforts to connect our curriculum to the rich Indigenous cultures of the Ainu in Hokkaido and northern Japan. The Truth and Reconciliation Day on September 30th provides an opportunity for our students to gain a deeper appreciation of Indigenous peoples' connections to the land from both Canadian and Japanese perspectives.

5.2.2. Annual School Field Trips and Study Abroad

Outdoor education is an integral part of our holistic approach to student development. Our offshore school program includes an extra-curricular component, where students participate in excursions designed to enhance leadership skills, environmental awareness, and team building. These experiences encourage students to step outside their comfort zones and develop a deeper connection to the natural world. For example, KCDDS students have travelled to Kyoto, the Higashiyama Zoo and Botanical Gardens in Nagoya, and a local pottery craft shop in Yokkaichi for day experiential learning trips.

Additionally, KCDDS organizes summer study abroad/homestay trips to Nanaimo, BC in mid-July-August that further enrich student experiences, offering opportunities for exploration, personal growth, and cultural immersion beyond the classroom. Moreover, students earn 4-credits in Social Studies 10 at Dover Bay Secondary School in Nanaimo during this 5-week study abroad program in Canada.

6. Learning Support for Diverse Students

At KCDDS, we believe that all students deserve access to a quality education that meets their unique needs. In April, KCDDS staff will identify students who require additional academic assistance and provide individualized support for their English and subject-specific progress.

We may create **Individual Education Plans (IEPs)** that detail specific accommodations and adaptations for diverse students. These plans are developed in collaboration with teachers, the BC Principal, and parents, ensuring that students receive the necessary resources, such as extended time on assignments, adapted curriculum, or alternative assessment methods.

Our goal is to help English Language Learning students acquire strong language proficiency while ensuring they meet the academic expectations in the core curriculum of the BC program, enabling them to succeed in a fully English-speaking academic environment.

7. School Calendar and Schedule

7.1. Academic Year Calendar

The Academic Year Calendar is published at the beginning of each school year to communicate important dates and facilitate effective planning for students, parents, and staff. The 2026-2027 Academic Calendar and important dates is below.

Apr-26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
5	6	7	8	9	10	11
	【Gr. 10】 Entrance Ceremony	Start of Year Opening Ceremony	<i>Classes Begin</i> Traffic safety, Physicals, Evacuation Drills	New Student Guidance, Physicals, Evacuation Drills	Terry Fox Run	
12	13	14	15	16	17	18
	Clubs Introductions	【Gr. 10】 Course Orientations				
19	20	21	22	23	24	25
	<i>Morning Assembly</i>					
26	27	28	29	30		
		Field Trip	Showa Day Holiday			



16 Instructional Days



14 Non-Instructional Days

May-26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	1	2
3	4	5	6	7	8	9
Constitution Memorial Day	Greenery Day	Children's Day Holiday	Substitute Holiday	Morning Assembly		
10	11	12	13	14	15	16
	【Gr.10】 Physical Test	【Gr.11】 Physical Test	【Gr.12】 Physical Test			
17	18	19	20	21	22	23
		【Gr.12】 Japanese Achievement Test①	【Gr.12】 Japanese Achievement Test①			
24	25	26	27	28	29	30
	Morning Assembly				Prefectural Sports Tournament	Prefectural Sports Tournament



18 Instructional Days



13 Non-Instructional Days

Jun-26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
Prefectural Sports Tournament	Morning Assembly		Jr. High Sports Day			
7	8	9	10	11	12	13
					Sr. High Sports Day	
14	15	16	17	18	19	20
21	22	23	24	25	26	27
	※Teachers Pro-D to Osaka	Exam Period			Japanese Achievement Test	
28	29	30				
	Morning Assembly					



19 Instructional Days



11 Non-Instructional Days

Jul-26

Sun 28	Mon 29	Tue 30	Wed 1	Thu 2	Fri 3	Sat 4
			Canada Day Event CA			【Gr.11】 Canada Shortstay ~Aug.4
5	6	7	8	9	10	11
	Morning Assembly					
12	13	14	15	16	17	18
					Last Day of Classes	
19	20	21	22	23	24	25
Summer Break						
26	27	28	29	30	31	1
Summer Break						



13 Instructional Days



18 Non-Instructional Days

Aug-26

Sun 26	Mon 27	Tue 28	Wed 29	Thu 30	Fri 31	Sat 1
Summer Break						
2	3	4	5	6	7	8
		【Gr.11】 Returning from Canada				
Summer Break						
9	10	11	12	13	14	15
Summer Break						
16	17	18	19	20	21	22
Summer Break						
23	24	25	26	27	28	29
Summer Break						
30	31					
Summer Break						



0 Instructional Days



31 Non-Instructional Days

Sep-26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
		First Day of Classes <i>Morning Assembly</i>				
6	7	8	9	10	11	12
						Demo Class①
13	14	15	16	17	18	19
	Exam Period					
20	21	22	23	24	25	26
	Respect for the Aged Holiday	National Holiday	Autumnal Equinox Day Holiday		Human Rights Lecture	Demo Class②
27	28	29	30			
	<i>Morning Assembly</i>					



19 Instructional Days



11 Non-Instructional Days

Oct-26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	1	2	3
4	5	6	7	8	9	10
			BC Mock Exams - Internal Students <i>End of Term Assembly - No Classes</i>	Parent- Teacher Interviews	Parent- Teacher Interviews	
11	12	13	14	15	16	17
	Sports Day - Holiday	End of Term Holiday		<i>Half-Day Classes *Kaisei Fest Prep</i>	<i>Half-Day Classes *Kaisei Fest Prep</i>	Demo Class③
18	19	20	21	22	23	24
	<i>Half-Day Classes *Kaisei Fest Prep</i>	<i>Half-Day Classes *Kaisei Fest Prep</i>	<i>Half-Day Classes *Kaisei Fest Prep</i>	Kaisei Festival①	Kaisei Festival②	
25	26	27	28	29	30	31
	【Gr.10/11】 Japanese Achievement Test②			BC Inspection	BC Inspection	



15 Instructional Days



16 Non-Instructional Days

Nov-26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	Morning Assembly	Culture Day Holiday			BC Returnee Entrance Exams	
8	9	10	11	12	13	14
KCDDS Info Session - PM						BCMock Exams
15	16	17	18	19	20	21
	Morning Assembly					
22	23	24	25	26	27	28
	Labour Thanksgiving Day				School Anniversary Holiday	
29	30	1	2	3	4	5



18 Instructional Days



12 Non-Instructional Days

Dec-26

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4	5
		Exam Period				
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
			LHR + Clean Up Day Christmas Mass	Winter Break		
27	28	29	30	31		
Winter Break						



16 Instructional Days



15 Non-Instructional Days

Jan-27

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
Winter Break						
3	4	5	6	7	8	9
	Jr. High School Entrance Exam				First Day of Classes <i>Morning Assembly</i>	
Winter Break						
10	11	12	13	14	15	16
	Coming of Age Holiday Jr. High School Entrance Exam	【Gr.12】 Grade Assembly				Sr. High School Entrance Exam
17	18	19	20	21	22	23
	【Gr.10/11】 Japanese Achievement Test	【Gr.11】 Japanese Achievement Test				
24	25	26	27	28	29	30
	Sr. High School Entrance Exam BC Entrance Exam	Study at Home Day				



13 Instructional Days



18 Non-Instructional Days

Feb-27

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
	<i>Morning Assembly</i>	【Gr.11】 Japanese Achievement Test	【Gr.11】 Japanese Achievement Test			
7	8	9	10	11	12	13
				National Foundation Holiday Jr. High Entrance Exam	【Gr.12】 Last Day of Classes	
14	15	16	17	18	19	20
	<i>Morning Assembly</i>	BC Supplementary Period				
21	22	23	24	25	26	27
		Emperor's Birthday Holiday	Exam Period			



18 Instructional Days



10 Non-Instructional Days

Mar-27

Sun 28	Mon 1	Tue 2	Wed 3	Thu 4	Fri 5	Sat 6
	Gr.12 Graduation Ceremony 【Gr.10/11】 Study at Home	Exam Period			Last Day for BC Classes	
7	8	9	10	11	12	13
		Sr. High School Class Matches (AM)	Sr. High School Class Matches (AM)	Jr. High School Class Matches		
14	15	16	17	18	19	20
			【Gr.10/11】 Proficiency Test	End of Year Assembly New Student Assembly Day (PM)	Parent-Teacher Interviews	
21	22	23	24	25	26	27
Spring Equinox Holiday	Substitute Holiday	Parent-Teacher Interviews	Spring Break			
28	29	30				
Spring Break						



4 Instructional Days



27 Non-Instructional Days

7.2. Daily Schedule and Timetable

The KCDDS academic schedule runs from Monday to Friday, with seven 50-minute instructional blocks each day. The day begins with a homeroom period from 8:40 to 8:50 a.m., followed by the first block starting at 8:50 a.m. 10-minute breaks are scheduled between blocks to provide students with time to rest and recharge. Lunch is from 12:40 p.m. to 1:20 p.m., with an afternoon homeroom from 4:10p.m.- 4:20 p.m.

Classes conclude at 4:10 p.m., after which students can participate in club activities, offering opportunities for athletics, socializing, extracurricular engagement and personal interest and development.

8. Admissions and Enrollment

8.1. Enrolment & Admissions Process

To complete the enrolment process, students are required to submit all necessary documents by April of their Grade 10 year. For a detailed list of required documents and processes, please contact the school. You can also review the admissions and enrolment procedures on our website. <https://kcdds-kaisei.ac.jp/>

8.2. Tuition and Fees

The tuition and fees schedule is published each year. The fees schedule for 2025-26 is as follows:

[授業料等一覧]

(円)

区 分		入学時納入	年度初納入	各月納入		
				就学支援金(注1)区分		
				支給なし	9,900円のみ	満額支給
入 学 金		45,000				
施 設 費		200,000				
普 通 科	授 業 料			39,000	39,000	39,000
	就 学 支 援 金			0	△9,900	△33,000
	授業料減免補助金				△1,000	
	総合学習積立金			7,000	7,000	7,000
D D 科	授 業 料			100,000	100,000	100,000
	就 学 支 援 金			0	△9,900	△33,000
	授業料減免補助金				△1,000	
	卒業積立金			2,000	2,000	2,000
生 徒 会 費			2,000			
星 援 会 費 (P T A)			4,800			
ク ラ ブ 後 援 会 費			7,000			
普 通 科 合 計		245,000	13,800	46,000	35,100	13,000
D D 科 合 計		245,000	13,800	102,000	91,100	69,000

(注1) 就学支援金は、入学時申請が必要です。

*上記の表以外に教材費等を実費で徴収します。また、DD科はカナダ短期研修の費用が別途かかります。

*一部ご家族は、入学金が半額になる入学金軽減補助金(22,500円)の制度をご利用いただける場合があります。

*就学支援金区分は、各家庭の課税額により決定されます。詳しくは、「三重県環境生活部私学課」または「文部科学省」のホームページをご覧ください。

9. Parent Involvement

9.1. Parent Teacher Association (PTA)

Purpose and Goals of the PTA

The PTA is designed to:

- **Promote Parent Involvement:** The PTA encourages parents to take an active role in the school community by participating in meetings, sharing their insights, and volunteering for various events. This involvement helps to build a strong partnership between home and school, ensuring that parents are engaged in their children's educational journey.
- **Support School Initiatives:** The PTA provides valuable feedback to the school administration on key issues, policies, and programs, ensuring that parent perspectives are considered in decision-making processes. By working together, parents and school leaders can create a more positive and supportive learning environment.
- **Organize and Assist with School Events:** The PTA is instrumental in organizing and supporting school events such as fundraisers, social gatherings, and community service projects. These events help foster a sense of community and bring students, parents, and staff together to celebrate and strengthen school spirit.
- **Enhance Communication:** One of the PTA's key functions is to serve as a liaison between parents and the school, helping to improve communication and ensure that parents are well-informed about school policies, events, and initiatives. The PTA provides a platform where parents can voice concerns, share ideas, and discuss topics that impact the school community.
- **Workshops and Guest Speakers:** Coordinating informative workshops and inviting guest speakers to address topics of interest to parents, such as student wellness, academic support, and parenting strategies.
- **Volunteer Opportunities:** Assisting with school events, extracurricular activities, and student-led initiatives by providing parent volunteers to help with logistics, supervision, and event planning.

How to Get Involved

All parents are welcome and encouraged to join the **Parent Teacher Association**. Regular PTA meetings are held throughout the school year, offering a forum for open discussion and collaboration. Parents can participate in PTA activities and attend meetings and offer feedback about volunteering at events or serving on committees. Information about upcoming PTA meetings and events is communicated through the Kaisei High School's online platforms and newsletters.

9.2. Volunteering Opportunities

At Kaisei Canadian Double Diploma School, we value the involvement of our parents and believe that their participation enriches our school community. We offer a wide range of **volunteering opportunities** for parents to engage with the school and support student learning in schoolwide events and community initiatives. By volunteering, parents play an active role in fostering a collaborative and supportive environment for both students and staff.

How Parents Can Get Involved

There are several ways parents can volunteer and contribute to the KCDDS learning community:

1. Guest Speakers

Throughout the year, we will invite parents to share their professional experiences and personal stories as guest speakers in our classrooms or during special events. Whether discussing careers, global issues, or personal journeys, these talks provide valuable learning opportunities for students and help them make connections between their studies and the wider world.

Whether you're a scientist, artist, entrepreneur, or community leader, your involvement in this program can provide our students with unique insights and practical knowledge about potential careers and future pathways.

2. Community Events

Parents are encouraged to help organize and participate in key community events such as our first annual **Terry Fox Run**, charity drives, or school fundraisers. These events not only bring our community together but also teach students the importance of giving back and contributing to the greater good.

9.3. Parent Workshops and Events

At Kaisei Canadian Double Diploma School, we recognize the importance of keeping parents engaged and informed throughout their child's educational journey. To foster strong partnerships between home and school, we offer a variety of **parent workshops and events** throughout the year. These events provide valuable insights, guidance, and opportunities for parents to actively participate in the learning process, helping them support their child's academic and personal growth.

Workshops and Events Overview

1. University and College Preparation Workshops

Our **principal** conducts specialized workshops for parents to help them understand the college and university application process. These workshops cover key topics such as how to support your child's application, understanding admission requirements, financial aid options, and preparing for international university applications. Whether your child is preparing to apply to institutions in Canada, the United States, or other parts of the world, these workshops are designed to provide parents with the tools and knowledge needed to guide their child through this crucial stage.

2. Additional Activities

In addition to workshops and formal events, KCDDS offers several other activities throughout the year that encourage parent participation. These may include:

- **Parent-Teacher Conferences:** Opportunities for in-depth discussions about student progress, goals, and areas for improvement.
- **Community Engagement Events:** Parents are invited to participate in or volunteer at events such as our first annual **Terry Fox Run**, school fundraisers, and cultural celebrations.
- **Guest Speaker Series:** Occasionally, we will invite experts in education, careers, parenting, and wellness to offer talks or seminars that provide valuable insights and resources for parents.

11. Contact Information

Kaisei Senior High School
1-9-34 Oiwake, Yokkaichi-shi
Mie Prefecture, Japan. 510-0882
TEL: 059-345-0036

<http://kcdds-kaisei.ac.jp/>

Parent/Student Handbook

Kaisei Canadian Double Diploma School 2026-2027