



Focus on. Learning

INTERNATIONAL EDITION



2017 ACS WASC EDITION

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
www.acswasc.org

Category D: School Culture and Environment

D1. School Environment and Child Protection Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G, 2009]

Indicators with Prompts

Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Prompt: *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

Collaborative Culture of Mutual Respect, Inquiry and Communication

Indicator: A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

Prompt: *What evidence supports a collaborative culture of mutual respect, inquiry and effective cross-cultural communication among and between staff, students, and parents?*

Teacher Support and Encouragement

Indicator: There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

Prompt: *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Child Protection

Indicator: The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.

Prompt: *Evaluate the developed and adopted definition of child abuse to ensure it is appropriate.*

Indicator: The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

Prompt: *Evaluate the effectiveness of the specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips, and student exchanges. Determine if these policies and practices are reviewed regularly.*

Indicator: The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

Prompt: *Evaluate the effectiveness of the scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.*

Indicator: The school has in place formal learning programs through the school experience related to child protection.

Prompt: *Review and evaluate the formal learning programs through the school experience related to child protection.*

Indicator: The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

Prompt: *Evaluate the effectiveness of the structured procedures for reporting suspected or disclosed maltreatment or abuse and formal policies identifying actions to be taken, including informing appropriate authorities.*

Indicator: The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

Prompt: *Evaluate if the school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.*

Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- The policies, codes, and use of resources to ensure a safe, healthy, nurturing environment that is conducive to learning
- The level of understanding of the codes of student conduct by students, teachers, and parents

- The degree to which caring, concern, and high expectations for students is demonstrated on a daily basis
- The degree to which specific strategies demonstrate an atmosphere of trust, respect, and professionalism
- Understanding and acceptance of cultural and individual differences
- The level of mutual respect, two-way communication, and support in relationships among the staff, between staff and students, between staff and parents, where applicable, and between staff and leadership
- The level of teacher support and encouragement to utilize innovative approaches to enhance student learning
- The degree to which student self-esteem is fostered through high expectations for each student and recognition of their successes
- Student work
- Students working together in a supportive manner academically or personally as appropriate
- Interview data from students, staff and leadership
- Teachers working with students during non-class hours
- Telephone and written communication to and from the home
- Knowledge, awareness, and implementation of child protection policies
- Additional evidence identified by the school.

The Christian Academy in Japan



1-2-14 Shinkawa-cho

Higashi Kurume, Tokyo, Japan

April 8th to April 12th

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2017 International Edition

Child Safety: CAJ has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and exploitation and inappropriate behavior of children towards other children.

Evaluate the developed and adopted definition of child abuse to ensure it is appropriate.

Findings
CAJ has a revised Child Protection Policy 2017 .

CAJ has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

Evaluate the effectiveness of the specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within residential arrangements and on excursions, trips, and student exchanges. Determine if these policies and practices are reviewed regularly.

Findings
CAJ staff received an updated Child Protection Policy 2017 with their 2016-2017 contracts. Current Child Safety Policies are covered in Security .

CAJ has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

Evaluate the effectiveness of the scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

Findings
The Leadership Team went to a Child Safety Workshop and updated the code of conduct in principals and teachers for overnight field trips are always accompanied by a male and female adults. When car or bus transportation is used, we plan to improve on making sure

<p>that every student in the vehicle has a seat and his/her seatbelt or child seat if needed. Every classroom has doors with see-through windows to ensure safety.</p>
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CAJ has in place formal learning programs through the school experience related to child protection.

Review and evaluate the formal learning programs through the school experience related to child protection.

Findings

<p>The guidance counselor provides yearly training to middle school and high school students relative to child protection issues. See also Child Protection Policy, Student Training. CAJ uses GoGuardian software for monitoring student internet activity on Chromebooks. MacBooks are being phased out.</p>
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CAJ has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

Evaluate the effectiveness of the structured procedures for reporting suspected or disclosed maltreatment or abuse and formal policies identifying actions to be taken, including informing appropriate authorities.

Findings

<p>CAJ has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities as described in Staff Grievance Policy, Child Protection Policy, and Mandated Reporters</p>

CAJ is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

Evaluate if the school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

Findings

CAJ has developed structured procedures for reporting suspected or disclosed maltreatment or abuse as stated above. Also [Staff Background Checks](#) are mandatory for all staff.

CAJ is cognizant of cultural expectations and complies with the Japanese Child Abuse Laws as explained in the Educational Juridical Person (granted by Japanese government - document in vault)

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
ACS / WASC FOL 2017 INTERNATIONAL EDITION
INTERNATIONAL VISITING COMMITTEE'S REPORT
ON THE SELF-STUDY REPORT DONE BY**



**CHRISTIAN ACADEMY IN JAPAN
1-2-14 Shinkawa-cho
Higashi Kurume-shi, Tokyo, 203-0013 Japan**

April 8 – April 12, 2018

Visiting Committee Members

**Dr. Samuel Butscher, Chairperson
Retired - High School Principal**

**Mrs. Genevieve Ermeling, Assistant Head of School
Concordia International School – CISS, Shanghai, P.R. of China**

**Mr. Dave Han, Assistant Principal, American International School
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**Mr. Todd Wyks, Upper School Assistant Principal
Brent International School, Baguio City Phillippines**

- As Student Objectives (SLOs) are being reviewed, explore connections between objectives and curricular / co-curricular activities
- A formal survey to SSS parents about their needs and desires

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- School Website
- SOPHIE
- Student Surveys
- AIM Process
- Co-Curricular Participation Data (2012-2017)
- HOS November Monitoring Report (2017) EAL and Support Services Data

D. SCHOOL CULTURE AND ENVIRONMENT

D1. School Environment and Child Protection Criterion

Culture & Environment (safe, healthy, nurturing environment - differences, trust, caring, professionalism, support, high expectations):

CAJ offers a variety of programs to provide a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support and high expectations for each student. The CAJ School Philosophy and Board Policy note "caring and excellence" while being responsive to demographic trends. Parent and Teacher surveys, as well as observations from the school's Gensler meeting also noted the positive community atmosphere of CAJ.

Care and Concern for students can also be seen within the Leadership Team's daily practice of greeting students in the mornings, and the presence of staff members during morning and afternoon supervision. The CAJ Student Support Team, the Learning Resource Center, and the Guidance and Counseling offices also provide the care for students.

High expectations at CAJ are noted through the offering of AP Courses for High School Students, as well as the curricular and co-curricular opportunities offered through sports and fine arts, through which students have the opportunities to excel at CAJ. Students in HS and MS can also participate in a talent show, and ES students can participate in a News Club, Drama Club, and an Elementary Choir.

Similarly, for HS and MS students, self-esteem is also noted as being fostered through the various curricular and co-curricular activities offered at CAJ. There are also a variety of systems for recognizing student success in academics to boost self-esteem. These recognition events include the National Honor Society, EARCOS Global Citizen

Award, Departmental Awards, an Honor and Merit roll, Awards nights in HS, MS and for Sports, a HS/MS Brain Bowl and Math field Day, and an MS Science Event.

A unique feature of the MS is the “Wall of Honor” and assembly, where MS students are nominated by faculty and peers for exhibiting the following Character Traits: Integrity, Kindness, Humility, Encouragement, Dialogue, Courage, Joyfulness, Perseverance, Witnessing, Leadership, Collaboration, Service. Additionally in MS, homeroom times have the flexibility to target topics such as respect, collaboration, bullying, and conflict resolution. Student led conferences in MS also target reflection and growth in students.

In ES, high expectations and recognition for students are shared through the 3 Pillars of Faithful, Grateful, and Caring. These expectations for students are publicized within classrooms, and often applauded through the use of incentive charts. ES classes select a “student of the week,” incorporate emotional literacy into circle time, and host an annual Empathy Month. Within daily teaching and learning of the classroom, students are often given the option of choosing to work as individuals or groups, and students are given the option of choosing their style when performing or presenting their work. Teachers also use 1 on 1 discussion and consultation with students regarding their assignments. ES also has access to a few performances during the year to showcase their talents such as orchestra and choir.

High expectations across all three divisions at CAJ can also be seen through the use of modeling between teachers to students, seniors to seventh graders, seventh graders to fourth graders and even night to first graders. A few examples of these interactions include cross-graded field trips, the Vex Robotics club and the e-Nable club. During these interactions, younger CAJ students have multiple opportunities to interact with older CAJ students, and role models. Through these interactions, high expectations are consistently modeled for and by CAJ students through and diligent and faithful work in academic as well as non-academic endeavors.

To create a culture of mutual respect, inquiry and effective communication among the faculty, students and parents at CAJ, the school offers the following: Parents receive newsletters from the school, and there is a Daily Bulletin on the CAJ public website. The Daily Bulletin is also translated and available in Japanese. The school also hosts events such as Back to School Day, New Family Orientation, Student Led Conferences, Parent Café, Parents in Prayer and Thrift Shops - a biannual school bazaar that facilitates community and provides fund raising for the school and clubs.

To create a culture that provides support and encouragement for teachers to use innovative approaches to enhancing student learning, CAJ teachers have access to a PD fund of ¥50,000 per year, a PD plan and PD library. To assist with integrating technology, CAJ has a Tech coach for each division, as well as a Tech support and a Technology Request system. CAJ has also implemented tools for digital learning and assessment.

Providing a safe, clean, and orderly environment is addressed and required by Board

Policy. Parent and staff surveys also confirm that CAJ is a safe and healthy. The following plans and policies are currently in place: Technology Acceptable Use Policy, Universal Precautions Policy, Pandemic Policy, Incident Report Policy, Accident Insurance Policy, Health Center Policy, Harassment Policy, Health Screenings, Crisis Plan, and a newly developed Child Safety and Protection Policy. CAJ also notes the Guidance Office, Disaster Manager, Health and Safety Manager and Safe Driving officers as contributing to its safe, clean and healthy environment. These plans and policies are shared with parents via handbooks, New Family Orientation, and the Guidance Office.

CAJ has developed and revised its Child Protection Policy in 2017, and complies with Japanese Child Abuse Laws. The Child Protection Policy can be found on the CAJ website and is divided into the following sections: 1) Guiding Principles, 2) Secondary Principles, 3) Behaviors requiring Further Definition, 4) Behavior and Response Flow Chart and 5) Reporting Form. As part of the review process, the Leadership team has attended Child Safety Workshops (Penang, MA in 2016 and Daejong, Korea in 2018), the revised policy was shared with all contracts starting in 2016-2017, and staff background checks are required, if possible. Some of the updated / revised items include ensuring a male and female adult for school trips, ensuring that all students when traveling by car or bus have access to a seatbelt, and ensuring that all classrooms have doors with see-through windows. The policy addresses the safety and welfare students within school facilities, activities and events. CAJ also provides a reporting form for suspected or disclosed maltreatment of abuse, as well as a formal policy for identifying actions to be taken.

Each year begins with a general safety orientation for students. Guidance counselors provide yearly training to HS/MS students related to child protection. These trainings were conducted in large group divisional settings and will continue with increased frequency and regularity in a small group setting. Formalizing the child protection curriculum for the ES is noted on the action plan for CAJ. CAJ also uses GoGuardian software for monitoring student activity on the internet.

D2. Parent/Community Involvement Criterion

A wide range of strategies are used to ensure parental and community involvement with CAJ. Regular events for parents include the Parent Café (hosted by the ES Principal and head teacher about 6 times per year), participation in the PTA, and various opportunities for parents to volunteering in class activities such as field trips and other events such as the school bazaar, baking for class parties, MS Science Events, speaking at Chapel, ES Cultural activities (Christmas Around the World), senior class Japanese culture presentations and various other activities and events.

Parents also receive regular communication through weekly ES Newsletters, the School Life Bulletin Board, the school back to school day, the school website, and personal communication from teachers. CAJ also communicates with parents via the report card,

online grades, and also receives feedback through the parent survey. The parent community also has access to English support classes for non-English speaking parents, and a number of the online resources have been translated into Japanese.

CAJ also uses the resources of the local community to supports their students. Class field trips, Service projects, homeless outreach, MS Gakugei visits, and the HS community group service projects all make use of local organizations and community. CAJ will also bring in community members as guest speakers, chapel speakers, university reps as well as for emergency medical services, mental health referrals, and education al testing for students with special needs.

Conversations with the focus group indicate that there is very strong involvement of the parent community at Back to School Day, Parent Teacher Conferences, performances and sporting events. However, other events and opportunities for parent education and sharing information about CAJ initiatives have been less well attended.

CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT

Areas of Strength for School Culture and Environment (if any):

- CAJ provides a caring, concerned environment with high expectations for students
- CAJ fosters student self-esteem through modeling high expectations, recognizing success, and community building events
- CAJ provides support and encouragement for teachers to use innovative approaches to enhance student learning
- CAJ has an environment that is nurturing to parents & students.
- CAJ uses community resources of the host country to support students such as professional services, governmental services (tuition assistance, etc.), partnerships, speakers, etc.
- CAJ has recently revised and redeveloped the school's Child Protection Policy

Key Issues for School Culture and Environment (if any):

- Encourage unity and teamwork in every area, from PTA to classroom culture and co-curricular programs.
- Explore alternative methods of communicating to and educating parents about the Student Objectives (SLOs) and academic standards.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- School Website
- SOPHIE
- Child Protection Policy
- Parent Survey
- Technology Acceptable Use Policy
- Universal Precautions Policy
- Pandemic Policy

In addition, the Visiting Committee affirms additional areas that CAJ has identified areas that need to be strengthened:

1. **Child Safety:** While the child protection policies are currently identified as an area of strength, this is an area in which CAJ wants to excel and even lead others. Areas such as staff training and curriculum design needs further development.
2. **Communication:** SOPHIE contains all of the necessary information, but needs to be redesigned and restructured to become more user-friendly. Additionally, a more efficient means to communicate internally needs to be researched and then implemented. In terms of external communication, the self-study revealed the need for greater external communication including a market strategy and CAJ has a list of recommendations to guide this area of growth.
3. **Master Building Resource Plan:** As changes are made in the curriculum and student objectives to meet the needs of 21st Century learners, CAJ has explored the possible need to renovate and/or rebuild existing facilities to create learning spaces that allow for flexibility in teaching and learning.
4. **Effective Implementation of a Biblical Perspective:** Draft plans are in place for Teaching for Transformation to train staff over the next 5-6 years to effectively align a biblical perspective with current content while maintaining high quality of subject content area instruction.
5. **Site-Based opportunities for professional growth:** The Head of School and leadership team should continue to build on the collegiality of the teaching staff and make provisions for and promote continuing professional growth, including site-based opportunities such as interdepartmental visits and walk-throughs to support critical friendship, interplay, and growth among the teaching staff to improve student learning and staff retention.

Chapter V: Ongoing School Improvement

The school drafted an ambitious one, three, and five year benchmarked action plan that included goals and measurements for each self-identified critical area for follow-up. Key areas of how and who will monitor progress for each goal were not included. With the adaptation to the critical areas for follow-up, CAJ will need to create a revised action plan and submit to WASC by June 2018.

This revised action plan should ensure effective progress by including benchmark goals related to each critical area, as well as plans for how the school will work to meet the goals and how completion of goals will be measured. The school should include in the action plan the individuals responsible for leading and facilitating the work of each goal, as well as possible work sessions (i.e. during PLC time) when the work will take place. This will allow the team to better evaluate the bandwidth of specific individuals and the time available to work towards these significant goals, making adaptations to the action plan where necessary. A motivated, facilitated, and equipped team can make

significant progress each year. Conversations with leadership already indicate awareness of these constraints which will inform the design of the revised action plan.

The Visiting Committee is confident that the CAJ community has the capacity to implement and monitor the revised action plan based on the clear sense of buy in to the school's mission by the staff and the strong collaboration displayed throughout the self-study process. The CAJ community's faithful past work in service to improving student learning is commendable and indicates that with effective planning the community should be able to make significant progress during the next WASC accreditation cycle.

The follow-up process that supports the ongoing improvement detailed in CAJ's initial action plan includes monthly updates from the HoS to the Board and quarterly meetings for focus group leaders. The school should articulate in the revised action plan the role each of the focus groups will play in the execution of the plan. These plans should be sufficient to support and monitor progress.