



# Admissions Policy

Guidelines for  
Enrollment



## Table of Contents

Mission - Driven Admissions Policy	5
Everyone Included	6
ELC	7
Primary School	7
Middle School	7
High School	7
Internal students	8
External MYP students	8
External non-MYP students	8
External DP students	9
Interview (Internal and External Students)	9
Learning Contract	9
Grade Placement	11
Placement Testing	11
Admissions Decision	12
Enrollment Contract	13
Special Education Needs	13
English as an Additional Language (EAL) Support Services	14
HJIS Language Policy	17
The United Nations Convention on the Rights of the Child(1990)	18

## Horizon Japan International School Mission Statement

HJIS is committed to providing a rigorous and challenging education within a safe and caring environment. It aims to nurture responsible lifelong learners who understand the importance of intercultural understanding to achieve global peace.

## Our Vision

A place where students learn to become forthright global citizens and leaders who will help to build a peaceful world.

## Our Philosophy

We are learning to be appreciative, confident, cooperative, curious, committed, creative, enthusiastic, empathetic, independent, respectful and tolerant.

## Accreditations & Affiliations

Horizon Japan International School is accredited by Kanagawa Prefecture. HJIS is a candidate school<sup>1</sup> for the International Baccalaureate (IB) Primary Years Programme and Middle Years Programme and an IB World School for Diploma Programme.

HJIS is fully accredited by the Council of International Schools (CIS) and the Western Association of Schools and Colleges (WASC).

Horizon Japan International School is recognized by the Japanese government, so HJIS graduates are eligible to apply in Japanese Universities.

## Rationale

This document provides prospective families a summary of the application process and detailed information on the policy and selection procedures for HJIS.

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<sup>1</sup> Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)



## IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their



consequences.

### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **Balanced**

We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Admissions

Horizon Japan International School (HJIS) happily welcomes applications from families across the globe who demonstrate a clear need for the international education that we offer. HJIS is a candidate school for the International Baccalaureate Primary Years Programme (PYP) and Middle Years Programme (MYP) and IB World School for the International Baccalaureate Diploma Programme (DP). We provide individuals with an English-speaking learning environment in which they can inquire and grow as citizens of the world.

### **Mission - Driven Admissions Policy**

HJIS is a leader in providing innovative, inclusive, international education for students in grades Preschool to Grade 12. We do not discriminate against individuals on the basis of color, gender, race, religion, age, disability, nationality, or ethnic origin. This is clear in the administration of our



admissions, employment, and educational policies. We do at times, however, consider an applicant's prior educational background for admissions purposes in order to ensure that we are fulfilling our school's mission and vision.

HJIS exists to meet the needs of Japanese and international, expatriate children in Japan who require an English-speaking education. Admission to HJIS is based on a number of factors. HJIS welcomes families from diverse backgrounds who support our Mission, educational philosophy and approach, including our Vision and Philosophy.

The applicant should be sufficiently mature, and for continued enrollment, satisfactory academic progress must be maintained. HJIS requires parents to be honest and forthcoming with all information regarding the physical, emotional, social and academic development of their child. HJIS accepts applications at all times of the year, and students can enroll at any time, depending on availability. HJIS Application Forms may be requested through the office or downloaded from HJIS website.

Applications will not be reviewed until the entire application process, including application fee payment, supporting documents, testing and interview are completed.

Upon entry to the school, all students must be a Japanese permanent resident or in possession of a valid student or dependant pass.

Prior to attending HJIS, all applicants must have purchased and be prepared with:

- Their own personal device that aligns with our school's BYOD Policy
- All items on the school supply list (these can be left at the school during scheduled drop-off days)
- Signed and submitted handbook
- Signed and submitted forms, such as medical form, student ambassador program form, etc.
- PE and formal uniforms

Students should arrive to school on their first day, fully ready to learn. From the first time they enter the classroom, we expect that students will be prepared for the learning that happens within and beyond the walls of our classrooms.

We expect parents to be supportive of and involved in their child's education. Additionally, being present is integral to sustaining and building upon students' learning. We expect parents to ensure that their children attend school and have as few absences as possible.

## Everyone Included

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HJIS welcomes a balanced community of learners with a diverse range of cultural and educational backgrounds, talents, and abilities. The school admits students with exceptionally



high ability as well as a carefully managed number of students with diagnosed learning disabilities. The fact that we manage the student population in this way means that we may place students eligible for admission onto a waiting list or, where there appears to be no prospect of a place in the immediate future, decline an application for admission.

As a strong, welcoming, and inclusive community, we expect families to engage fully with the school, supporting both its educational philosophy and community activities. We also value transparent communications and constructive, respectful, personal, and professional interactions. On the rare occasions when the school believes that individuals are behaving in ways that do not correspond to these behaviours, we reserve the right to refuse admission or suggest withdrawal to the individuals concerned. Equally, failure to provide accurate information, or to disclose a known learning disability, may result in an admissions refusal or the subsequent removal of a place. The school, while inclusive, is intensive, rigorous and challenging. It requires high levels of motivation and perseverance from every student.

Admission for students is dependent on:

- The student meeting all admissions procedures and requirements
- The student meeting all financial obligations
- Availability of places in appropriate classes

## Eligibility

All students must go through a level test (except ELC students) and an individual interview in order to be accepted into HJIS. As a part of the application process, parents must sit the enrollment interview, which is to ensure the school's philosophy and programs match parents' educational beliefs and expectations.

## Early Years

- Ability to separate from parents, social maturity, self-help skills, language ability, fine and gross motor skills.
- Students must be able to toilet themselves independently.
- Children can be admitted regardless of their level of English proficiency (for preschool and PreK classes).



## Primary School

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- Age-appropriate social skills, language ability, academic ability and the current dynamics of the class. Students entering must generally have sufficient competency in English in order to benefit from our academic programs.
- Children may also be admitted regardless of their level of English proficiency. Our EAL (English as an Additional Language) classes are usually sufficient for children to quickly develop proficient English language skills. In this case, EAL support fee will be requested for a year.

## Middle School

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- Social skills, language ability, academic ability and the current makeup of the class.
- Students must have a fairly high degree of competency in English.

## High School

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- Social skills, language ability, academic ability and the current makeup of the class.
- Students must have a fairly high degree of competency in English.

## IB DP (Diploma Programme) Admissions Policy

Horizon Japan International School is an International Baccalaureate (IB) World School. As of August 2013, HJIS offers one of the four high quality and challenging educational programmes: the IB Diploma Programme (DP). It is our great responsibility to ensure that applicants for admission HJIS have a reasonable chance of success in the courses we offer. To this end, our school has a set of basic prerequisites for candidates applying to our IB Diploma Programmes.

The Diploma Programme is a challenging programme – there is no guarantee for students if they succeed or not. It is a 2-year course that rarely tolerates a slow start, and it challenges students to find an achievable HL / SL mix of subjects.

The admission process of Diploma Programme addresses both internal and external candidates. Internal candidates are those students who are already members of the HJIS Middle Years Programme while external candidates are students who are applying to enter HJIS at the beginning or in the middle of the 11th grade.





## Internal students

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1. A minimum final achievement score of 4 in each of the following subject groups: language & literature, individuals & societies, science and maths (an average score will apply if a student is enrolled in multiple subjects within a subject group)
2. Completion of personal project and service as action requirements (MYP students only)
3. A total of 40 in all MYP subject groups at the end of the academic year.

When the above criteria are not met, after specific counseling with the DP Coordinator, a student may enter individual subjects or the full Diploma course on a provisional basis (subject to ongoing review and sustained academic performance and demonstrable action and development across their Learner Profile)

## External MYP students

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1. Since English is our language of instruction, we require students to be fluent in English (both in reading, writing and speaking) to enroll a full Diploma Programme at HJIS.
2. A minimum final achievement score of 4 in each of the following subject groups: language & literature, language acquisition, individuals & societies, science and maths (an average score will apply if a student is enrolled in multiple subjects within a subject group)
3. Completion of personal project and service as action requirements
4. A teacher recommendation addresses behavior, attendance, motivation and self-discipline

No official decision on an application will be given until all relevant documents have been received by HJIS.

Any student who does not meet the basic requirements listed may be accepted based on the discretion of the Principal/Diploma Coordinator.

## External non-MYP students

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1. Standardized test scores - MAP Testing Results
  - a. Mathematics
  - b. English
1. A teacher recommendation that addresses student behavior, attendance, motivation and self-discipline



2. School transcripts (current transcripts and related records from the last two years of the student's education.)

## External DP students

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1. Students who transfer from other IBDP schools are welcome to enroll in HJIS until the end of first semester. HJIS will work closely with parents and student's previous DP coordinator to ensure as smooth a transition as possible.
2. Where appropriate subject or level is not available at HJIS, parents may need to pay the cost of tutoring or of an online course.

## Interview (Internal and External Students)

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All applicants will be interviewed to determine their level of commitment and ability to take personal responsibility for their learning at HJIS, as well as their level of oral English fluency. The main purpose of the interview is to consider the applicant's potential to succeed not only in their individual subjects but also in the core components of CAS, Theory of Knowledge and the Extended Essay.

## Learning Contract

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1. All candidate students must sign a learning contract indicating their awareness of the rigorous nature of the programme and constituting their commitment to meeting its academic deadlines.
2. All candidate students must sign an academic honesty contract indicating their commitment to HJIS' Academic Honesty Policy.

HJIS Inclusion Policy and Language Policy outline our philosophy on making the Diploma Programme as accessible as possible given the student's language proficiency, and academic suitability and school's financial and professional resources available.

**In all admissions cases, the principal makes the final decision.**

## Application Procedures

Applications to HJIS must be completed and submitted using our online application form, along with a non-refundable application fee of 20,000 Japanese Yen (YEN) per child. Applications will not be processed until the fee is paid. Enquiries regarding the school and admissions can be



made via the admissions officer at [admissions@horizon.ac.jp](mailto:admissions@horizon.ac.jp). HJIS has an admissions office with officers that is experienced in guiding families through the application process. Please do not hesitate to direct all admissions and application inquiries toward our admissions officers.

### ❑ Step One

Contact the School Admission Office by phone at +81 45-624-8717, send an email to [admissions@horizon.ac.jp](mailto:admissions@horizon.ac.jp) or fill out our online inquiry form to discuss your family's plans and your child(ren)'s educational needs.

Contact the School Admissions Office

Phone: +81 45-624-8717

Email: [admissions@horizon.ac.jp](mailto:admissions@horizon.ac.jp)

We welcome your questions either by phone or email to discuss your family's plans and your child(ren)'s educational needs.

### ❑ Step Two

Admissions Office conducts individual tours of the school on a daily basis throughout the year. Parents are welcomed and encouraged to call our school to schedule a private or family school tour. You will be welcomed by our Admissions Team and will tour the school to experience our learning environments first hand. Visit us to learn about our school, tour our classrooms, and have your questions answered by our experienced admissions officers.

### ❑ Step Three

Complete and send the application form with the required documents through our website.

**Note:** Students can be admitted throughout the year if seats are available. The procedures outlined on this page are for an August start date.

## Proper Placement

### Grade Placement

Admissions decisions are made on the basis of fair and objective criteria. A student will be accepted to HJIS, provided that he/she meets the school's eligibility requirements for grade and age. Students are placed appropriately in grade levels for their age so that they may learn alongside their peers who share the same age and developmental level, which ensures proper social and emotional development that can help them to thrive in their learning environment. If a child does not meet the eligibility requirements for the requested grade level, he/she may not be placed in the requested grade level. Placement is based on the eligibility chart below. Rarely are exceptions made to these eligibility guidelines; should exceptions be made, they happen only after careful examination of the applicant's previous school's record of learning and



social-emotional maturity.

Placement into a grade level is contingent upon seats available; if no seats are available, students may be added to the waiting list. Families will be contacted should a seat open up in that grade level.

Students with siblings already enrolled at HJIS are given priority status within the wait pool, as are the children of HJIS staff and alumni, students returning to Japan who have previously attended HJIS.

## Placement Testing

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Before being accepted to HJIS, all students must go through placement testing. To gauge students' English language proficiency, HJIS admissions office administers MAP Test and WIDA Screener, an assessment to assist us in identifying language needs of students, especially English as an Additional Language (EAL). HJIS' placement testing for language includes sections such as reading comprehension and written responses; testing also involves listening and speaking, which may be done face-to-face through an interview or via Skype. Online interviews are being done for only non-EAL applicants. In addition to this language assessment, applicants are given assessments through the NWEA's MAP testing to gauge their levels in both the Math, and Language Arts subject areas.

Once testing is completed, it is up to the school's discretion as to whether applicants are admitted.

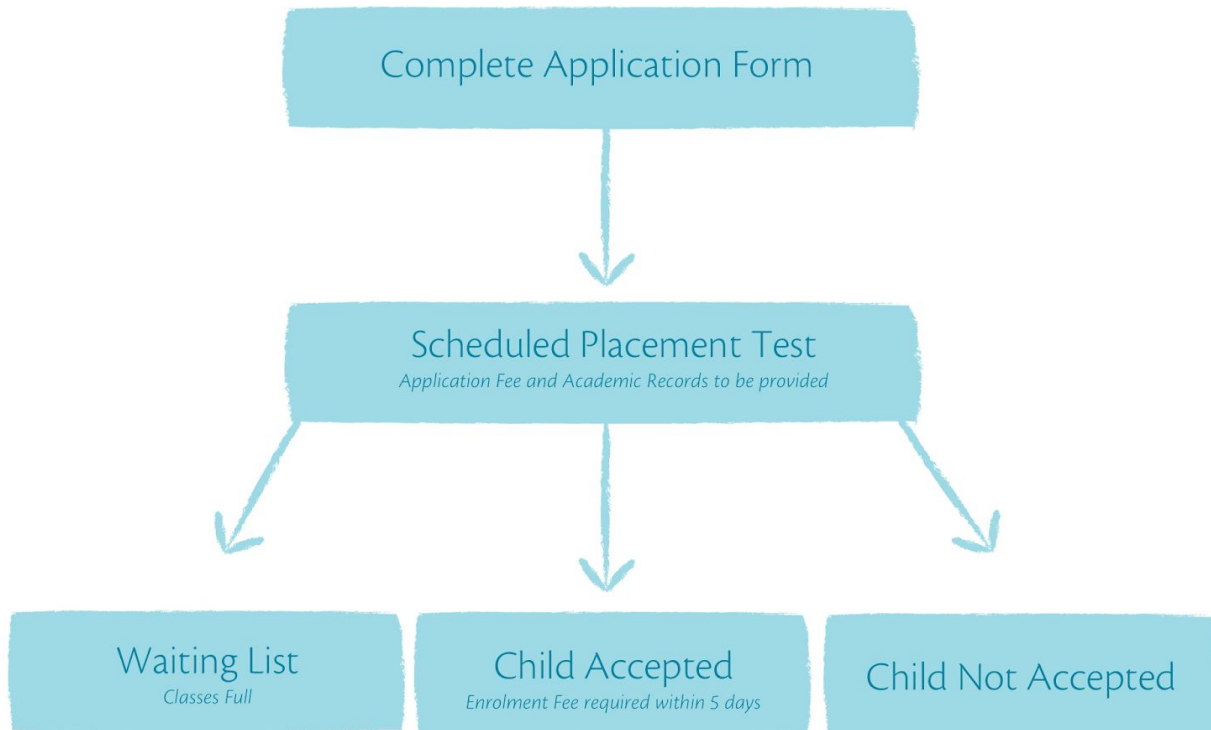
## Admissions Decision

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Admissions decisions are made on the basis of fair and objective criteria. A student will be accepted at HJIS, provided that the school can meet the individual's educational needs. Admissions decisions include decisions regarding acceptance and offers of Financial Aid (if requested). The possible outcomes are as follows:

- Acceptance with offer to enroll
- Acceptance with conditional offer to enroll
- Acceptance with offer to be placed in the waiting list
- Refusal of Admission





If a class is considered full, acceptable applicants will go on a waiting list. If a place later becomes open, we will look at the waitpool to accept an appropriate student to replace the student leaving. Students will not be offered places in different grade levels, if their appropriate grade is full.

The Head of School/Principal makes the final decision on admission of students into the school. It is the school's policy to try and ensure a balance in each class of nationality, gender and language. This provides all students with the maximum learning opportunity in a rich multi-cultural and co-educational environment through the medium of English. As classes approach capacity, particular consideration is given to siblings already attending the school.

## Enrollment Contract

Upon application, families are required to sign an enrollment contract, agreeing to pay any and all associated fees in a timely manner. Failure to abide by this agreement, may result in your child's disenrollment from HJIS.

HJIS reserves the right to disenroll any family for the following reasons, and offer their seat the grade level to another prospective family:

- Payments that are 30 or more days past due
- Failure to provide student's necessary materials, including uniforms, devices, and school

supplies by entry date.

- Withholding information related to the applicant's well being
- Any actions that threaten school sustainability

HJIS has the right to terminate enrollment as per any reasons set forth in the HJIS Parent & Student Handbook.

## Student Learning Support

### Special Education Needs

HJIS' environment is all-inclusive, which means that all teachers work to identify, understand and support each student's strengths and areas of potential growth. This all-inclusive environment takes into account students with specific learning support and medical needs as well. Students who require mild learning support may attend HJIS, receiving support from their classroom teacher and our Special Education Coordinator. For students with intermediate to severe learning support needs, HJIS is not, however, in the position to provide services that would offer sufficient support. By enrolling a child in student support services for Special Education Needs, parents acknowledge that additional fees may accrue based on student's individual needs.

For any student who has received support, such as therapy or counselling sessions, or who has a diagnosed exceptionality and, thus, would likely require support for special education needs, it is mandatory that applications include any and all relevant diagnostic reports and documentation of evaluations. These documents will be reviewed confidentially and used as to determine whether HJIS is capable of adequately supporting the student.

If a family has records of their child requiring special support to succeed in school, then the parents are required to include these records with the initial application. If the student has a diagnosis and/or has undergone a psychological evaluation, we will need a copy of that to show our school special education coordinator before we accept the student. Children needing support will still be considered for entrance to HJIS, however the Special Education Coordinator will need to be involved in the decision. Should students require more individual support for their exceptionality than the school can realistically offer, an additional instructional assistant may be hired, with the parents of the child in need being the financially obligated party.

Admission of students with severe and profound cognitive and developmental disabilities, students who are more physically challenged than we can manage safely, students with severe emotional, behavioural, or psychiatric disorders, or students who consistently disrupt the learning of other students as a result of their behaviour may be declined. The Head of School/Principal always has the right to decline admission if he/she considers HJIS will not be a



place where the student can be successful.

HJIS reserves the right to disenroll any family and ask to seek another facility if HJIS's support is not sufficient for the student's with cognitive and developmental disabilities.

## English as an Additional Language (EAL) Support Services

English is the language of instruction at HJIS. To ensure that all students benefit from the programmes we offer, the school makes provisions for students whose first language is not English. HJIS welcomes students with varying proficiency levels of English into both the Primary Years Programme and lower years of the Middle Years Programme.

While applicants to the PYP who have lower proficiency in the language of instruction may be admitted, the situation differs for applicants to the MYP. For years 1 and 2 of the MYP, grades 6 and 7 at HJIS, students have more time to improve their English language abilities and acquire the language so that they are able to successfully access the content, so lower level of proficiency in the language of instruction is acceptable.

For years 3 to 5 of the MYP (grade 8+), however, placement testing plays a key role in determining whether HJIS is a suitable place for applicants to study or not. Before offering a seat at HJIS, we need to be sure that applicants can access and cope with the level of technical vocabulary and academic English language covered.

Only on very rare occasions will students with low proficiency in the language of instruction will be admitted to HJIS; this is usually contingent upon the continuation of external tutoring for the student. Additionally, it might be advised that ELL students spend an additional remedial year or more acquiring English language skills before moving up through our programmes.

Students admitted to HJIS with low English proficiency will receive English Language Learning Support Services from specialized teachers. Depending on proficiency levels, students may be enrolled in our English Language Acquisition courses and/or receive in-class language support. If students are receiving any ELL Support Services, they are required to support their mother tongue via the options listed in our Language Policy.

If students apply mid-year they may not be accepted if they have an English proficiency requiring enrollment in our English Language Acquisition course. More information on how HJIS determines support services can be found within our Language Policy. By enrolling a child in student support services for English Language Learners, parents acknowledge that additional fees may accrue based on student's individual needs.

## Bursaries and Scholarships



HJIS believes that a socially diverse student population is a key component of an international and balanced education. Therefore our school is committed to providing financial assistance to students as a community benefit as well as to provide access to HJIS to a more diverse range of students.

HJIS provides special bursaries and scholarships to families with financial need. Scholarship decisions will be made by the Board of Directors and will be based on academic excellence as well as social contributions to the whole school community and the global community.

Scholarships are awarded for the current academic year, but are renewable. Families must reapply annually for scholarships, demonstrating continued financial need.

Families receiving bursaries or scholarships at HJIS are required to uphold what is outlined below. Renewal is contingent upon good standing within the school community.

- Students must remain in good academic standing and continuously demonstrate the IB Learner Profile attributes, with minimal behavior issues.
- Parents must contribute to the HJIS community in one or more of the following ways:
  - Joining and actively participating in the Parent Teacher Association
  - Marketing and promoting the school
  - Volunteering regularly for school events and activities

The criteria and the application procedure for bursaries and scholarships are published on the school's website and available upon request from the Admissions Office.

## Ethical Practices

At HJIS, we believe in ethical practices and transparency. We therefore ask for the same from our families both in the HJIS community and in the application process. If we find that a family withholds vital information, we reserve the right to reverse the admissions process and disenroll the student from the school.





**Table: Eligibility Chart for Grade and Age**

Date of Birth	Age in 2019/20	Grade in 2019/20	Grade in 2020/21
1st September 2001 to 31st August 2002	17-18 years	12	-
1st September 2002 to 31st August 2003	16-17 years	11	12
1st September 2003 to 31st August 2004	15-16 years	10	11
1st September 2004 to 31st August 2005	14-15 years	9	10
1st September 2005 to 31st August 2006	13-14 years	8	9
1st September 2006 to 31st August 2007	12-13 years	7	8
1st September 2007 to 31st August 2008	11-12 years	6	7
1st September 2008 to 31st August 2009	10-11 years	5	6
1st September 2009 to 31st August 2010	9-10 years	4	5
1st September 2010 to 31st August 2011	8-9 years	3	4
1st September 2011 to 31st August 2012	7-8 years	2	3
1st September 2012 to 31st August 2013	6-7 years	1	2
1st September 2013 to 31st August 2014	5-6 years	Kindergarten	1
1st September 2013 to 31st August 2014	5-6 years	PreKinder	Kindergarten
1st September 2013 to 31st August 2014	5-6 years	Preschool*	PreK

\*Children who will turn 3 years old during an academic year can be enrolled in Preschool class but will repeat the class for the next year.

## Supporting Documentation

[HJIS Language Policy](#)

[HJIS Inclusion Policy](#)

[HJIS Online Application Form](#)

[HJIS Tuition and Feeds Schedule 2019/2020](#)

## References

Korea Foreign School - Korea



## Review Cycle

<b>Initiator:</b> Pedagogical Leadership Team and Admissions Office	<b>Individuals Involved:</b> Principal, PYP Coordinator, MYP Coordinator, DP coordinator and Head of Admissions
<b>Date Ratified:</b> August 2019	<b>To be reviewed:</b> April 2020

<b>Initiator:</b>	<b>Individuals Involved:</b>
<b>Date Ratified:</b>	<b>To be reviewed:</b>

## The United Nations Convention on the Rights of the Child(1990)<sup>2</sup>

Article 1 Everyone under 18 has all these rights.

Article 2 You have the right to protection against discrimination. This means that nobody can treat you badly because of your color, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3 All adults should always do what is best for you.

Article 4 You have the right to have your rights made a reality by the government.

Article 5 You have the right to be given guidance by your parents and family.

Article 6 You have the right to life.

Article 7 You have the right to have a name and a nationality.

Article 8 You have the right to an identity.

Article 9 You have the right to live with your parents, unless it is bad for you.

Article 10 If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11 You should not be kidnapped.

Article 12 You have the right to an opinion and for it to be listened to and taken seriously.

Article 13 You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14 You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16 You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17 You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 18 You have the right to be brought up by your parents, if possible.

Article 19 You have the right to be protected from being hurt or badly treated.

<sup>2</sup> <https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf>

Article 20 You have the right to special protection and help if you can't live with your parents.

Article 21 You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22 You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24 You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 25 You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26 You have the right to help from the government if you are poor or in need.

Article 27 You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28 You have the right to education.

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30 If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practice your own religion, and use your own language.

Article 31 You have the right to play and relax by doing things like sports, music, and drama.

Article 32 You have the right to protection from work that is bad for your health or education.

Article 33 You have the right to be protected from dangerous drugs.

Article 34 You have the right to be protected from sexual abuse.

Article 35 No-one is allowed to kidnap you or sell you.

Article 36 You have the right to protection from of any other kind of exploitation.

Article 37 You have the right not to be punished in a cruel or hurtful way.

Article 38 You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39 You have the right to help if you have been hurt, neglected, or badly treated.

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Article 40 You have the right to help in defending yourself if you are accused of breaking the law.

Article 41 You have the right to any rights in laws in your country or internationally that give you better rights than these.

Article 42 All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

