



Application for Admission

ELC ELC Preschool & Kindergarten

Date Received

Student Information

* Write student's LEGAL NAME and SEX, exactly as it appears on their passport

| | | | | | |
|--|---|--------------------------|--|--|--|
| Name (Legal Last/Family Name) | | (First, Middle Name) | | (Nickname) | |
| Date of Birth (MM - DD - YYYY) | Age | Grade (anticipated) | Sex (check <input checked="" type="checkbox"/> M <input type="checkbox"/> F) | Preferred Gender Identity (if different) | |
| Place of Birth (City/State, Country) | Nationality/Citizenship #1 | | Nationality/Citizenship #2 | | |
| Native Language (or dominant language) | Language(s) Spoken at Home (if different) | | Student's Spoken English Level (circle) None/Poor 1 . 2 . 3 . 4 . 5 Native/Fluent | | |
| Is the student currently attending (or attended) a preschool, kindergarten or nursery? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, list school name, enrollment length, and language of instruction below) | | | | | |
| 1 Name: | | (months/years attended) | • Was/is the language of instruction English? <input type="checkbox"/> No <input type="checkbox"/> Yes | | |
| 2 Name: | | (months/years attended) | • Was/is the language of instruction English? <input type="checkbox"/> No <input type="checkbox"/> Yes | | |
| 3 Name: | | (months/years attended) | • Was/is the language of instruction English? <input type="checkbox"/> No <input type="checkbox"/> Yes | | |

Family Contact Information

☐ (✓) This information is unknown at this time and we will complete the "Interim Contact Information" on the back

| | | |
|--|---|-----------|
| Home Address (while enrolled, if known) | | Zip Code: |
| Home Telephone (while enrolled, if known) | Primary E-mail (while enrolled, for main communication with the school) | |
| Emergency Telephone / Contact Information (This person is a (✓): <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> Neighbor <input type="checkbox"/> Employer) | | |

Family Information

| | | | | |
|--|--|---|--|--|
| Father's Name (or Parent 1) (Last, First) | | Nationality/Citizenship #1 | Nationality/Citizenship #2 | Check One: (✓) <input type="checkbox"/> Natural Father <input type="checkbox"/> Step Father <input type="checkbox"/> Legal Guardian |
| Father's Native/Dominant Language | Main Language Spoken with Student (if different) | Father's Spoken English Level (circle) None/Poor 1 . 2 . 3 . 4 . 5 Native/Fluent | | Will Father live with Student? (✓) <input type="checkbox"/> No <input type="checkbox"/> Yes |
| Father's E-mail (if different than above) | Father's Mobile Phone (in Japan) | | Father has full access rights? (✓) <input type="checkbox"/> No <input type="checkbox"/> Yes (school reports, etc.) | |
| Father's Occupation/Title (if employed) | Name of Company/Organization | | Business Description | |
| Company/Organization Address/Telephone (in Japan) | | | | |
| Mother's Name (or Parent 2) (Last, First) | | Nationality/Citizenship #1 | Nationality/Citizenship #2 | Check One: (✓) <input type="checkbox"/> Natural Mother <input type="checkbox"/> Step Mother <input type="checkbox"/> Legal Guardian |
| Mother's Native/Dominant Language | Main Language Spoken with Student (if different) | Mother's Spoken English Level (circle) None/Poor 1 . 2 . 3 . 4 . 5 Native/Fluent | | Will Mother live with Student? (✓) <input type="checkbox"/> No <input type="checkbox"/> Yes |
| Mother's E-mail (if different than above) | Mother's Mobile Phone (in Japan) | | Mother has full access rights? (✓) <input type="checkbox"/> No <input type="checkbox"/> Yes (school reports, etc.) | |
| Mother's Occupation/Title (if employed) | Name of Company/Organization | | Business Description | |
| Company/Organization Address/Telephone (in Japan) | | | | |
| List others who will reside with student: (i.e. brothers, sisters, grandparents, etc.) | | | | |
| #1 • (age:) | #3 • (age:) | #5 • (age:) | | |
| #2 • (age:) | #4 • (age:) | #6 • (age:) | | |

Physical Exam/Medical Check-up History

NIS conducts on-site hearing, vision and scoliosis check-ups annually. However, it is recommended that all students have a full medical check-up prior to enrollment, particularly for expatriate students relocating to Japan. If the student has had a recent medical check-up, please attach a copy of results with this application. *(A form is available to present to doctors at the time of a medical check-up).*

General Medical/Health History

* if the answer is "Yes", please specify

- The student is currently being treated for a medical condition:
☐ No ☐ Yes:
- The student has an ongoing illness, injury or physical challenge:
☐ No ☐ Yes:
- The student previously had an injury, hospitalization, serious surgery or other health condition:
☐ No ☐ Yes:
- The student has severe allergies:
☐ No ☐ Yes:
- The student takes prescribed medication on a regular basis:
☐ No ☐ Yes:
- The student has vision or hearing concerns:
(difficulty seeing, crossed eyes, reddened/watery eyes, needs eyeglasses, uses hearing aid, etc.)
☐ No ☐ Yes:
- The student has the following chronic health issues:
☐ No ☐ Yes: *(check (✓) all that apply)*
☐ Asthma ☐ Diabetes ☐ Seizure or Epilepsy ☐ Neuro-Disorder ☐ Heart Disease
☐ Other (specify):
- We have concerns about the physical health of the student:
(eating/sleeping habits, bowel or bladder, teeth, skin, menstruation, weight, etc.)
☐ No ☐ Yes:
- Do any of the these medical/health conditions or concerns affect program participation or require school intervention?
☐ No ☐ Yes:

Additional Needs

*Complete as appropriate, and if the answer is "Yes", please specify (including dates); Appropriate documentation/reports must be included with the application

Have concerns ever been raised regarding the student's:

- Communication and/or interaction:
(articulation, delayed speech, social and/or interaction, Autism)
☐ No ☐ Yes:
- Cognition and/or learning:
(developmental delay, knowledge of letters and sounds, counting, labelling colors or objects)
☐ No ☐ Yes:
- Sensory or physical development:
(fine or gross motor skills, delayed motor development e.g. crawling, sensory stimulation/sensitivity)
☐ No ☐ Yes:
- Emotional, social or mental well-being:
(attachment, transitions, social skills)
☐ No ☐ Yes:

Has the student ever experienced:

- A formal medical diagnosis:
(Autism, Pervasive Developmental Disorder, Developmental Delay, etc.)
☐ No ☐ Yes:
- Additional educational interventions:
(IEP, Behavior Plan, Learning Support, etc.)
☐ No ☐ Yes:
- Support from an external professional:
(Counselor, Educational Psychologist, Speech & Language Therapist, Occupational Therapist, etc.)
☐ No ☐ Yes:
- A significant life event that the school should be aware of?
(premature birth, prolonged illness, death of a friend/family member or another emotional trauma, etc.)
☐ No ☐ Yes:

- Are you concerned that the student may experience other additional needs not yet diagnosed, identified or indicated above?
☐ No ☐ Yes:

* NOTE: The school may require additional information (diagnosis/prognosis, doctor's report, medical check-up, etc.) to be completed by parents and/or a qualified health care-provider prior to an interview or admissions decision.

Immunizations

NIS has adopted recommendations by WHO, CDC and *The American Academy of Pediatrics* in determining suggestions for immunizations (with adaptations to Japanese government recommendations). As with all medical issues, it is important that families keep records of immunizations and know what is recommended for specific countries while travelling and to ensure all recommended immunizations are up-to-date. *(Please note this is the responsibility of parents)*

- Below are **recommended** for enrollment into NIS. If a copy of immunization records is available, it is **required** to submit that document.
** Please note that getting vaccinated for Japanese Encephalitis is highly recommended before moving to Japan*
- If the student has **NOT** been immunized for the doses listed below, or if records of dates/doses are unknown, further information and supporting documentation (which may require testing at a clinic here in Nagoya prior to enrollment) must be provided.

Please check (✓) if these doses have been completed

| DTap & Polio or DPT-IVP | | | Hepatitis B | Varicella (Chicken Pox) | MMR or MR/Mumps | | |
|--|---|---|---|---|--|---|--|
| DTap <input type="checkbox"/> 4 doses (0-2 years) <input type="checkbox"/> 5 th dose (4-6 years) | Polio <input type="checkbox"/> 3 doses (0-2 years) <input type="checkbox"/> 4 th dose (4-6 years) | DPT-IVP <input type="checkbox"/> 4 doses (0-2 years) | <input type="checkbox"/> 3 doses (0-2 years) | <input type="checkbox"/> 1 st dose (0-2 years) <input type="checkbox"/> 2 nd dose (4-6 years) <input type="checkbox"/> natural exposure | MMR <input type="checkbox"/> 1 st dose (0-2 years) <input type="checkbox"/> 2 nd dose (4-6 years) | MR <input type="checkbox"/> 1 st dose (0-2 years) <input type="checkbox"/> 2 nd dose (4-6 years) | Mumps <input type="checkbox"/> 1 st dose (0-2 years) <input type="checkbox"/> 2 nd dose (4-6 years) |

Should an outbreak of a contagious communicable disease occur in the NIS community, non-immunized students may be a danger to the health of not only themselves but also of others. Families who choose not to have their child immunized and/or do not consent to additional testing at a local clinic in order to ascertain their child's immunization status may not be admitted to NIS before signing a declaration to the effect that the school may place restrictions on attendance in the case of a medical need or emergency situation, and non-immunized students may be excluded from the NIS campus for an extended period of time.

Language Information

| | | |
|---|------------------------------------|---------------------------|
| • Languages spoken by Mother: | First (Native) Language: | Other Language(s): |
| • Languages spoken by Father: | First (Native) Language: | Other Language(s): |
| • Languages spoken by Student: | Dominant (Native) Language: | Other Language(s): |
| • Main Language spoken between Siblings: | | |
| • Student is able to answer “yes” or “no” clearly when teachers ask questions: <input type="checkbox"/> No <input type="checkbox"/> Yes | | |
| • Literacy activities pursued at home: <i>(in any language)</i> | | |

English Language Information

** For English as Second/Additional Language Learners only)*

| | |
|---|--|
| • Is English spoken in the home? <input type="checkbox"/> No <input type="checkbox"/> Yes | • If yes, what percentage of time, per day, is English used as a family? _____ % |
| • If English is spoken in the home, list who speaks it: | |
| • The student has studied the English language in a school setting: <input type="checkbox"/> No <input type="checkbox"/> Yes | • If yes, how many hours per week? _____ Hours |
| • If student has studied English in a school setting, at what age did he/she begin? | |
| • How will parents support the student’s English language acquisition? | |
| • How will parents support the continued development of student’s “mother tongue” language, if different than English? | |
| • Estimate student’s level of competence in English with a child of similar age: (✓) <input type="checkbox"/> Competent communicator <input type="checkbox"/> Communicates with effort <input type="checkbox"/> Communication is limited | |

Personal/Social/Physical/Behavioral Development

| | |
|---|---|
| • Describe any special or unusual circumstances surrounding the student’s birth (or development) <i>(premature, low birth weight, difficult delivery, etc.)</i> | |
| • At approximately what age was the student able to: Walk: _____ months/years Talk: _____ months/years Use Toilet without help: _____ months/years | |
| • How many hours (on average) does the student usually sleep at night? _____ hours | • The student is: <input type="checkbox"/> Left-Handed <input type="checkbox"/> Right-Handed |
| • Are both parents living at home? <input type="checkbox"/> No <input type="checkbox"/> Yes | • If no, why not? <i>(explain circumstances)</i> |
| • In general, how would you rate your child’s appetite? (✓) <input type="checkbox"/> Eats a lot <input type="checkbox"/> Eats an average amount <input type="checkbox"/> is a fussy eater | |
| • When your child needs discipline, please check all methods you use: (✓) <input type="checkbox"/> Talking with child <input type="checkbox"/> Reasoning, explaining <input type="checkbox"/> Spanking <input type="checkbox"/> Sending him/her to their room <input type="checkbox"/> Denying/taking away privileges <input type="checkbox"/> Other _____ <input type="checkbox"/> Do not discipline that much | |
| • If/when you discipline your child, describe typical consequences: | |
| • Student is able to: | |
| • Put on (and off) clothes, coat, etc. <input type="checkbox"/> No <input type="checkbox"/> Yes | • Use the toilet independently and able to manage clothing when using the bathroom <input type="checkbox"/> No <input type="checkbox"/> Yes |
| • Put on (and off) shoes <input type="checkbox"/> No <input type="checkbox"/> Yes | • Eat with spoon and/or chopsticks properly <input type="checkbox"/> No <input type="checkbox"/> Yes |
| • Fasten bag zipper <input type="checkbox"/> No <input type="checkbox"/> Yes | |

Personal Interests

- Check all words below which best describe the student: (✓) (Check ALL that apply)

☐ Independent
☐ Expressive
☐ Confident
☐ Creative
☐ Artistic

☐ Rebellious
☐ Shy
☐ Emotional
☐ Competitive
☐ Cautious

☐ Attention-seeking
☐ Bossy
☐ Impulsive
☐ Aggressive
☐ Energetic

☐ Follower
☐ Leader
☐ Observer
☐ Moody
☐ Sensitive

☐ Anxious
☐ Curious
☐ Caring
☐ Friendly
☐ Other:

- Describe any noteworthy or unique talents or interests of the student:

- Describe the student's likes/dislikes:

- Describe the student's areas of strength:

- Describe what the student's challenges (difficulties) in school are or may be:

- Describe the student's recent activities: (summer events, family trips, holidays, etc.)

General Questions

- Describe the student: (Personality, likes/dislikes, daily routines, etc.)

- What do you hope the student will achieve through attending NIS?

- What are your future plans for the student? (i.e. elementary school, secondary school, higher education, etc.)

- Is there anything else that we should know about the student?

Statement of Intent

Please state your reasons (in English) for wanting to enter your son/daughter into Nagoya International School:

Religious or Cultural Practices

Are there any religious or cultural practices that would affect the student's participation at NIS? *(If yes, please describe)*

Other

What have we neglected to ask? Please provide any information about a specific concern, academic or otherwise, sickness or problem that may have been neglected in this form. NIS is particularly interested in information that could have an impact on your child's ability to participate and succeed in our program, or of which staff should be aware in order to give the best support possible. ***All pertinent information pertaining to a student's educational, social or emotional development must be presented to NIS at the beginning of the admissions process; failure to provide such information places the student's admission and/or continued enrollment status in jeopardy.** *(Please attach a separate sheet if more space is needed)*

Please check (✓) how you learned about NIS:
(Check all that apply.)

☐ Sibling is a student

☐ Alumni Parent/Relative

☐ Friend

☐ Employer

☐ Advertisement

☐ Relocation Company

☐ Internet/Web

☐ Other: _____

Please check (✓) desired enrollment start date:

☐ As soon as possible

☐ At the beginning of the next school year

☐ Other: _____

☐ If a spot is not available at this time, place my child on a wait-list

Please check (✓) desired billing/invoicing:

☐ Parent

☐ Employer

Contact Information: _____

Do you intend to use the NIS Bus Service? (✓)

☐ No

☐ Not Sure

☐ Yes

Possible Route (if known): _____

In a Reggio environment, parents are an important part of the community and are partners in their child's learning. We expect parents to be involved in their child's learning, and during morning "Community Time", parents are invited to join the classroom on a daily basis as a participant or an observer. Parents are also welcome to assist with daily classroom activities, helping to prepare for snacks or learning activities, field trips, holiday events, and for occasions to share your culture or specialized knowledge into the classroom. Please indicate your willingness to assist in this way.

☐ No

☐ Yes

☐ If possible

Comment or area of expertise/specialized knowledge:

NIS may share my email address with the NIS PTA (✓) *(recommended)*

☐ No

☐ Yes

☐ Not now

We welcome the chance to ask questions of a volunteer NIS parent* (✓) *(recommended)*

☐ No

☐ Yes

☐ Not now

*Volunteer NIS parents may be available to answer questions from a parent's perspective if desired)

Interim Contact Information

Interim contact information prior to Japan relocation: (if different than front page)

(Please include all contact information that may be helpful for NIS to know)

Implications/Responsibilities

Enrolling a child in any school represents the start of a relationship of trust and understanding between the family and the school. We appreciate the value of this relationship in supporting a safe, nurturing and academically challenging environment for your child. We accept the responsibility this places upon the school to deliver equitable access to our mission to all our students: to inspire and empower our students to think creatively and critically, pursue lifelong learning, and contribute positively to the global community. These words embody the skills and attributes we believe are important for our students to succeed in creating their futures.

Equally, we need to make explicit the expectations we have for parents, for only when parents fully embrace these expectations can we confidently support your child as he/she strives to realize his/her potential at NIS. By submitting this application, you are making a statement that you have read and understood the following implications of an NIS education, and that you have agreed to accept in full the responsibilities of being an NIS parent or guardian.

IMPLICATIONS

1. As an international school, NIS exists in a 'third culture' environment. Consequently the experiences with which your child will be engaged will shape their knowledge, skills and identity in a manner that does not fully align to any single, national culture. While this development of a global mindset represents a richness of experience that is to be celebrated, it also means that children grow up in the absence of some of the social, cultural and linguistic norms of their parents' culture(s). Families who choose to embrace this as an opportunity are much more likely to benefit from an international school experience.
2. Being a parent in the NIS community will not equate to the experience of being a parent at a school in your home country. While there may be similarities, parents will undoubtedly find differences. These differences may include alternative approaches to teaching and learning, the way in which student learning is assessed, recorded and reported, and in the way in which the school community collaborates in delivering the mission. Parents who embrace being a part of an international school community are more likely to enjoy their time at NIS than those who wish to re-create the school 'back home'.
3. NIS enrolls students from systems and countries around the world. Our curriculum, taught through the framework of the IB, is designed to facilitate movement from and to schools and universities globally. However, parents are advised that transitions between various systems can be difficult, and the restrictions imposed by school systems worldwide upon re-entry can pose some problems. It is important that you have carefully considered the implications of enrolling your child in NIS on your child's academic future and that you are comfortable with the opportunities – and risks – that this presents.

RESPONSIBILITIES

In accepting a place at NIS, all NIS parents (or legal guardians) agree to accept and abide by in full the following responsibilities:

1. **Disclose all information necessary to support the school in caring for the learning and well-being of your child.**

This includes all medical information, emotional health information, information about specific learning needs and any other information that may be relevant to staff in caring for your child (e.g. death/illness of a family member, parent separation/divorce, etc.). Such information must be disclosed within this application prior to admission to NIS and as necessary during the period of the child's continued enrollment. Any false statement made in this form or at any time hereafter may be grounds for denial of admission or a requirement that the student withdraw from NIS.

2. **Abide in full with the school's financial (tuition and fees) policies.**

3. **Read, act upon and/or abide by any written or verbal school-to-home communication.**

This includes handbooks, online documentation, email correspondence and/or any other form of school-to-home communication. The language of communication at NIS is English.

4. **Understand, embrace and act upon the NIS "Norms of Collaboration":**

NIS "Norms of Collaboration": (A) Presume positive intentions and listen with an awareness of personal bias, judgment or expectation; (B) Respect, value and model transparency and inclusivity; (C) Take advantage of established opportunities to connect with other parents and staff; (D) Communicate appropriately and directly; and (E) Respect the precious commodity of time for all community members

5. **Abide by Japanese and international standards with regard to the welfare of your child.**

NIS takes issues of safeguarding and child protection very seriously and has thorough policies and practices in place to work with parents in support of the safety of their child.

6. **Be aware of the expectation of Compulsory Education for students in Japan.**

(for students who possess Japanese nationality)

7. **Consent to use of photos/videos.**

*Photographs and videos of your child may be taken by NIS staff. Such images will be used only for NIS publications, websites and official NIS social media sites (i.e. Facebook, Twitter, etc.) to better inform the community and to share our learning with the greater community. **Student names will not appear online or in these publications without your permission.***

It is the intention of the school to ensure that all students achieve success in their pursuit of the school mission. Should a student be significantly unsuccessful (academically, socially or behaviorally), interventions will be implemented with the intention of supporting that student's success. The outcome of this may be that continued enrollment is only possible with additional learning or behavioral support (for which additional costs may be payable) and parent consent to this recommendation may be a requirement for continued enrollment at NIS. While NIS is an inclusive school that seeks to meet the needs of a range of learners, should it become clear that the success of a student is not feasible at NIS, or that the cost to other learners is unacceptable (due to, for example, poor behavior), NIS has the right to ask a student to withdraw.

Agreement/Consent

please check (✓)

- ☐ We confirm that all information submitted is accurate and that all pertinent information needed to assess our child's suitability to enroll and participate in all NIS program activities has been presented in a truthful manner.
- ☐ We confirm that we have read the "Implications and Responsibilities" above, and that if this application results in admission to NIS, we agree to accept and abide in full by all of the responsibilities listed above.
- ☐ We give permission for NIS staff and administration to provide necessary medical care and support for our child's needs, and agree to abide by the rules and procedures for health care as outlined in the "Medical Information & Permission Form".
- ☐ We understand that this form may be photocopied and information may be shared with members of the NIS staff.

Signature of Father (or Legal Guardian)

Date

Signature of Mother (or Legal Guardian)

Date