MARIST BROTHERS INTERNATIONAL SCHOOL
STUDENT-PARENT HANDBOOK

UPDATED: AUGUST, 2020
TABLE OF CONTENTS

Introduction, Vision and Mission Statement 3
Marist Student Learning Expectations, School Motto 4
Academic Information 5
Grade Promotion 6
Course Levels 7
Course Selection and Change Procedure 8
Grade Level Placement 8
IB Diploma Retention Policy 9
Transfer Procedure 9
Transcripts 9
Request for the Preparation of School Documents 9
Parent Code of Conduct 10
Assessment Policy, Guidelines & Practices 14
Assessment 14
Distribution of Report Cards 14
Grade Descriptors for MBIS Reporting 16
Upper School Academic Honors Awards 17
Recording/Reporting IB DP Achievement 18
External Standardized Tests 19
Homework 20
Make-Up Tests or Quizzes 24
Academic Honesty Policy 25
Language Policy & Practices 28
Guidance & Counseling 33
General Regulations 35
Attendance 35
Tardiness & Frequent Absences 35
Campus Access 36
Morning Drop-Off & Afternoon Pick-Up 37
Bus Service 37
Dress Code 37
Bullying Policy 39
MBIS Student Disciplinary Policy and Guidelines 40
Levels of Disciplinary Response 44
Study Tips 45
Further Information 47
Emergency Procedures 50
Upper School Course Offerings 52
Bell Schedule 53
Appendices 54
Appendix I: Student Technology Usage Policy 55
Appendix II: Student Technology Access Agreement 57
Appendix III: ELL Entrance and Exit Procedures 59
Appendix IV: GRADE 10-12 BYOD POLICY 60
Appendix V: Limited Applications Policy (University Applications) 63
INTRODUCTION
The Marist Brothers of the Schools, a religious order of Catholic educators, was founded in France in 1817 by Saint Marcellin Champagnat. The Marist Brothers Order has grown since then, directing or serving in hundreds of schools around the world. Among them are two schools in Japan: Marist Brothers International School in Kobe, and Marist High School in Kumamoto.

Marist Brothers International School (MBIS) was founded in 1951 by Brother Charles Fojoucyk and Brother Stephan Weber who had left St. Louis International School in Tientsin, China.

MBIS is a coeducational institution based on Roman Catholic traditions. Though conscious of the ecumenical character of the student population, the school emphasizes its Catholic character in various ways through the seasons of the year.

MBIS follows the educational system of the State of California as well as the International Baccalaureate Diploma Programme in Grade 11 and 12, providing an elementary education and college-preparatory secondary education to students of all nationalities. The school is accredited by the Western Association of Schools and Colleges and undergoes a thorough periodical evaluation by that organization. The school is also a member of the Japan Council of International Schools and East Asia Regional Council of Schools.

VISION STATEMENT
Marist Brothers International School will make students our utmost priority and encourage them to achieve their full potential by fostering spiritual growth, appreciating cultural diversity and developing a life-long love of learning. We will provide the opportunity for all stakeholders to develop a sense of community, spirit and pride in our school.

MISSION STATEMENT
We educate students in a nurturing environment based on Catholic values and the traditions of the Marist Brothers. We provide a rigorous program of study that prepares our students for higher education, internationally and in Japan. Our students gain knowledge, communicate effectively, develop good character and become responsible citizens of a global society.
MARIST STUDENT LEARNING EXPECTATIONS

MBIS students will demonstrate that they are:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>We engage in research and investigation, becoming self-directed, lifelong learners.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>We strive to develop intellectually, physically and artistically.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>We consistently think critically, ethically, and creatively.</td>
</tr>
<tr>
<td>Communicators</td>
<td>We collaborate in a multilingual environment, with confidence and courtesy.</td>
</tr>
<tr>
<td>Principled</td>
<td>We take responsibility for our own actions, building trust through integrity, honesty, and humility.</td>
</tr>
<tr>
<td>Open-Minded</td>
<td>We seek to broaden our understanding and appreciation of other cultures and perspectives.</td>
</tr>
<tr>
<td>Caring</td>
<td>We show compassion within our school community and beyond.</td>
</tr>
<tr>
<td>Risk-Takers</td>
<td>We take on challenges as active participants and dare to push beyond our comfort zones.</td>
</tr>
<tr>
<td>Balanced</td>
<td>We strive for balance of mind, body and spirit, to develop as well-rounded individuals.</td>
</tr>
<tr>
<td>Reflective</td>
<td>We use past experiences as a guide to future actions.</td>
</tr>
</tbody>
</table>

SCHOOL MOTTO

The philosophy of the school outlined above in the vision and mission statement as well as the student learning expectations can be summarized through the school motto:

MOTIVATE
BELIEVE
INSPIRE
SUCCEED
ACADEMIC INFORMATION

MBIS DIPLOMA REQUIREMENTS
The curriculum of Marist Brothers International School is organized on a two-semester, 180-day school year that begins in August and ends in mid-June. You are advised to meet with the Head of School, Deputy Head of School or Director of Guidance if you have any questions regarding these requirements.

Graduation Requirements (Grades 9 – 12)
All students must receive a passing grade, (60% or higher), to be awarded credit for the completion of the course undertaken. After the successful completion of a core subject (English, Math, Science, Social Studies and Foreign Language), 0.5 credits per semester, per subject, will be awarded. The total credit requirements for core subjects are listed below. In addition, students must obtain a further 6 credits from any combination of courses to attain the minimum 22 credits required for graduation.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Credits Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>Foreign Language*</td>
<td>3.0</td>
</tr>
<tr>
<td>Core Subjects Total</td>
<td>16.0</td>
</tr>
</tbody>
</table>

Additional Credits required | 6.0
Minimum Graduation Requirement Total | 22.0 credits

Electives and credit value/semester:
PE (0.25), RE (0.25), ToK (0.25), Art (0.5), Music (0.5), Computer Science (0.5)
(*Students taking a self-directed language course in Grade 11 and 12 only require 2 foreign language credits)

INTERNATIONAL BACCALAUREATE DIPLOMA REQUIREMENTS
Please refer to the MBIS IB DP Handbook for specific details regarding the IB Diploma.

COURSES RECOMMENDED FOR UNIVERSITY ACCEPTANCE
Students planning to attend university in Canada or the United States should make sure that they have completed the following courses in grades 9-12:

<table>
<thead>
<tr>
<th>Course</th>
<th>Years of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 (including World and US History)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 (4 for most Canadian College programs)</td>
</tr>
<tr>
<td>Science</td>
<td>3 (including Biology and Chemistry)</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 years of one language</td>
</tr>
</tbody>
</table>
Important note for all students:
Please note that these courses are a suggested minimum and may vary depending on the university and/or program that you are hoping to enter (e.g. if you are intending to study science, you should have 4 years of high school science credits). Whether you are planning to attend university in North America, Europe or elsewhere, it is your responsibility to find out the requirements of the University you hope to enter. You are strongly advised to discuss your course selections and future plans with the Director of Guidance as early on in your high school career as possible to ensure that you prepare yourself adequately.

ADDITIONAL NOTES
A student may make up credit for required courses they have failed while at MBIS through the University of Nebraska Online School. A maximum of two courses will be permitted to be made up via this online option. Currently MBIS uses the University of Nebraska Online School to allow students to make up credit. Enrollment in these online courses, are at the parent’s expense. The passing grade for these online courses is 70%. Should students be short credit in Grade 9 and 10 they may not be eligible to take the full Diploma Programme.

GRADE PROMOTION
Promotion from Montessori
A student will be promoted from Montessori upon demonstrating social maturity, a preparedness for reading, facility in English and competence in Montessori mathematics.

Promotion from Elementary School, grades 1 - 6
A student will be promoted if he/she has demonstrated understanding and mastery of the course of study in grades 1 to 6. The course of study involves:

- Religious Studies
- Science
- Art
- Music
- Handwriting (K-3)
- Mathematics
- Language Arts
- Spelling
- Social Studies
- Physical Education

Students in Grades 4- 6 who have failures (scoring below 60) in 3 or more core subjects, will either need to repeat the grade, or withdraw from MBIS.

ELL Probation Requirements

Students entering ELL on a probationary basis at MBIS are expected to:
- Earn at least a 70% in their ELL class
- Take Social Studies and Science on a pass/fail basis and receive a pass in at least one of these classes.

Failure to meet these minimum requirements may result in a student being asked to withdraw from school.
Promotion in the Upper School

- Students must pass three or more core subjects (English, Math, Social Studies, Science, Foreign Language) in order to be promoted to the next grade.
- In grades 7 and 8, it will be recommended to students who fail English, Social Studies, Science or Mathematics to attend summer school should a course be held for that subject.
- Failure in 3 or more core subjects (or courses required for graduation) at the end of the year will result in either the student having to repeat the year, or withdraw from MBIS.

The Administration reserves the right to modify the above policies based on extenuating circumstances of individual cases.

Please note that grade promotion is not automatic as in Japanese schools and some other systems internationally.

COURSE LEVELS

- **Academic** - a course designed to provide college preparatory understandings and skills in the area of study.
- **Advanced/Honors** – a course designed to challenge students who have demonstrated high ability in the area of study.
- **Higher Level and Standard Level IBDP subjects** - see IB Handbook

To enrol in an Advanced/Honors Class, or a HL class, a student may be required to achieve a minimum grade of 6 on the 1-7 scale or 85% in the previous (Academic) Course. Grades will NOT be weighted for courses which may be viewed as more difficult (ie. advanced/honors and HL courses).
COURSE SELECTION AND CHANGE PROCEDURES

In the spring of each year, students are given a course selection sheet with the courses available for the following year. In order to enrol in certain courses (advanced or HL level), students need to:

1) have the prerequisite grade score in that subject area and,
2) obtain permission from the teacher. Students need to consult with their parents regarding course selections and must obtain parental approval by way of signature for all course selections and changes to their course schedule.

Please refer to the MBIS IB DP Handbook for specific details regarding applying for and selecting courses in the IB Diploma.

Course Change procedure:

A student who decides to change their program of studies, or to withdraw from a course, must consult with the instructor and obtain permission from the Deputy Head of School within the first two weeks of the semester. As part of this process, the student must fill in and submit a “Course Change Form” to the Office.

1. Students should obtain a Course Change Form available through the office.
2. Obtain the signature of the teacher whose class they will drop and the signature of the teacher whose class they will enter.
3. Obtain their parent’s signature indicating approval/acknowledgement of the change in course schedule.
4. Submit the completed Form at the office.
5. The student will then receive a copy of the completed form to give to the teacher of the class they are entering.

Important: The student should continue in their originally scheduled class until they submit the completed course change form to the teacher of the new class. It is required that the school administration know the location of every student at all times.

Administration retains the ability to make alternative course placements, where the necessity arises.

GRADE LEVEL PLACEMENT

When students are first enrolled at MBIS, they are placed in a grade or section based upon their previous academic history and their chronological age. Children entering the Montessori program as three or four year olds must demonstrate readiness for learning. This is determined through observations and interviews during the application process. Children turning five by September 1st will be eligible for Kindergarten. Children turning six by September 1st will be eligible for Grade One, provided that they have completed their Kindergarten schooling.

Students entering from Japanese schools during the second semester of the School year will have to remain at that grade level for the remainder of that school year.

Special consideration may be given if students are older than other students in their class as a result of having to repeat a partial or entire school year because of previous transition between Japanese and International Schools.
Performance in class, on standardized tests (i-Ready), and teacher recommendations are three additional factors which will be considered before a grade level adjustment_INITIAL PLACEMENT is made.

Students who are entering directly from other international schools will generally be placed on grade level.

All new students will automatically be on probation for one semester. At the end of this period, their performance, behaviour, and motivation/willingness to learn will be reviewed and a decision regarding their eligibility to continue their education at MBIS will be made.

**IB DIPLOMA RETENTION POLICY**

Students in the IB Diploma Program are expected to maintain, at a minimum, a passing grade in all subjects and submit all major internal and IB assessments. Percentile scores and cumulative IB grade total scores are monitored by the Diploma Programme Coordinator. Students failing, or in danger of failing, will be asked to meet with the Diploma Programme Coordinator and/or Director of Guidance, followed by a meeting with parents/guardians. At any time, based on overall performance, a student may be encouraged to reduce their units of study. At the end of Grade 11, if a student’s percentile and IB grades are unsatisfactory, they will be required to exit the full Diploma Programme. The MBIS Administration reserves the right to make exceptions to this policy in special cases (for example, due to serious illness).

**TRANSFER PROCEDURE**

When a student intends to withdraw from the school or transfer to another school, the parents should notify the school through the completion of the **Withdrawal Form** and complete all necessary arrangements prior to withdrawal. *All financial obligations must be taken care of before records can be forwarded to the new school.*

**TRANSCRIPTS**

In cases of transfer, a transcript will be sent on request providing that there are no outstanding payments due to the school. Any student who requires a transcript must complete a **Document Request Form** available from the office.

**REQUEST FOR THE PREPARATION OF SCHOOL DOCUMENTS**

Transcript and report card requests will be handled within 1 week. All other document requests require at least 2 weeks notice (not including school vacations). A request for over 5 sets of documents requires at least 4 weeks notice.
PARENT CODE OF CONDUCT

At Marist Brothers International School (MBIS) we value and appreciate parental support towards a child’s education and creating a school environment in which everyone feels welcomed and respected.

The Parent Code of Conduct has been established to enable the school to continue to ensure that it maintains a safe and supportive environment for all members.

Parents Rights

- To be treated with respect by students, parents and staff.
- To be treated in a caring and polite manner.
- To have a timely response to concerns raised.

As a Parent/Guardian/Caregiver we ask that you:

- Support with words and actions the vision and philosophy of the school.
- Work together with teachers and staff in a respectful manner.
- Spend time talking with your child about their progress and any concerns.
- When an incident arises, listen to your child/ren, there may be different versions of events.
- Cooperate if your child’s behaviour has overstepped accepted school standards.
- Maintain a positive and cooperative attitude when interacting with other adults in the community whether they be staff or parents of students.
- Be conscious of the power of social media and any content you may place on such platforms.
- Refrain from approaching other children to discuss their behaviour towards your child.

Expectations for Communication

- To read all letters from school and attempt to reply in a timely manner.
- To communicate any concerns to school in a constructive and appropriate manner.
- To discourage hearsay and gossip by communicating directly with the school administration regarding any concerning issues.
- To abstain from behavior which may be considered harassment such as threatening emails, letters and or phone calls.
- To make an appointment with the appropriate administrator if you would like to discuss any successes, concerns or feedback rather than discussing issues with office support staff. Arrangements for translation will be made by the school, when necessary.

Teacher-Student/Parent Conflict Resolution

Under normal circumstances, parents are expected to take concerns about their child’s progress or behavior directly to the teacher concerned. If neither party is able to reach a workable solution or if the concern continues, the parent or the teacher should bring the matter to the attention of the appropriate administrator. Should the matter still not be settled it will be referred to the Head of School. The final
point of appeal remains with the School Board, should no satisfactory settlement be made with the school administration.

**Potential Action taken against breaches of Parent Code of Conduct**

- Parents/Guardians/Caregivers may be asked to leave the school campus.
- Parents/Guardians/Caregivers may be banned from the school campus, temporarily or permanently.

Serious or continuous breaches of the Parent Code of Conduct, may result in the cancellation of enrollment of your child.
マリスト国際学校保護者行動規範

マリストブラザーズインターナショナルスクール（MBIS）は、保護者の方々の子供の教育に対してのサポートと、皆が満足し敬意を払われる学校環境を作りへのサポートに感謝しております。

この保護者行動規範は、学校がすべての関係者にとって安全で協力し合える環境を維持し続けるために制定されるものです。

保護者の権利

● 保護者は生徒、他の保護者及びスタッフから敬意ある態度で接される。
● 配慮ある礼儀正しいマナーの対応を受ける。
● 問題が持ち上がった際には適宜対処される。

親／保護者／保護監督責任者へのお願い:

● 学校のビジョンと理念に則った言動を行ってください。
● 先生方やスタッフと敬意あるマナーを持って協力し合ってください。
● 子供の言葉に耳を傾けてください。但し、人によっては問題の解釈が異なる場合があることを理解してください。
● 子供の行動が学校の定める基準を外れる場合があった際にはご協力願います。
● 他人と接する際には相手が保護者、スタッフ、生徒であろうと、前向きで協力的な態度で接してください。
● ソーシャルメディアの力と自身がソーシャルメディア等に投稿する内容に注意を払って下さい。
● 自分の子供への他の子の言動に対して、直接その子と話す行為は控えてください。
コミュニケーションに関するお願い

● 問題があり学校側と話をする際には建設的で適切なマナーを持って進めて頂きますよう、お願いします。
● 問題があった際にはうわさやゴシップが広まらないように、学校側と直接対話をして下さい。
● 脅迫メールや手紙、電話といったハラスメントと取られかねない行為は控えてください。
● 懸念事項について相談したい場合は、オフィスのサポートスタッフに問題の相談をするのではなく、適切な学校側管理者のアポイントメントを取って下さい。必要に応じて、学校側が通訳者を手配します。

教員–生徒/保護者 問題解決

通常であれば保護者は子供の発達や行動に関する懸念を直接担当教員に相談することになっています。保護者と担当教員双方の間で実施可能な解決方法を見つけられない場合は、保護者又は教員は問題に対応出来る管理者に報告しなければいけません。その上でまだ問題が解決しない場合は校長が対応します。学校管理者及び校長と保護者の間で満足行く解決がなされない場合は、学校理事会において最後の嘆願の場が残されています。

保護者行動規範に対する違反があった際の対応

● 親/保護者/保護監督責任者は即座に学校のキャンパスを立ち去るように求められる場合があります。
● 親/保護者/保護監督責任者は一時的又は恒久的に学校のキャンパスを立ち去ることを求められる場合があります。
● 保護者行動規範に対して、深刻なまたは継続的な違反が行われた際には、その保護者の子供の学籍が取消しになる可能性があります。
ASSESSMENT

MBIS does not prescribe or proscribe specific approaches to teaching and learning. However, our teachers are guided by the educational philosophy of the school and, particularly during the DP years, by the holistic and subject-specific expectations outlined by the IBO. The IBO has established guiding approaches to teaching (ATTs) and approaches to learning (ATLs), and these should be considered fundamental aspects of a MBIS education:

Teaching within the DP should be:
1. Based on inquiry
2. Focused on conceptual understanding
3. Developed in local and global contexts
4. Focused on effective teamwork and collaboration
5. Differentiated to meet the needs of all learners
6. Informed by formative and summative assessment

Approaches to Learning “are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment” (IBO, “Approaches”). Teachers are expected to teach not only the “what” and “why” of content, but also “how to learn”. The following skills make up the ATLs:
1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

WHAT IS ASSESSMENT?
Assessment is “the process of making a judgement or forming an opinion, after considering something or someone carefully” (“Assessment”). In an educational context, this means measuring and evaluating what a student can do, or what they know, relative to programme and syllabus standards. To monitor a student’s progress and achievements, teachers use two forms of assessment: formative and summative.

FORMATIVE ASSESSMENT - ASSESSMENT FOR LEARNING
Formative assessment is designed to “provide detailed feedback to teachers and their students on the nature of students’ strengths and weaknesses, and to help develop students’ capabilities” (“Diploma Programme Assessment” 3). Teachers use formative assessment to monitor a student's progress towards meeting DP standards and as data to analyze the effectiveness of classroom instruction. This data is used to modify course content or teaching strategies, to better support the learning of individual students and/or classes.

Timely feedback is vital to the success of formative assessments - students must be consistently and adequately informed on how and where they need to improve. Likewise, students must be willing to take
responsibility for their own learning - which includes focusing on problem areas and investing the time and
effort required to overcome challenges.

While formative assessments are important, they measure ongoing progress, rather than overall
achievement, and as such they are not heavily weighted in the final calculation of course grades.

SUMMATIVE ASSESSMENT - ASSESSMENT OF LEARNING
Summative assessments occur at the end of units of learning and courses. Once teaching/learning of a unit
or course is finished, these assessments should ‘summarize’ what a student can or cannot do, what they
know or what they do not know.

IB DP: CRITERION-RELATED ASSESSMENT
DP subject assessment is criterion-related. This means that rubrics are used to indicate student
achievement in various knowledge/skill areas. DP rubrics are an important means of communicating
student progress following a formative assessment. It is the responsibility of teachers to provide rubrics
well in advance of assessment deadlines and to explicitly explain and clarify criteria and expectations.
Teachers are encouraged to use sample exemplars when discussing expectations or providing direct
feedback on completed assessments. Beyond rubric-based marking, teachers are expected to provide
additional forms of feedback, such as conferencing, annotations, margin notations, and summative
comments.

DISTRIBUTION OF REPORT CARDS
Report cards will be distributed at the end of each Semester. Parents are able to access scores throughout
the year at: https://mbis.powerschool.com/public/. PowerSchool will not be accessible to parents during
the last two weeks of each semester while grades are being finalized. If you have a query about your child’s
grades during this period please contact the Deputy Head of School. It is particularly important for parents
of upper school students to log on to PowerSchool regularly so that you can keep an eye on your child’s
progress throughout the year. Regularly checking your child’s progress can help avoid any serious problems
before it becomes too late to rectify.

Report cards will be released only to those whose tuition payments are up to date.

The Semester grade is determined by the student's academic performance in daily work, reference
reading, assigned papers, laboratory work, tests and examinations. In grades 7-10, 80% of the semester
grade will be awarded based on work throughout the semester with the final 20% coming from the end of
semester exam. In subjects that do not have an exam, 100% of the grade will be calculated from
assessments done throughout the semester.
**Grade descriptors for MBIS reporting for Grades 4-8:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO GRADE</td>
<td>No mark given (typically because a student has not been enrolled in the subject long enough for a mark to be awarded)</td>
</tr>
</tbody>
</table>
| 59 or less | FAIL | A ‘fail’ score, indicating that the student has not met the minimum requirements for passing the course. This may occur due to:  
* Lack of understanding  
* Inability to produce work of satisfactory quality  
* Failure to submit assessment tasks/missed deadlines |
| 60-69 | MEDIocre | The student has met the minimum requirements for passing the course. The skills and understanding demonstrated are limited. The student has clear difficulties in some areas and may require support when applying skills or knowledge. |
| 70-79 | SATISFACTORY | The student has a general understanding of content knowledge and demonstrates satisfactory skill levels. In some cases, the student may demonstrate good or even excellent knowledge/ability in some areas, topics or contexts. |
| 80-89 | GOOD | The student has a generally strong and thorough understanding or required knowledge and good skill levels. The student demonstrates successful application of higher level skills (e.g. analysis, synthesis, evaluation). |
| 90-100 | EXCELLENT | The student has a superior level of understanding and excellent skill levels. The student consistently demonstrates successful application of higher level skills (e.g. analysis, synthesis, evaluation), and is capable of high-quality work that is perceptive and insightful. |
Grade descriptors for MBIS reporting for Grades 9-12:

<table>
<thead>
<tr>
<th>Percent Grade</th>
<th>MBIS Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>7</td>
<td>A consistent and thorough understanding of required knowledge and excellent skill levels. The student is consistently capable of applying skills and knowledge in a range of contexts, and shows evidence of successful application of higher level skills, such as analysis, synthesis, and evaluation. The student’s work is perceptive, insightful, original, and always of a high quality.</td>
</tr>
<tr>
<td>87-93</td>
<td>6</td>
<td>A consistent and thorough understanding of required knowledge and very good skill levels. The student is consistently capable of applying skills and knowledge in a range of contexts, and regularly shows evidence of successful application of higher level skills, such as analysis, synthesis, and evaluation. The student’s work consistently demonstrates perception and insight</td>
</tr>
<tr>
<td>80-86</td>
<td>5</td>
<td>A consistent and thorough understanding of required knowledge and good skill levels. The student is capable of applying skills and knowledge in a range of contexts, and generally shows evidence of successful application of higher level skills, such as analysis, synthesis, and evaluation. The student’s work may demonstrate some degree of perception and insight</td>
</tr>
<tr>
<td>70-79</td>
<td>4</td>
<td>A general understanding of required knowledge and satisfactory skill levels. The student is capable of applying skills and knowledge in some contexts, and may show some evidence of successful application of higher level skills, such as analysis, synthesis, and evaluation.</td>
</tr>
<tr>
<td>60-69</td>
<td>3</td>
<td>Limited achievement meeting most assessment objectives. The student demonstrates limited ability to perform required skills and/or has limited understanding of content knowledge. The student has clear difficulties in some areas, and may require support when applying skills or knowledge.</td>
</tr>
<tr>
<td>Failing Grade</td>
<td>2</td>
<td>Very limited achievement meeting assessment objectives. The student demonstrates difficulty performing required skills and/or understanding content knowledge, even with support.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Minimal achievement meeting assessment objectives. Little or no demonstration of success in performing required skills and/or understanding content knowledge.</td>
</tr>
</tbody>
</table>

UPPER SCHOOL ACADEMIC HONORS AWARDS

**Grade 7 and 8**
First Honors: 90% or above in the five core subjects*
Second Honors: 80% or above in the five core subjects

**Grade 9-10**
First Honors: Grades of 6, with a minimum of two grades of 7 in the five core subjects
Second Honors: 5 or above in the five core subjects

**Grade 11-12**
First Honors: Grades of 6, with a minimum of two grades of 7 in all IB subjects (excluding ToK)
Second Honors: 5 or above in all IB subjects (excluding ToK)

*Core subjects: Math, Science, English, Languages, Social Studies
RECORDING/REPORTING DP ACHIEVEMENT

At the end of Grade 11, DP students will receive IB subject marks in addition to their official MBIS subject grade. This IB mark (from 1-7, see below) indicates a student’s progress in achieving the learning goals in each DP subject, relative to IB assessment rubrics. While this score reflects a student’s performance in that subject, it is not included on official transcripts, or part of MBIS graduation requirements. These marks are based on the course instructor’s assessment data and professional judgement. The DPC will review each student’s course grades and, if there is cause for concern, initiate remedial strategies and/or communicate concerns with parents.

IB mark descriptors for reporting:

<table>
<thead>
<tr>
<th>NG</th>
<th>NO GRADE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO GRADE</td>
<td>No mark given (typically because a student has not been enrolled in the subject long enough for a mark to be awarded)</td>
</tr>
<tr>
<td>1</td>
<td>VERY POOR</td>
<td>Minimal achievement meeting assessment objectives. Little or no demonstration of success in performing required skills and/or understanding content knowledge.</td>
</tr>
<tr>
<td>2</td>
<td>POOR</td>
<td>Very limited achievement meeting assessment objectives. The student demonstrates difficulty performing required skills and/or understanding content knowledge, even with support.</td>
</tr>
<tr>
<td>3</td>
<td>MEDIUM</td>
<td>Limited achievement meeting most assessment objectives. The student demonstrates limited ability to perform required skills and/or has limited understanding of content knowledge. The student has clear difficulties in some areas, and may require support when applying skills or knowledge.</td>
</tr>
<tr>
<td>4</td>
<td>SATISFACTORY</td>
<td>A general understanding of required knowledge and satisfactory skill levels. The student is capable of applying skills and knowledge in some contexts, and may show some evidence of successful application of higher level skills, such as analysis, synthesis, and evaluation.</td>
</tr>
<tr>
<td>5</td>
<td>GOOD</td>
<td>A consistent and thorough understanding of required knowledge and good skill levels. The student is capable of applying skills and knowledge in a range of contexts, and generally shows evidence of successful application of higher level skills, such as analysis, synthesis, and evaluation. The student’s work may demonstrate some degree of perception and insight.</td>
</tr>
<tr>
<td>6</td>
<td>VERY GOOD</td>
<td>A consistent and thorough understanding of required knowledge and very good skill levels. The student is consistently capable of applying skills and knowledge in a range of contexts, and regularly shows evidence of successful application of higher level skills, such as analysis, synthesis, and evaluation. The student’s work consistently demonstrates perception and insight.</td>
</tr>
</tbody>
</table>
A consistent and thorough understanding of required knowledge and excellent skill levels. The student is consistently capable of applying skills and knowledge in a range of contexts, and shows evidence of successful application of higher level skills, such as analysis, synthesis, and evaluation. The student’s work is perceptive, insightful, original, and always of a high quality.

EXTERNAL STANDARDIZED TESTS

MBIS will administer internationally recognized assessment tests at various times throughout the year based on the student’s grade level. Some of these tests include:
*i-Ready (3 times a year for grades 1-6, twice a year for grades 7-9)
*PSAT for grades 10 and 11

Purpose of the testing: MBIS will use the results of the testing for the following purposes:
- to measure the student’s academic progress from year to year
- to highlight student strengths
- to alert to student weaknesses
- to look for class trends – areas of strength or limitations for a Grade generally
- to assess teaching content – do curriculum areas need to be reviewed? Are there gaps or weaknesses in the curriculum?
- to assess teaching methods – review and modification of teaching styles
- to assist the teacher in setting personal goals
- to assist with grade placement of new and existing students

Reporting to Parents: Results will be sent to parents. If there are questions the Director of Guidance should be contacted.

The final IB DP examinations in May for Grade 12 students are external standardized tests that are published, distributed, and assessed by the IBO. For most DP courses, these examinations are the most highly-weighted factor for determining a student’s final score. The examinations are not included as components in the calculation of MBIS Diploma grades.
HOMEWORK

Homework is designed to support in-class learning objectives. It may be assigned for a variety of purposes, including:

- Preparation for in-class learning (e.g. pre-reading to support a practical in-class task)
- Practice of in-class learning (e.g. homework tasks to consolidate classroom learning)
- Review for an upcoming assessment (e.g. reviewing notes before an exam)
- To check for understanding (e.g. an extension of in-class work, used by the teacher to monitor student progress, and to determine whether further instruction is required)

Homework should not be:

- Assigned without active involvement and monitoring by the teacher (i.e. not checked, and not supplemented with feedback)
- Assigned without a clear purpose (i.e. the student must know why they are doing it)
- Excessively time consuming
- A major grade (in most cases, it will not be graded - its primary role is to demonstrate student progress, not overall achievement)

Assigned homework should be challenging but achievable by the student - it should not require significant parental assistance.

HOMEWORK DURATION

The time required to complete assignments will vary with each student’s study habits, academic skills, and selected course load. If your child is spending an excessive amount of time doing homework, you should contact your child’s teacher(s). Students are highly encouraged to pursue non-assigned, independent, leisure reading.

Grades 1-2    Students may be asked to do approximately **20 minutes** maximum of homework per weeknight.

Grades 3-4    Students may be asked to do approximately **40 minutes** maximum of homework per weeknight and approximately 40 minutes of homework over the weekend.

Grades 5-6    Students can expect to do approximately **60 minutes** maximum of homework per weeknight and approximately 60 minutes of homework over the weekend.

Grades 7-9    Students can expect to do approximately **two hours** of homework per weeknight and approximately two hours of homework over the weekend, including 3-day weekends.

Grades 10-12  Students can expect to do an average of approximately **three hours** of homework per weeknight and an average of approximately three hours of homework over the weekend, including 3-day weekends.
UPPER SCHOOL HOMEWORK POLICY

Unless stated otherwise in the Course Outline distributed by your teacher at the beginning of a course, the following will apply with respect to homework:

1. All students will turn in homework assignments on the given due date at the beginning of the student’s assigned class period.
2. Students who miss homework because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent to turn in their work. It’s the student’s responsibility to get work missed due to illness or absence.
3. Students who miss class due to other school commitments, such as MAA duties, band performances, sports tournaments etc. are solely responsible for the homework they may miss.
4. Students who turn in late homework assignments may receive the consequences laid out in the table below based upon individual teacher discretion or grade level policy:

MAJOR PROJECTS

Major projects include: research reports, book reports, labs, major essays, and other assignments teachers designate as major projects. Work on these projects may exceed the maximum homework minutes per night, particularly for students who lack effective time-management and organizational skills.

1. All students will turn in major projects on the given due date at the beginning of the student’s assigned class period.
2. Students who miss an assignment due date because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent to turn in their assignment. It’s the student’s responsibility to get any assignment missed due to illness or absence.
3. Students who turn in late major assignments will receive the consequences laid out in the table below based upon individual teacher discretion or grade level policy.
4. Students who miss class due to other school commitments, such as MAA duties, band performances, sports tournaments and team trips should hand in assignments beforehand unless otherwise arranged with their teacher.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle School</strong></td>
<td></td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>• Students who submit late assignments one day past the due date can earn up to 90% on the late assignment.</td>
</tr>
<tr>
<td></td>
<td>• Students who submit late assignments two or more days past the due date can earn up to a 50% on the late assignment.</td>
</tr>
<tr>
<td></td>
<td>• No late assignments will be accepted within 5 days of the end of the quarter and non-submission will result in a 0 for the assignment.</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
</tr>
<tr>
<td>9 - 12</td>
<td>• Students who submit late assignments one day past the due date can earn up to 75% on the late assignment.</td>
</tr>
<tr>
<td></td>
<td>• Students who submit late assignments two or more days past the due date can earn up to a 50% on the late assignment.</td>
</tr>
<tr>
<td></td>
<td>• No late assignments will be accepted within 5 days of the end of the quarter and non-submission will result in a 0 for the assignment.</td>
</tr>
</tbody>
</table>
Students who know they will struggle to meet a deadline must discuss the issue with the subject teacher well in advance of the due date. An extension may be granted, at the discretion of the teacher. MBIS internal assessment deadlines and late penalties are set by subject teachers and published in subject outlines. Official IB assessment deadlines are published on the assessment calendar and are non-negotiable. A zero score on an IB internal assessment will result in a non-award of the IB Diploma, and, in some cases, may significantly impact on graduation requirements for the MBIS Diploma.

HOMEWORK TIPS FOR STUDENTS
Self-discipline and self-management are essential to student success:

- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Ask questions of your teacher if you are unsure about what to do
- Use a homework diary
- Schedule your homework time well in advance
- Keep deadlines in mind and prioritize work accordingly
- Work on your weaknesses - review the feedback provided by your teacher for previous work
- Check your work against the rubric (before/during/after)
- When you have finished your work - proof-read it before submitting it to the teacher
- After completing an assignment, it may be helpful to set it aside for some time (over a day, if possible), before checking/proof-reading it - this is an effective technique, which allows you to more carefully review what you have done (i.e. with “fresh eyes”)
- For IB DP students:
  - If you procrastinate - you WILL be overwhelmed by the workload
  - After receiving an assignment, start it as soon as possible - break it into manageable chunks
  - The Extended Essay is a requirement for the awarding of the IB Diploma - start early and leave yourself plenty of time to redraft and perfect it
  - Be proactive - talk with your teacher if you need extra support

SUGGESTIONS FOR PARENTS
Parents play a crucial role in ensuring student success. Parents are encouraged to:

- Always be supportive
- Regularly check Powerschool to monitor their child’s progress
- When possible, attend scheduled parent-teacher conferences and consult with subject teachers.
  Individual appointments with teachers, the Diploma Programme Coordinator, or the Guidance Counselor, can be arranged when necessary - please contact the School Office in such cases
- Provide proactive support to enable effective learning:
  - Encourage good work habits (self-discipline is essential for success)
  - Promote a healthy, balanced lifestyle
  - Encourage adequate periods and patterns of sleep
  - Look for signs of stress
  - Take a positive approach to criticism/feedback
  - Reward success
• Help your child prepare an appropriate study environment. In addition to textbooks, they will need writing utensils, paper, ruler, etc, dictionaries or other reference books. A calendar at home can be used to keep track of long-term assignments and set short-term goals for completing assignments.

• Help your child make a list of procedures for doing homework. This is a sort of checklist that he or she can use as reminders as to what needs to be done in preparation for homework. Procedures are most effective when written down and practiced over a period of several weeks until they become habit.

• When your child is absent from class remind him or her to see the teacher immediately regarding missing work and make provisions for completing it.

• You may wish to set procedures for preparation for the next school day.

• Monitor studying by checking what you child is doing during his or her study time. This is especially important when their study area is out of your sight and there may be other distractions which may tempt them.

• Monitor television viewing. Studies show that more than two hours per night of TV on school nights can lead to low achievement. Moderate television viewing, especially when supervised by parents, can help children learn. Help them to select the programs they want to watch. Such programs can be taken into account when setting homework schedules and may need to be adjusted for special programs.

• Monitor your child’s use of the Internet, including time spent in text chatting, e-mailing, and using social network sites.

• Questions you can ask your child about his or her homework:
  ● What are your assignments today?
  ● Are the assignments clear?
  ● When are they due?
  ● Do you need any special resources (e.g., trip to library or access to a computer)?
  ● Do you need special supplies (e.g., graph paper, poster board, etc.)?
  ● Have you started today’s assignment? Finished it?
  ● Which assignment will you do first?
  ● Is it a long-term assignment (e.g., science project, term paper, essay, etc.)? (If so, then you may need to help them set some personal goals, write out the steps for completing the project if the teacher hasn’t already given some interim deadlines—or in addition to such deadlines to keep your child on track.)

**Important Note for Parents Regarding Student Work:** It is encouraged that parents play an active role in their child’s education. There is a fine line, however, between helping your child and doing their work for them. If a teacher believes a student has submitted work almost entirely done by a parent or an outside professional, they may mark the work accordingly, which may lead to failure. Although it is encouraged that parents help their child if necessary, it is important that students submit work which reflects their ability.

**MAKE-UP TESTS OR QUIZZES**

When a student misses a test for whatever reason (absences, tardiness, etc.), he/she can only take a make-up test if he/she brings a note from a parent or guardian. The note should indicate the reason for missing the test, and should request that a make-up test be given. The note should be addressed to the subject teacher, or should clearly indicate for which subjects the make-up test(s) is/are requested. This
will serve the purpose of letting parents know when their child is missing tests too often, and hopefully reduce the number of absences.

The student has three school days from the time of his/her return to school after the absence to submit the above note to the subject teacher. After the three day period, if there is no note, the teacher may give the student a 0 % for the test.

All make-up tests will be given at the convenience of the teacher, and should take priority over any other extra-curricular commitments the student may have. If the student again misses the make-up test, the teacher may give the student a 0 %.
ACADEMIC HONESTY POLICY

With the Internet and today’s technology, students can easily access an amazing range and depth of information. While this means incredible advantages for education, it can also lead to serious issues, when used unfairly or incorrectly. Academic honesty is a serious matter.

At MBIS we take pride in character education. We aim not only to develop good students, but also good people. Trust, honesty, integrity and responsibility are central elements of our school’s educational philosophy. Furthermore, our Upper School students are encouraged to exemplify the attributes of the IB Learner Profile. As Inquirers they should develop the appropriate skills to conduct inquiry and research. They should be Principled in all aspects of their work, and take responsibility for their own actions. To become effective Communicators they should conform to expected conventions and strive for clarity when integrating the work of others into their own.

Academic honesty means: respecting the work of others (ideas, words, images, music, etc.); handing in work that is completely your own (acknowledging outside sources where required), and; demonstrating integrity in all actions.

Every student must sign a Declaration of Academic Honesty when they enter the IB Diploma Programme at MBIS.

WHAT IS ACADEMIC DISHONESTY?

Academic dishonesty generally refers to any action that may lead to an unfair advantage. Most commonly it occurs as plagiarism, collusion, or cheating during an exam.

Plagiarism

“[The] act of copying the ideas or words of another person without giving credit to that person” (“Plagiarize”). Examples of plagiarism include (but are not limited to):

- Copying text from a source (e.g. information on a website) and not using a citation to give credit to the original author
- Taking ideas from another source and claiming them as your own (e.g. using answers found online and not using a citation)
- Not using “quotation marks” when copying text word-for-word
- Poorly paraphrasing text from a source (e.g. changing a few words)
- Using information from a source as a script for a speech (without saying where the information came from)
- Copying an entire work (e.g. copying someone’s essay)
- Getting someone else to do the work for you
- Getting someone else to write part of the task for you
- Handing in an assignment that you have already used (e.g. an essay that you wrote for another teacher)
- Copying answers from a friend
- Having a tutor do some/all of your work
- Using images or sound from another source in a project and not using a citation to give credit to the original creator (e.g. images on a presentation).
Collusion
“Secret agreement or cooperation especially for illegal or deceitful purpose” (“Collusion”). Examples of collusion include (but are not limited to):
- Sharing work with another person (e.g. allowing someone to copy your homework)
- Providing questions/answers to an upcoming assessment task with another person (e.g. giving someone answers to a quiz that you have already taken)
- Completing, rewriting/redoing, or contributing to someone else’s work
- Allowing another person to see your answers during an examination
- Communicating with another person during an examination.

Other forms of academic misconduct include (but are not limited to):
- Changing answers on an assessment task, then asking for the grade to be changed
- Making up information for an assessment (e.g. creating your own fake data or information)
- Cheating during a quiz or examination
- Disruptive behavior during an assessment task
- Stealing or copying a teacher’s materials (e.g. taking photos of answers from the teacher version of a textbook)
- Using a teacher’s computer without authorization
- Faking a parent/guardian signature on an official document
- Providing false information on an official document
- Failing to comply with the instructions of a teacher during an assessment
- “[Disclosing or discussing] the content of an [IB] examination paper with a person outside the immediate school community within 24 hours after the examination” (IBO “Handbook” 3).

CONSEQUENCES OF ACADEMIC DISHONESTY
Academic dishonesty is taken very seriously in all academic environments, including MBIS. Although consequences will be scaled to the severity of the incident, academic dishonesty may lead to suspension or expulsion.

- Assessments that have been plagiarized should receive a zero grade
- When students have shared work, all work will receive a zero grade (i.e. the person sharing the work and those who copy will all be penalized)
- Cheating during an examination will result in a zero grade
- Teachers have been instructed to use tools such as electronic monitoring software to check your work
- Your classroom teacher will use his or her discretion to determine the severity of the incident
- Serious incidents will be referred to either the Deputy Head of School or the Head of the Lower School
- In such cases, parents/guardians will immediately be contacted and may be asked to attend a formal meeting.
- Academic dishonesty may result in an IB Diploma not being awarded
- Where required, incidences of academic dishonesty will be reported to the International Baccalaureate Organization
REFERENCING
Clear and accurate referencing is incredibly important for maintaining academic honesty and improving the quality of your work. MBIS has adopted the MLA documentation style. Students will begin to develop proficiency in this style from Grade Seven. It is expected that students will have mastered the use of MLA style before they enter the IB Diploma Programme. The three core elements of this style are:

- Page formatting (correct margins, font size, spacing, etc.)
- Use of in-text citations (parenthetical citations that indicate where a quote or information has come from)
- A works cited page that lists all citations used and provides details about each source.

It is the responsibility of all teachers at MBIS to help students develop vital referencing skills that will support them throughout their academic careers.
MBIS LANGUAGE POLICY & PRACTICES

OVERVIEW
The MBIS Language Policy has been implemented to:
- Emphasize and prioritize the importance of language learning within the international school context
- Support the consistency of language learning across grade levels
- Support the principles of international-mindedness, cultural identity, intercultural awareness and global citizenship; all of which are integral principles of an International Baccalaureate World School

SCHOOL PHILOSOPHY
MBIS Expectations serve as a foundation for all teaching and learning. The importance of language is embedded explicitly or implicitly within each of these expectations

SCHOOL LANGUAGE PROFILE
Given that students may come from multicultural family backgrounds, or identify with multiple ethnicities, the school is a rich and diverse linguistic environment. The most prominent languages within the community are English and Japanese. Given the nature of the international school context, a diverse range of mother-tongue and additional languages are utilized by members of the school community. All teaching staff are expected to have either native-level or academically functional levels of English.

LANGUAGE POLICY
The MBIS Language Policy is an organic, working document, created, maintained and developed by staff and administration. This document, designed to meet specific requirements set out by the International Baccalaureate Organisation, provides an overview of the guiding principles that underpin all teaching and learning at the school. This policy is anchored in the beliefs that:

- English is the primary global \textit{lingua franca} of the 21st century
- Japanese, the language of our host nation, offers the greatest benefit as a primary/secondary language to the majority of the student body
- Multilingualism is a core skill in global society, with inherent educational, social, and vocational benefits
- At the heart of all learning is “learning a language, learning through that language and learning about that language” (Halliday)
- \textit{All} teachers are language teachers

Teachers & Staff:
- Acknowledge that the teaching of language is the responsibility of all teachers
- Help develop language rich environments which embrace and celebrate the diversity of languages, cultures, and perspectives within our school community
- Recognize the complex and often multimodal nature of “language”
- Model language expectations and conventions during classroom instruction
- Integrate language development into unit and lesson planning, where relevant and required
- Implement a variety of teaching strategies/differentiation in order to support all students
Utilize standardized data, in addition to formal and informal classroom assessment, to provide detailed information on student progress

Actively monitor and promote the use of English as the core language on campus

Provide extensive support services to ELLs, on an individual and holistic level

Refer struggling students to school Administration, who will then evaluate and implement follow-up strategies

Provide timely and detailed communication to parents and caregivers

Offer Japanese translations for informational publications, whenever possible

Judiciously allow students to utilize other languages in the classroom, in order to increase their access to, and success in, the mainstream curriculum

Encourage the use of English as a common language on campus, beyond the classroom

Include language development as a focus area for analysis and evaluation during the Curriculum Cycle process

Utilize the resources and expertise of the community to enhance language learning, where relevant and when possible

Encourage students to assume responsibility for their own language learning

**Students:**

- From K-12, study English and Japanese (additional formal, on-campus language study will be considered on a case-by-case basis)

**Parents & Caregivers:**

- Are asked to be active participants in their child’s educational development, reinforcing the development of English and/or their home language(s)
- Are encouraged to support language learning at MBIS through participation in school events

**SCHOOL PRACTICES**

- The core language of instruction at MBIS is English
- All students are provided with Japanese language classes from K-12
- Students whose level of English proficiency is below admissions benchmarks for their age level may be denied placement at the school
- At the Montessori-level, a bilingual teacher assistant is employed to support language instruction
- Language classes are streamed and designed to support a wide-range of ability levels: differentiation happens at the class and individual level
- The Diploma Programme Coordinator will consult with the Head of English and Head of Japanese when finalizing the placement of students within the Diploma Programme
- To ensure consistency and support the promotion and development of academic honesty practices, MBIS requires Upper School students to follow the conventions and requirements of the MLA referencing and citation system
- The Parent Forum offers an opportunity for parents and caregivers to discuss school issues in languages other than English

**ENGLISH**

- The school’s ELL Department provided intensive English language support for students from G1-G8, and offers the following pull-out courses:
<table>
<thead>
<tr>
<th>ELL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADES 1-3</td>
<td>ELL B</td>
<td>ELL A</td>
</tr>
<tr>
<td>GRADES 4-6</td>
<td>ELL B</td>
<td>ELL A</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>ELL</td>
<td></td>
</tr>
<tr>
<td>GRADE 8</td>
<td>ELL</td>
<td></td>
</tr>
</tbody>
</table>

- From 2019, the Upper School English programme will utilize the following streaming:

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 7</td>
<td>ELL</td>
<td>English</td>
</tr>
<tr>
<td>GRADE 8</td>
<td>ELL</td>
<td>English</td>
</tr>
<tr>
<td>GRADE 9</td>
<td>English Language &amp; Literature</td>
<td>Honors English</td>
</tr>
<tr>
<td>GRADE 10</td>
<td>English Language &amp; Literature</td>
<td>Honors English</td>
</tr>
<tr>
<td>GRADE 11</td>
<td>Language A: Language &amp; Literature (SL)</td>
<td>Language A: Language &amp; Literature (HL)</td>
</tr>
<tr>
<td>GRADE 12</td>
<td>Language A: Language &amp; Literature (SL)</td>
<td>Language A: Language &amp; Literature (HL)</td>
</tr>
</tbody>
</table>

- SL and HL classes may be combined or split, due to course requirements or cohort size
- When entering Grade 11, students are required to choose English as a Group 1 subject
- The English Department is primarily responsible for the placement/promotion of students within the English programme at each grade level. The English Department will consult with the Head of Language Acquisition and/or Administration in such matters, when required. See the ELL Program Exit and Monitoring Policy for further details
- The English Department considers the following criteria when placing students into the DP program:
  - G10 English Academic average of 85% or higher to be considered for HL
  - Grade of 70% or higher in G10 English Honors to be considered for HL
  - Benchmark essay average of at least 85% from the first and second semesters of G10
  - Qualitative teacher observations
- English curriculum aims, scope and sequence, and sequencing is detailed within the school’s Rubicon Atlas curriculum mapping site
JAPANESE

- Japanese streaming begins at Grade 1:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Course Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>GRADE 1</td>
<td>Japanese</td>
<td>Advanced Japanese</td>
</tr>
<tr>
<td>GRADE 2</td>
<td>Japanese</td>
<td>Advanced Japanese</td>
</tr>
<tr>
<td>GRADE 3</td>
<td>Japanese</td>
<td>Advanced Japanese</td>
</tr>
<tr>
<td>GRADE 4</td>
<td>Japanese</td>
<td>Advanced Japanese</td>
</tr>
<tr>
<td>GRADE 7</td>
<td>Japanese</td>
<td>Intermediate Japanese</td>
</tr>
<tr>
<td>GRADE 11</td>
<td>Ab Initio/Language B</td>
<td>Language A: Language &amp; Literature (SL)</td>
</tr>
<tr>
<td>GRADE 12</td>
<td>Ab Initio/Language B</td>
<td>Language A: Language &amp; Literature (SL)</td>
</tr>
</tbody>
</table>

- SL and HL classes may be combined or split, due to course requirements or cohort size
- Grade levels may be combined to suit the needs of the student body, maximizing the delivery of content and skills to specific levels of language proficiency
- The Japanese Department is primarily responsible for the placement/promotion of students
- Initial placement of newly enrolled students is determined by a diagnostic test developed by the Japanese Department
- Promotion between ability streams is determined by teachers’ formative and summative assessments, including testing adapted from materials published by the Japan Kanji Aptitude Testing Association
- Japanese curriculum aims, scope and sequence, and sequencing is detailed within the school’s Rubicon Atlas curriculum mapping site
- The Japanese Department considers the following criteria when placing students into the DP program (please refer to the Japanese Department documentation for specific details regarding phases and benchmark essays):
○ G10 Japanese Advanced students in phase 6 and above who have averaged 85% or higher will be considered for A-HL.
○ G10 Japanese Intermediate students in phase 5 who have averaged 85% or higher will be considered for A-SL.
○ G10 Japanese Intermediate students in phase 4 who have averaged 85% or higher will be considered for B-HL.
○ G10 Japanese Beginner students in phase 2 who have averaged 85% or higher will be considered for B-SL.
○ G10 Japanese Beginner students in phase 1 will be placed in Ab-initio.
○ Students entering G11 who have no experience learning Japanese will be placed in Ab-initio.
○ Benchmark essay average of at least 85% from the second semester (applies only to Intermediate and Advanced students).
○ Qualitative teacher observations

PROFESSIONAL DEVELOPMENT
● MBIS prioritizes language and literacy as permanent focal areas for professional development
● All teachers are offered external and in-house literacy professional development
● The school employs a licensed Teaching ESL in Mainstream Classes (TESMC) coach

CURRICULUM & ASSESSMENT
● MBIS follows the California State Standards from Kindergarten to Grade 12. The preschool curriculum accommodates students aged three through five and is based on the Montessori educational approach, in which early childhood experimentation and discovery are encouraged. The Common Core Standards for the Elementary Language Arts Curriculum. The Next Generation Science Standards have been adopted for the Elementary Science Curriculum.
● The Reading & Writing Workshop is an integral component of G1-G6 classes
● Standardized examination data is utilized for the evaluation and monitoring of English. These tests include i-Ready and PSAT.
● The language ability of prospective students may be assessed via a variety of methods including, but not limited to, essay writing; and/or an oral interview. Placement of successful applicants is to be finalized with advice from the Head of English and/or Head of Language Acquisition, when required. See the MBIS Admissions Policy for further details
● Admission to the IB Diploma Programme requires an acceptable level of competence in English. Students wishing to attempt the Bilingual Diploma require an acceptable level of competence in English and Japanese. In both cases, the Diploma Programme Coordinator will consult with Administration and relevant staff members during the selection process

RESOURCES
● All Elementary classrooms include classroom libraries with levelled texts
● All Elementary classrooms include iPad sets, which include language-acquisition applications
● The school offers sufficient and expanding information technology resources to support language teaching/learning
● The MBIS library offers sufficient and expanding resources for English and Japanese language learners
● Where possible, translation services are provided for parents and caregivers who do not speak English
During the hiring of new staff, priority is given to applicants who have experience working with English language learners

GUIDANCE & COUNSELING

The Director of Guidance is available to assist students in all aspects of their personal and academic growth. Students are invited to visit with the guidance counselor and confidentiality share their concerns, questions, or problems. In addition to assisting with personal issues, the counselor is available to help students with academic and university questions.

Students in grades 9 & 10 have a regularly scheduled guidance period within their class schedule. During this period students explore careers, begin preparation for searching and applying to university, practice learning skills, and participate in lessons geared towards development of social and emotional learning (SEL). In grades 11 and 12, students focus on the college search and application process meeting with the guidance counselor as a class and in individual sessions as necessary. The counselor sees students in other grades as considered necessary in order to support their academic, social, and emotional needs.

In addition to the counseling and guidance services offered by the Guidance Counselor, members of the faculty are also available to offer professional recommendations and to assist students in setting their educational goals and interpreting test results. The IB Diploma Coordinator provides another level of guidance and support for students entering and within the IB Diploma Programme.

COLLEGE ADMISSIONS TESTING

The following is a brief overview of some of the more significant testing procedures used by many U.S. and Canadian Colleges in their admission process. Both the SAT and the ACT are widely accepted. Prospective College candidates need to carefully research their proposed College to ensure they meet the requirements.

For further information please refer to the following websites:

www.collegeboard.com  www.xap.com
www.foreignborn.com  www.toefl.org
www.dir.yahoo.com/Education/Higher_Education/
www.act.org  www.geowww.wibk/ac.at/univ/
www.ielts.org  www.studyinaustralia.gov.au
www.ouac.on.ca  www.fastweb.com
www.petersons.com  www.internationalstudent.com

SAT

Purpose: Standardized College entrance exam. SAT scores can tell admission staff how a student compares with other students who took the test.

SAT I measures verbal and math reasoning abilities

SAT II Subject tests measures students’ abilities in various subjects.

Developed by: Educational Testing Service produces the questions for the SAT test.
These exams are conducted off campus.
SAT’s value for Marist: The SAT provides an external indicator or benchmark of the standards achieved by our students.

**PSAT/NMSQT**
- **Name:** Preliminary SAT/ National Merit Scholarship Qualifying Test
- **Sponsored by:** Co-sponsored by the College Board and National Merit Scholarship Corporation.
- **Purpose:** Measures critical reading, math problem solving and writing skills.
- Gives first hand practice for the SAT 1 and provides students (U.S. citizens) with a chance to qualify for a scholarship and recognition program.
- **Scores:** Mailed to Head of School and Counselor
- (This test is given to all enrolled 10th and 11th grade Marist students)

**ACT**
- **Name:** American College Test
- **Sponsored by:** ACT Inc., an independent, not for profit organization that provides assessment and research services in the area of education.
- **Purpose:** The ACT Assessment is designed to assess high school students’ general educational development and their ability to complete college-level work.
- The tests cover four areas: English, mathematics, reading, science reasoning.

**TOEFL**
- **Name:** Test of English as a Foreign Language.
- **Developed by:** Educational Testing Services.
- **Purpose:** To evaluate the English proficiency of people whose native language is not English.
- Scores used for purposes of admission by Colleges and Universities in U.S. and Canada.
- The computer-based TOEFL test was introduced in July 1998. Marist is one of the TOEFL test centers, and administers this test almost once a month. Students need to register for this test by going to the TOEFL website.
- The test has four mandatory sections: listening, structure, reading, writing, & speaking.

**IELTS**
- **Name:** International English Language Testing System
- **Sponsored by:** The University of Cambridge Local Examinations Syndicate (UCLES), The British Council and IDP Education Australia: IELTS Australia.
- **Purpose:** IELTS tests the complete range of English language skills, which will commonly be encountered by students when studying or training in the medium of English.
- British, Canadian, Australian and New Zealand academic institutions accept IELTS. American academic institutions are increasingly accepting IELTS for admissions purposes. The Australian Department of Immigration requires IELTS for Student Visas.
GENERAL REGULATIONS

ATTENDANCE
Only a student’s illness, the serious illness of a family member, a religious obligation, or an emergency will be accepted as valid excuses for any absence. For any invalid excuse, teachers are permitted to give such students a failing grade or a zero on missed homework, tests, or quizzes. The Administration may excuse a student for other reasons when satisfactory arrangements are made in advance. Travel plans should be made so that (a) students are not taken out of school prior to the date when vacations begin, and (b) students will arrive back in school on time after such vacations. Parents should always try to make dental/medical appointments after school or on Saturdays.

Parents are expected to notify the office by phone (078-732-6266) or fax (078-732-6268) or email (info@marist.ac.jp) before 9 a.m.. In the case of several days of absence, a doctor's note or official receipt is required.

Early dismissal: Students who find it necessary to leave school early because of illness or any other reason must receive permission from a parent/guardian and Administration.

Truancy: Truancy means student absence from school without the consent of the parents or guardian. In such a case, the parents will be contacted, and the student may be suspended from school until a conference is arranged. Truant students are responsible for all missed work and assignments. Teachers are permitted to give such students a failing grade or a zero on missed homework, tests, or quizzes.

Leaving campus before the start of afternoon clubs/activities: If students choose to leave the school after 3.10 pm to go to places such as the bakery or convenience store before after-school activities commence, the school can not be held responsible for problems or accidents occurring during this time. If you prefer that your child does not leave the campus at this time - please discuss that with them.

TARDINESS AND FREQUENT ABSENCES

Lateness: Students are late if they are not present by 8:35 a.m. When a pattern of frequent lateness or absence begins to develop, appropriate action will be taken to safeguard the academic credibility of the school.

A student who is late without a valid excuse more than 3 times in one quarter may be asked to come into school with his/her parent(s)/guardian for a parent conference in order to be allowed back into classes.

Three unexcused tardy days will equate to one day of absence. Lateness because of a train/bus delay will not affect a student's record if the student gets a "late train/bus notice" from the Station Master indicating a train/bus delay of at least 10 minutes.

A STUDENT WHO IS ABSENT FOR MORE THAN 20 DAYS IN ONE SCHOOL YEAR WILL BE REQUIRED TO REPEAT THE GRADE IN WHICH THEY ARE CURRENTLY ENROLLED.

Exceptions can be made due to:
  a. serious illness verified by a doctor’s certificate or an official receipt from the doctor or clinic/hospital
b. religious obligations.

A student who knows he/she will be absent for an extended period of time due to family obligations (not extended vacations) must make prior arrangements with all his/her subject teachers so that no work is missed. Parents should notify the school of such an upcoming extended absence at least one month in advance of the absence.

During Semester Exam week, ALL students are expected to take the exams on the days they are given. A doctor’s note will be required in order to make up a semester exam.

The Administration reserves the right to modify this policy, especially in the event of a widespread epidemic of flu or colds, or on a case by case basis.

CAMPUS ACCESS
During COVID-19 parents are only allowed on campus when invited to do so and students may only remain after school for school organized events.

In normal circumstances the following campus access rules apply:
The classroom building is open from 8:15AM and students must be supervised by their parents before this time. Elementary students will be dismissed at 3:10PM. Provided that parent supervision is available at all times, the foyer area of the classroom building and the outside play equipment are available for elementary students until 4:15 PM. The Library is open daily until 4:30 PM.

Students and parents not participating in school sponsored extracurricular activities or using the library, must leave the school campus by 4:15PM

Students participating in extracurricular activities (clubs and sports), are able to use the gymnasium and playing fields until 5:00 PM for Middle School, and 5:30 PM for High School provided that coach/teacher supervision is available at all times. Students must leave the campus at these times.

No student is to remain unsupervised on campus after school ends. If a student is waiting to be picked up by a parent who is running late, they should report to the office and wait in the lobby area in the office. All parents picking up children after 3:10PM should report to the office to collect their child. It is a matter of courtesy for a parent to contact the office if they are running late to give an estimated arrival time. This will also ease the anxiety of younger children.

All school gates are locked and secured during the school day. The accordion gate near the gymnasium will be open for Montessori drop-off and pick-up. Please contact the office if you require access to school and sign in as a visitor.

Please note that there is no parking on school premises.
MORNING DROP-OFF & AFTERNOON PICK-UP
Parents who drive their children to school are to follow the following guidelines.

Montessori Parents: Drop-off and pick-up is on the slope in front of the Montessori classrooms. Parents are to quickly escort or collect their child and move their car as soon as possible. This is a no parking area.

Grade 1-12 Parents: Drop-off and Pick-up is near the pedestrian crossing on the side road (near Toho supermarket). This ensures a safe passage for your child to enter and exit school using the side gate.

Catching the train and walking to school: Whether a student uses the Sanyo or JR train lines, they must walk to school following the correct route. Students must use the tunnel and stair passageway between the pharmacy and the real estate agency on Route 2. This will help ensure the safety of the students as they travel to and from school.

BUS SERVICE
Two buses are used to provide transportation to and from school. One bus runs to and from James-yama, and the other to and from Ashiya via Sannomiya. No major diversions will be made from the bus route without prior approval from the office. Should any parent wish to ask for a change to a bus route, please pass on your request to the Head of School or the Business Manager.

The bus service is a yearly paid service for a guaranteed place on the bus. Individuals who wish to ride the bus on a casual basis may do so after informing the office, subject to a seat being available on the bus.

School Bus Rules:
● Inform the bus driver or the office if you will be late or not riding the bus
● Fasten seat belts securely
● Stay in your assigned seat
● Do not make excessive noise
● Keep hands and head inside, not out the window
● Bring all food or drinks off the bus with you
● Show respect to the driver at all times.

DRESS CODE
The Marist Uniform: Part of the proud tradition of Marist Brothers International School is the uniform dress code. The quality of appearance is related to a sound educational program.

1. At all times, students must look neat and respectable.
2. Summer: gray slacks/skirt; white dress shirt or Marist polo shirt. Students may wear a plain white T-shirt underneath their uniform shirt. Students may not wear any T-shirts with lettering or images as their undershirt.
3. Fall/Winter/Spring: gray slacks/skirt; white dress shirt; school tie; gray sweater, vest or cardigan; school blazer in grades 10 to 12. The exact dates from which the school tie, sweater and blazer must be worn will be announced, varying from year to year, depending on the weather.
4. Skirt hemlines are to be no higher than 5 cm above the top of the kneecap.
5. Shoes and socks must be worn. Shoes suitable to the uniform should be worn. Socks should be white, black or dark in color. Stockings or tights may be worn instead of socks.

6. Winter jackets and Marist athletic jackets may be worn over the uniform, not instead of the uniform, to and from school, but not in the classroom, library, or cafeteria.

7. The school tie should be worn to and from school, not only on the school campus.

8. Sweatshirts of any kind (without zippers/with zippers/without hoods/with hoods) may not be worn to school or in school, except during P.E. classes. In cooler weather, students should wear gray sweaters and/or a blazer, not sweatshirts.

9. Kindergarten students do not wear the school uniform. Parents should dress them in clothing appropriate for school.

10. Earrings should be sleepers/studs or small in size. Earrings that dangle well below the earlobe are unacceptable.

11. Hair styles should be neat and tidy. Mohawks, bright colored hair or extreme hairstyles are unacceptable.

**Note:** Uniforms must be purchased from the school uniform supplier at Kyokokawa School Uniforms
Address: 2-1-2 Tsukimiyama Honmachi, Suma-ku, Kobe 654-0051 ph. 078-731-7609

The following modifications to the dress code will apply during **hot** seasonal weather:
- Marist polo shirt may be worn in place of the white dress shirt and tie. However, if a white dress shirt is worn, it must be worn with the Marist tie.

The following modifications to the dress code will apply during **cool** seasonal weather:
Marist blazer (gr.10-12)
- Gray Marist sweater for 9th graders who do not possess a Marist blazer (other types of clothing may not be worn in place of the Marist blazer or sweater)

In the event of extreme weather conditions, coaches or supervisors may make temporary adjustments to the required dress in the best interests of the athletes’ well-being.

Students must wear the uniform properly at all times. Expectations include:
- Shirts tucked in and not folded under
- Ties should be on straight and snug to the neckline
- Skirts should not be folded or rolled at the waist
- Pants should be worn properly and belt secured at waistline

**Dress Code for Casual Days:** Casual days will occur throughout the year. On these days students should wear respectable clothing. Students wearing any of the following will be asked to go home and change:
- Short skirts/shorts
- Spaghetti strap shirts
- Clothing that has offensive language
MBIS BULLYING POLICY

Bullying can have profound negative consequences to those who are its targets. Bullying is any situation where someone repeatedly and intentionally causes hurt or harm to another person or a group of people.

The Marist administration, guidance counselor, and faculty are always concerned about situations of bullying. If you feel you are the victim of bullying, or if you are witness to someone else being unnecessarily bullied, talk to a teacher you are comfortable with, the guidance counselor or an administrator as soon as possible. Confidentiality will be respected and immediate action will be taken to address the situation.

In accordance with the “Manual for Dealing with Bullying” published by the Hyogo Board of Education, when the School is confronted with facts indicating the existence of bullying, we will take the following steps:

1. Investigate the facts in a thorough and fair manner, including the review of relevant documentary evidence and speaking with the students directly involved, their families, other students, faculty members, and other relevant persons;
2. Share necessary information regarding the facts and evidence related to the allegations of bullying among teachers and appropriate staff;
3. Based upon the results of our investigation, determine the appropriate action to be taken with respect to the students determined to have engaged in bullying and also support the bullied students;
4. Hold meetings with the parents of the students involved to discuss what actions the School will take and ask appropriate cooperation from the parents (especially the parents of bullying students); and
5. Provide ongoing support, counseling and instruction to the students involved.

The school will not tolerate cyber bullying. If the school is made aware of cyber bullying in a timely manner it will be dealt with as the school sees fit. Steps that may be taken to address cyber bullying include:

1. Asking for the offensive material to be deleted immediately.
2. Checking student’s devices for further evidence of cyber bullying.
3. Informing parents of all those involved.

In all cases we ask for parental support and an understanding of the decisions made by administration. If it is evident a student has been bullying someone the following consequences may result depending on the severity and number of incidents:

1. Suspension - 2 days
2. Suspension - 1 week
3. Expulsion
MBIS STUDENT DISCIPLINARY POLICY & GUIDELINES

As outlined in the MBIS Vision, we endeavor to maintain a nurturing environment based on Catholic values and the traditions of the Marist Brothers. Implicit and explicit in our curriculum is a strong focus on character education. We expect our students to develop good character and become responsible citizens. We believe that the best form of discipline is self-discipline. However, we acknowledge that young people are prone to making mistakes, and we seek to apply remedial rather than punitive responses to disciplinary infractions. We also acknowledge that we must actively protect the integrity of our community and learning environment; the application of disciplinary actions takes into account not only the student who has committed the infraction, but the safety, wellbeing, and educational rights of the community as a whole.

Furthermore, MBIS acknowledges the social expectations of its host country, Japan. We have been granted the extraordinary privilege of operating as an independent international school. In turn, we expect that members of our school community will abide by Japanese Laws and regulations, both on and off campus, at all times. Community members must be mindful of their actions, and aware that they represent not just themselves, but also the school, and the international community in Japan as a whole. In some instances, criminal actions may result in the loss of residency status or even deportation.

MBIS reserves the right to determine and apply a range of appropriate disciplinary actions, including suspension and forced withdrawal (expulsion). These may be applied as a result of an infraction or a sequence of infractions, on or off campus, that are considered detrimental to the welfare of the school and the members of its community.

SERIOUS INFRACTIONS

In the school context, the following infractions are considered serious breaches of discipline. This list is not intended to be definitive, but instead provide multiple examples of what is considered to be serious infractions:

- Theft or deliberate damage of school, private, or personal property
- Possession, distribution, and/or use of illicit substances, such as alcohol, tobacco, and illegal drugs
- Bringing dangerous items or materials on campus (including weapons of any sort)
- Fighting and other acts of violence
- Bullying (see MBIS Bullying Policy for further detail)
- Academic dishonesty, including plagiarism (see MBIS Academic Honesty Policy for further detail)
- Persistent violation of school policies

LOSS OF PRIVILEGES
Privileges may be withdrawn for students who commit a serious disciplinary breach. This is determined on a case-by-case basis, appropriate to the academic and/or extracurricular context of the student. Such privileges may include, but is not limited to:

- Exclusion from school events or off-campus activities (e.g. field trips)
- Removal from an athletic team or specific event (e.g. tournament)
- Removal from an executive position (e.g. student organization)
- Loss of Senior Privileges

SUSPENSION

Two forms of suspension are utilized as disciplinary actions: in-school and out-of-school. The type of suspension applied is determined by the severity of the infraction and/or as a result of an ongoing record of infractions. A suspension may be applied on the day of the infraction, or following an investigation process, depending on the nature and context of the case. A student may not return to regular classes after a suspension until parents and Administration have met to review and reflect on the incident. The aim of these meetings are to work together with parents to move forward in a positive direction, and clarify future expectations.

In-school Suspension

During an in-school suspension, the student is excluded from the classroom, but is required to continue academic work on campus. The student will study in a room in the School Office, while being monitored and supervised by Administration. The duration of an in-school suspension is typically one day.

Out-of-school Suspension

During an out-of-school suspension, the student is excluded from the classroom and is not permitted on campus, unless accompanied by a parent or guardian. The duration of an out-of-school suspension is typically two or more days.

FORCED WITHDRAWAL

Forced withdrawal refers to the permanent expulsion of a student from MBIS. Forced withdrawal may be applied for a single infraction or in the event of repeated, serious infractions. Consequences resulting from persistent violations of school policies will be reviewed and determined by the Administration Team, on a case-by-case basis.

Students who have incurred two suspensions will be asked to withdraw if a third suspension is applied. Suspensions are not expunged from a student’s file, and there is restriction on date of infraction between the first and final suspension. In the event of forced withdrawal, all school and tuition fees for the current semester are forfeited.

APPEAL PROCESS

A parent may challenge a forced withdrawal decision. In such cases, the parent must submit a written appeal to the Board of Directors Chairman. The letter should specify the reason(s) for the appeal, an explanation of the issue, and
the efforts that have been made by the parent(s) to resolve the matter with the School. The Chairman will add the appeal to the agenda of a regular Board of Directors meeting, or Executive Session, as appropriate. The Board of Directors will review the case and appeal, and make a decision. Relevant parties will be informed of the decision in writing. The decision of the Board of Directors is final, and no further appeals will be considered. The student is not allowed to attend school during the appeal process.

**DISCIPLINARY PROCESSES**

- In the case of minor infractions, it is expected that a member of the faculty will review the incident and apply, if necessary, an appropriate response (e.g. detention; verbal warning)
- Faculty are to use professional judgement to determine if the response needs to be escalated. In such cases, the faculty member should record anecdotal notes regarding the incident and share them with the Administration. The faculty member should report the incident to the appropriate administrator (i.e. Head of Lower School or Head of Upper School). The administrator will review the incident, and respond appropriately. Responses are to be scaled on a case-by-case basis, but may include responses such as, but not limited to:
  - Conferencing with students and/or relevant members of the faculty
  - Conferencing with parents
  - Application of an appropriate disciplinary action (e.g. official warning; probationary contract, loss of privileges; letter of apology)
  - Referral to the School Counsellor
  - A further escalation (i.e. notifying the Head of School)
- If the breach of discipline is deemed to be of a sufficiently serious nature, the student will be referred to the Head of School, who will review the infraction(s). In such cases, parents will be contacted and may be asked to come to school. Subsequent responses may include:
  - Conferencing with all relevant parties
  - Initiating a formal investigation
  - Referral to outside agencies, including law enforcement officials
  - Application of an appropriate disciplinary action (Although, the Head of School has sole responsibility for authorizing student suspension or forced withdrawal, this decision is never taken lightly. The Head of School is guided in such decisions through consultation with the Administration Team and members of the faculty.)
- Administration is responsible for collecting relevant documentation and/or generating a report of the incident(s), as appropriate, which can be communicated to relevant parties if required (e.g. outside agencies; Board Chairman).
- In the case of suspension and forced withdrawal, a formal incident notification will be sent to parents. A copy of this letter will be placed in the student’s file.
- Serious disciplinary infractions are permanently recorded in a student’s file. Such records may be requested during application processes with other schools or universities. MBIS will not voluntarily provide discipline records unless they are formally requested and required as part of the application process.
All students must abide by all rules and laws of the Japanese Government at all times.

Thief: Theft is a major infraction of Marist rules, will not be tolerated, and may lead to an immediate forced withdrawal.

Leaving Campus: In the course of a school day, no student may leave the school grounds without first obtaining the permission of the Head of School. When leaving campus, students must sign out in the office, writing name, time, destination or reason; if they return to school on the same day, students must sign in, indicating the time they returned.

Mutual Respect: Each individual should show respect toward his or her teachers and fellow students and expect the same in return.

Insubordination: Students are expected to comply with all reasonable requests of the teachers and staff.

Intimidation: It is essential that no member of the Marist community intimidate others either physically or psychologically. See Bullying Policy.

Smoking/Drinking: Persons under twenty years of age are prohibited by Japanese law from smoking/drinking. Smoking/drinking by Marist students is unacceptable on campus or off campus at any time.

Personal Transportation: Only with prior written permission from the Head of School and parental authorization, may a student drive a car, motorcycle or bicycle to school.

Classroom Lockers: Classroom lockers are provided for all students. Each student is responsible for keeping his/her belongings secured at all times. Students can rent the key to the locker for 1000 yen for the year. Students should not leave wallets/purses unattended. The school cannot accept liability in regard to lost possessions. Lost and found articles may be reclaimed in the main office. Lockers are also available in the gym. Students should ask the P.E. instructor for a locker. It is the student’s responsibility to LOCK that locker.

Cell Phones and Electronic devices: Cell phones, Ipads and any other electronic devices must be turned off before entering the school gate and remain off until 3.10 pm. Students should put their cell phones in their bag or locker so that they are not distracted by alerts and updates during the school day. A teacher may confiscate a phone if it rings or beeps during class. It is not acceptable to be playing any game on a device while on campus. The only circumstance in which a cell phone can be used is when a student makes a phone call in the school lobby after school or used for academic purposes in the library (after school). If a student is caught using a phone to play games in the library, they will permanently lose the privilege to use it there.

The first time a cell phone is confiscated, it will be returned after school that day. The second time a cell phone is confiscated it will be held by Administration for 3 days, a third offence will result in the cell phone being confiscated until the end of the school year unless a parent comes to personally collect the phone during school hours. This rule applies to all electronic devices and is continuous throughout a student’s entire school life i.e. First and second offences carry over into following school years.

Food and Drink: In an effort to maintain a clean campus, no food or drink may be brought into the classrooms, except with the permission of a teacher. Lunch must be eaten in the cafeteria. Chewing gum on campus is not allowed.
Emergency Procedures: Become familiar with the Emergency exit paths from the classrooms and procedures. Fire and earthquake drills will be held regularly.

Lower Playground: Only Montessori students are permitted to use the lower playground in front of the Montessori classrooms.

Manga: Students are not permitted to read Japanese “Manga” books/magazines on the school campus.

Fighting: Fighting, especially using fists or other physical means, is a very serious offense. It usually leads to a suspension, and if physical injury is inflicted on another student, may lead to a forced withdrawal.

Inappropriate/Dangerous Items: The use or possession of inappropriate, illegal and/or potentially dangerous items is forbidden. This includes weapons of any sort, drugs or alcohol.

Relationships at school: School is a place for learning. Students in relationships should not partake in public displays of affection while on campus.

Social Network Services: Parents should be aware that the school has no control over policing social networking services such as Line, Facebook, Messenger, Snapchat, Instagram etc. Please discuss with your child the responsible use of such services if they choose to use them. Although we have no control of what students do on social networking services, we will investigate cases that are brought to our attention in a timely manner (within two weeks of the incident), and related to students at the school, as per the Bullying Policy found on page 38 of this handbook.

LEVELS OF DISCIPLINARY RESPONSES

MBIS may respond to incidents of student misconduct and breaches of discipline in one or more of the following manners:

- **warning:** student is told of his/her inappropriate behavior
- **after school detention:** student stays after school, usually for one hour (Parents will be notified at least one day before this takes place.)
- **conference:** the teacher and or administrator will confer with the student and parents/guardians in person or by phone
- **contract:** a formal written contract may be instituted specifying reasonable consequences for inappropriate behavior
- **in school suspension:** a student is excluded from all classes for the period of the suspension. All work which is normally covered in classes that day are provided to the student to complete. Homework, class work, tests and quizzes are counted.
- **out of school suspension:** a student is not permitted to attend school. A student gets a 0% on all homework and tests/quizzes during the suspension.
- **counseling referral:** it may be necessary for a student to receive professional counseling in order to remain in school
- **forced withdrawal from school:** a student is asked to leave school permanently

For a serious offense, the first 3 or 4 disciplinary measures may be skipped.

*The Administration reserves the right to modify this policy, depending upon the nature and intent of the offense.*
STUDY TIPS

STUDY SKILLS:
Most students already have an idea of study skills and habits of successful students; however, such habits need to be practiced over and over to become successful at them. Be honest with yourself; students rarely excel in all areas and most students have to work in some areas more than others.

STUDY ENVIRONMENT:
Study in a quiet, well-lit location. Minimize distractions.

SCHEDULE:
Set a regular schedule for homework. Then stick to it…write it down and post it. It may need to vary every night due to changes in activities or homework needs. Have alternative plans or regular time when you stay after school to use the library, resources, or computer lab. The more efficient you are with your study time the more time you will have for other activities. Focus when you are seriously studying and then unwind when you get a break.

BREAKS:
It is recommended that you do take study breaks. Marathon study sessions go against most brain research. Give yourself a 10 minute break between some homework to allow you to refocus. You may choose to have some healthy snacks to give yourself some "brain food." Make yourself a schedule including break times to include extra-curricular and other activities, however make sure you have not cheated yourself out of enough study time.

STICK TO ONE WINDOW/TAB:
The Internet is an incredibly helpful resource for study and research. However, it can also be incredibly distracting. Be proactive and diligent - minimize distractions by limiting your focus to the work at hand.

CHOICES:
Do not overextend yourself. It is too easy to get caught up in too many activities. You may not be able to do everything you want to do. The most successful students do many activities but they make wise choices and usually have to make some sacrifices by not doing some things they would rather do. You should not, however, sacrifice sleep.

LONG-TERM ASSIGNMENTS/PROJECTS, ESSAYS:
Set yourself some short term goals for writing, reading (especially long passages) and project work. If you work on items a little at a time it will most likely be better than waiting until the last minute to prepare it.

TESTS/EXAMS:
For exam preparation, make a plan or list of what needs to be reviewed and set a schedule for review several nights before the exam. It is better to review in small chunks rather than waiting until the last minute to try to "cram" the information. Correct answers to tests even when not asked to do so by the
teacher. This can help review material for future tests, exams or simply shift the information into long-term memory.

**ASK FOR HELP:**
Seek help when needed for assignments from teachers, parents, peers, etc. Don't hesitate to ask when you don't understand something. Get help well in advance. Don't expect friends to do your work for you but have a reliable friend to call when you know you have missed an assignment.

**SLEEP:**
Getting enough sleep is essential in learning. Students who don't get enough sleep, generally a minimum of eight hours, often are tired in school and miss essential points during class which are necessary for comprehending homework. As your body grows physically you will need more sleep. You should *not* be awake after midnight!

**ATTITUDE:**
A positive attitude is the key to anyone's success. A "can do" attitude will take you far.
FURTHER INFORMATION

CLASS AND SCHOOL SPIRIT
In order for a school to be successful it must operate as a harmonious unit. There must be a spirit of teamwork and cooperation, both among classes and among the various school organizations. The welfare of the entire student body is of the greatest concern, as much as and even more so than the welfare of any particular class or group.

UPPER SCHOOL HOMEROOM
Each student is assigned to a homeroom. The homeroom period provides time for the homeroom teacher to interact with his class and for holding class meetings. These class meetings are often chaired by the class Student Council representative.

SENIOR TRIP
The Senior Trip is a time for students to be together to celebrate their time at MBIS and create positive memories. It should incorporate at least one of the following components: an educational component, a service component or an experimental component whereby students learn a new skill.

The trip should take no more than four days of school time and be at a location within Japan. If students cannot decide on a location by December of the Senior year, the students will go to Okinawa. The trip should cost no more than 100,000 yen per student.

The Senior Trip is not an extra vacation nor a chance to just go on a shopping spree. It should also not be a large financial burden on parents.

COMPUTER USE AND INTERNET ACCESS
In order to be able to use any device at school, students from Grade 4 to Grade 12 must read and sign the Student Technology Usage Policy and the Student Technology Access Agreement. Please see Appendix I and II.

Students are allowed access to the internet at school. It is understood that misuse of the internet will result in disciplinary action. Misuse means accessing pornographic or gambling sites, using inappropriate language to or about other students in e-mails, using chat rooms or downloading material which is not directly related to a school assignment. Parents are cautioned to monitor their child’s use of the internet at home and to be particularly careful as to who their child is talking to in chat rooms. Everyone should be aware that people on chat lines are not always who they claim to be.
In order to maintain the professional distance between students and teachers, they may not be ‘friends’ or communicate on social network sites.

We encourage and expect students to use technology in the classroom, while doing homework, researching assignments and while completing other school related work. However, we ask that parents monitor student cell phone use during the night at home as many students are using the phone functions late into the night and not getting the required amount of rest.
EXTRACURRICULAR ACTIVITIES

MBIS is vitally concerned with developing the various talents and skills that each student possesses. To this end it offers a wide selection of extracurricular activities from which the student may choose. All students are strongly urged to participate in one or more of the activities offered. These are:

- Student Council
- National Honor Society
- Marist Athletic Association
- Boys & Girls Soccer
- Boys & Girls Volleyball
- Middle School Sports
- Cheerleading
- Glee Club
- Boys & Girls Baseball
- Boys & Girls Basketball
- Intramural Sports
- Elementary Sports
- Dance Club
- Tea Ceremony Club
- Girls Softball
- Band
- Japanese Club
- Skateboarding Club
- Cooking Club
- Board Games Club

At 5:30, the last activities and varsity sports end and all students are required to leave the campus. To represent Marist Brothers International School as a member of a school team, club or organization is to present the reputation of the school and fellow students to the public. This is both a privilege and an honor.

A student loses the privilege of participating in extracurricular activities if he/she fails to uphold Marist standards. Serious disciplinary infractions (smoking, drinking alcoholic beverages, involvement with the police in criminal activity), frequent disciplinary notices for behavior, excessive absence or lateness, or poor academic performance (a failing grade or poor grades in major subjects) are reasons for losing the opportunity to participate in a school sponsored activity.

The Administration reserves the right to suspend a student from an extracurricular activity or a sport on his own initiative without consultation.

An athletic coach may suspend temporarily or permanently any member on his team because of behavior which he deems is counterproductive to the team effort.

USE OF THE SCHOOL BUILDINGS

The facilities of the school are open to school groups for pre-approved school related activities. It is required that a faculty member be present at all times for safety reasons, proper supervision, etc.

HEALTH CARE

*See Health Policy and Regulations available on the school website.*

VISITORS

Only persons who have official business with the school will be permitted on the school campus during school hours. All visitors including parents must sign in at the office before entering the campus. Student visitors must have prior approval of an administrator.

LIBRARY

A qualified, full-time librarian is in charge of the school library. Students are encouraged to use the library for quiet study purposes only. The library is not a place to socialize with your friends. The library is open
for use by the students from 8:00 A.M. to 4:30 P.M., Monday through Friday. Parents may also make use of the library.

CAFETERIA
Lunch must be eaten in the cafeteria. Students may bring their own lunch or purchase the school lunch served in the cafeteria. The menu changes daily and is announced two weeks in advance, indicating the availability of both vegetarian and non-vegetarian meals. Occasionally a teacher may organize lunch for a special reason in another room. If a different menu is being provided, e.g. pizzas, the cafeteria personnel must be told 2 weeks in advance.

TEXTBOOK POLICY
Textbooks are issued at the appropriate grade level for students of that grade.

Lost or damaged textbooks will incur a 10,000 yen replacement fee. Students should look after their textbooks by covering them with a temporary cover where possible.

Due to large numbers of students in each grade level there will be no rental textbooks available. If you would like to buy your own textbook please use the ISBN number on the back of the book to ensure you get the correct textbook.
EMERGENCY PROCEDURES

FIRE/FIRE DRILL

1. As soon as the fire bell rings, teachers need to take full control of their class. All students should be seated immediately. Students and teachers are NOT TO MOVE from their classrooms until there is a PA announcement to do so. Students, however, should be told to close the classroom windows.

2. ONCE THE ANNOUNCEMENT HAS BEEN MADE, students and teachers should move quickly and in silence out of the classroom, via the assigned staircase, to the center of the playground and line up in homeroom classes.

3. Waiting for the PA announcement is Japanese policy. The purpose for the delay is to determine whether any stairways are blocked. If, however, there has been no announcement after the passage of thirty seconds from the sounding of the fire bell, teachers and students should evacuate the building, teachers using their own judgment as to which stairways to use on the basis of smoke conditions or other discernible factors. If possible, turn off classroom lights as you leave a room.

4. In case of a traffic backup on the stairways, teachers are expected to step in and solve the problem quickly, acting promptly according to their best judgment. Classes/teachers who arrive first at double doors (such as the glass doors of the main lobby, and the doors near the 1st floor restrooms) should make sure to open both doors WIDE for easy flow of students following.

5. Montessori and Art Room classes will evacuate to the sloped area, just inside the accordion gates. P.E. classes in the gym will exit via the southern door to the bus parking area. The teachers will then bring their classes to the field to join their homerooms using the safest route.

6. Homeroom teachers (or designee) are to take an attendance check after evacuation. As part of Japanese law, teachers are required to bring their class registers with them when vacating the building. When supervising a drill (or in the case of an actual fire), the Fire Department will ask teachers to fill out a form stating how many students left the room and how many are in line. The Fire Officers will ask for the teachers’ class registers.

7. Homeroom teachers (or designee) are to report their attendance to the Head of School (or designee). Teachers must also confirm their own attendance with the Business Manager (or designee).

8. Teachers are to remain on the playground with the students. Students and teachers are to remain silent.

9. Fire drills should be thought of as an educational process. We need to ingrain in the students that in the case of a fire elsewhere, either at home or in a shopping center, etc, it is of paramount importance to get out of the house/building without panicking or stampeding. Time is of the essence because of the danger of falling unconscious due to smoke inhalation. Part of the drill is practicing to evacuate the building in as short a time as possible. If administrators and teachers take the drills seriously, then students will follow our example.
EARTHQUAKE

Earthquakes give no warning. Consequently, bells will not sound an alarm. Each teacher must serve as decision-maker if an earthquake strikes.

Initiation by Anyone

At the first sign of an earthquake, give the DUCK and COVER announcement clearly.

Emergency Announcement (if safe and possible)

"Attention all staff and students; An earthquake has just begun. You should duck and cover for safety. Remain quiet until further directions are given. (The school is conducting an earthquake drill). Be prepared for additional aftershocks."

Initial Response to an Earthquake by Everyone

- **TAKE COVER** under desks or tables
- **FACE AWAY** from windows
- **PROTECT** your neck
- **REMAIN** undercover until the “all-clear” is given
- **FOLLOW INSTRUCTIONS** and **EVACUATE** to the field quietly

Emergency Announcement after shaking has stopped (if PA system is functioning)

"Attention all staff and students; Evacuate the building, and proceed quietly to the field. Line up in classes and take attendance. Do not push, run, talk or return to the building. The school is conducting an earthquake drill."

Actions for In-class teacher

- **GIVE** the Duck and Cover announcement
- **WAIT** for the shaking to stop
- **LISTEN** quietly for any announcements
- **EVACUATE** to the field
- **TAKE** an attendance check and report to administration
- **DO NOT RETURN** into the building unless instructed by Administration.
- **KEEP CALM** – both students and teachers

Once the “all-clear” is given, please return to class with your students.
UPPER SCHOOL COURSE OFFERINGS: 2020-2021

7th Grade
Religious Studies
English
Life Science
Math Course 2
Geography
Japanese
Physical Education
Health
Options
Art /Band

8th Grade
Religious Studies
English
Physical Science
Algebra 1
U.S. History
Japanese
Physical Education
Health
Options
Art /Band/Film Studies

9th Grade
Religious Studies
World Literature
Integrated Science 1
Geometry
World History I
Japanese
Physical Education
Options
Art /Band

10th Grade
Religious Studies
World Literature
Chemistry/Physics
Algebra 2
World History II
Japanese
Physical Education
Options
Art /Band/Introduction to Programming

11th Grade
See Diploma Programme Handbook

12th Grade
See Diploma Programme Handbook
# BELL SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15</td>
<td>First Bell (students can now enter the classroom building)</td>
</tr>
<tr>
<td>8:30</td>
<td>Assembly/Homeroom Bell</td>
</tr>
<tr>
<td>8:35-8:47</td>
<td>Assembly/Homeroom</td>
</tr>
<tr>
<td>8:50-9:35</td>
<td>First Period</td>
</tr>
<tr>
<td>9:35-9:38</td>
<td></td>
</tr>
<tr>
<td>9:38-10:23</td>
<td>Second Period</td>
</tr>
<tr>
<td>10:23-10:28</td>
<td></td>
</tr>
<tr>
<td>10:28-11:13</td>
<td>Third Period</td>
</tr>
<tr>
<td>11:13-11:16</td>
<td></td>
</tr>
<tr>
<td>11:16-12:01</td>
<td>Fourth Period (Elementary Lunch)</td>
</tr>
<tr>
<td>12:01-12:46</td>
<td>Fifth Period (Upper School Lunch)</td>
</tr>
<tr>
<td>12:49-1:34</td>
<td>Sixth Period</td>
</tr>
<tr>
<td>1:34-1:37</td>
<td></td>
</tr>
<tr>
<td>1:37-2:22</td>
<td>Seventh Period</td>
</tr>
<tr>
<td>2:22-2:25</td>
<td></td>
</tr>
<tr>
<td>2:25-3:10</td>
<td>Eighth Period</td>
</tr>
<tr>
<td>3:10</td>
<td>Students dismissed</td>
</tr>
<tr>
<td>4:15</td>
<td>Students not involved in school activities must leave campus</td>
</tr>
<tr>
<td>5:30</td>
<td>Varsity Sports training ends</td>
</tr>
</tbody>
</table>
APPENDICES

APPENDIX I: STUDENT TECHNOLOGY USAGE POLICY

APPENDIX II: STUDENT TECHNOLOGY ACCESS AGREEMENT

APPENDIX III: ELL ENTRANCE AND EXIT PROCEDURES

APPENDIX IV: GRADE 10-12 BYOD POLICY
GUIDELINES FOR USING WORKSTATIONS

MBIS provides access to various computer resources, ipads and the Internet. These resources are available to enhance the learning process in a supportive school environment and to achieve quality learning outcomes for our students.

As responsible members of the school community, it is expected that all students and other members of the community will follow and adhere to the guidelines established below. These guidelines are based on common sense, common decency, rules established by MBIS and laws established by Japan.

USE OF INFORMATION TECHNOLOGY EQUIPMENT

The school has endeavoured to ensure that all students’ work can be saved, stored, and accessed in a secure manner. It is expected that all students will respect the right of other students to use the network resources.

It is expected that all students will respect that the Information Technology Equipment with which they have been provided, and realise that using this equipment is a privilege, not a right. This privilege can be withdrawn if necessary as set down in the disciplinary actions on the following page.

USE TECHNOLOGY FOR THE PURPOSE DIRECTED BY THE TEACHER IN CHARGE.
- Do not tamper with the computer system. It is unacceptable to seek access to restricted areas of the computer network.
- Do not consume food or drink when using technology equipment.
- Do not swap around any equipment, including labels. That is, no changing of keyboards, charging cables, mice or other equipment from one piece of technology to another to another.
- Report all equipment faults to your teacher immediately.
- Do not loan your Ipad or device to other students.
- Take proper care of your Ipad or device at all times.
- The “Find My Ipad” service must remain on at all times.

SCHOOL ISSUED GMAIL PASSWORDS
- Keep your Gmail password secret. If you suspect that someone may know your password, inform your teacher and it will be changed.
- It is unacceptable to gain, or to attempt to gain, another person’s password or personal information.
- When a student has been allocated a password, it is the student’s responsibility to remember that password. If a student forgets their password, he/she is to report to Mr. Lipp or Mr. Ponce to have it changed.

PRINTING
The school has provided printing facilities for students to obtain printouts of their work. Students are expected to use the printers for school purposes only and endeavour to keep paper wastage to a minimum.

THE ROLE OF PARENTS
Parents and guardians are ultimately responsible for setting the standards that their children should follow when using media and information sources, and ensuring that these standards are met. This school expects that these standards will be in accordance with the School Mission Statement, Student Handbook and other school policies. Parents should actively engage and monitor students technology usage and regulate the amount of time spent on devices.

THE ROLE OF STUDENTS
Students must comply with all specific technology rules. Communications on the information networks are public and general school rules for student behaviour, conduct and standards will apply. Individual users of the school technology networks are responsible for their behaviour and communications over those networks. It is presumed that students will comply with school standards and will honour the agreements they have signed.

COPYRIGHT
Students are expected to respect and adhere to the laws concerning copyright and other people’s ideas. Get permission before copying files from another user. Copying files or passwords belonging to another user or author without their permission, may constitute plagiarism or theft.

EQUIPMENT CHARGING
Student should make sure their device is properly charged each day.

EQUIPMENT DAMAGE
Should a student damage a school owned device or equipment, parents may need to cover the cost of replacing that device or equipment. Students should store equipment in a locked locker. Students should not leave equipment unattended.

BREACH OF CONTRACT and POSSIBLE DISCIPLINARY ACTIONS
Breaches of this policy may result in students being excluded from using the school’s equipment and/or other disciplinary action as per the disciplinary actions listed below:

The level of action will depend on the severity of the offence as determined by the teacher and administration. Repeated offences will result in more serious consequences.

1. Teacher reprimand and report to administration.
2. Parents contacted through administration.
3. Loss of access to device for a time period deemed appropriate by administration for the level of offence or repeated offences. Loss of access may range from 2 days to a permanent loss of access. Any work that can not be submitted in this time will result in a score of zero for piece.
4. Suspension from school.
APPENDIX II: STUDENT TECHNOLOGY ACCESS AGREEMENT

STUDENT TECHNOLOGY ACCESS AGREEMENT

This agreement must be signed by students and parents/guardians and returned to their homeroom teacher. This agreement is in effect for the duration of the enrolment of the student at Marist Brothers International School.

While I have access to the school’s technology network, I will follow all rules as stated in the school’s technology usage policy. I hereby agree that:

I WILL

Contact teachers via their school email only.
Only use school email for all school related business.
Only use the technology for the purpose directed by the teacher in charge
Use the Internet solely for educational purposes
Observe all copyright laws, including those relating to computer software
Respect the rights and privacy of other users

I WILL NOT

Reveal any private information such as another person’s address or phone number
Attempt to retrieve, view or disseminate any obscene, offensive, pornographic or illegal material.
Contact teachers through Facebook (or any other social networking website) or request to make teacher a ‘friend’ on Facebook (or any other social networking website).
Threaten, abuse or harass any other user
Send offensive, racist or sexist messages
Send anonymous or falsely addressed electronic mail
Bring the school into disrepute in any way whatsoever
Use file sharing software
Allow anyone else to use my account or give my password to anyone else
Use another student’s account or tamper with another student’s account in any way
Download or print information without the permission from my teacher
Use chat channels
Play games unless authorized by the teacher in charge
Use my account for political purposes or business purposes for financial gain
Attempt to change or tamper with the computer network in any way or attempt to bypass security
Disclose my home address, telephone number or any credit card or pin number
Student

I understand the rules outlined in both the student technology usage policy and the student technology access agreement. I understand that if the school decides I have broken any of the rules in the student technology usage policy or the student technology access agreement, I may be prevented from using the school’s Technology for a period of time or permanently.

(Student Name)                              (Grade)                      (Signature)                      (Date)

Parent or Guardian

● I understand that technology usage can provide students with valuable learning experiences. I also understand that, although unlikely, it may give access to information that is illegal, dangerous or offensive.

● I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information must depend upon responsible use by students.

● I give permission for my child to use the school’s computer network. I understand that students who break the school’s student technology usage policy or the student technology access agreement may be prevented from using school computers.

● I understand that I may be held responsible for the replacement cost of equipment that was damaged due to the actions of my child.

(Parent or Guardian Signature)                      (Date)
APPENDIX III: ELL Entrance and Exit Procedures

**For Entrance**
For those students who did not enter ELL through the initial admissions procedure, the following steps will be followed:

<table>
<thead>
<tr>
<th>Step 1</th>
<th>A student is identified as requiring additional support in English Language Acquisition. The student may be recommended by their grade level teacher, or identified through i-ready testing results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>The grade level teacher meets with the Head of ELL to review work samples from the identified student. If both teachers are in agreement that ELL services are required, an ELL application is completed.</td>
</tr>
<tr>
<td>Step 3</td>
<td>The Head of ELL meets with Administration to review the application and supporting evidence. The Head of School makes a final decision on the application.</td>
</tr>
<tr>
<td>Step 4</td>
<td>The parent is notified by the school. A meeting may be required between Administration, Parents and Teachers.</td>
</tr>
</tbody>
</table>

**For Exit**
Students will be mainstreamed according to the following procedure:

<table>
<thead>
<tr>
<th>Step 1</th>
<th>A student is identified through i-ready testing results, observations, class performance, etc. that they are able to achieve success in the mainstream classroom, working independently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>The grade level teacher meets with the Head of ELL to review work samples from the identified student. If both teachers are in agreement, a mainstreaming trial application is completed.</td>
</tr>
<tr>
<td>Step 3</td>
<td>The Head of ELL meets with Administration to review the application and supporting evidence. The Head of School makes a final decision on the application.</td>
</tr>
<tr>
<td>Step 4</td>
<td>The Head of ELL notifies the parents of the decision by sending home a formal probationary letter for parents to read, sign and return.</td>
</tr>
<tr>
<td>Step 5</td>
<td>After the month-long probationary period ends, the Head of ELL will meet with the grade level teacher to recommend whether the student remains in mainstream or returns to ELL.</td>
</tr>
<tr>
<td>Step 6</td>
<td>The Head of ELL meets with the Head of School to review the recommendation.</td>
</tr>
<tr>
<td>Step 7</td>
<td>The parent is notified by the school.</td>
</tr>
</tbody>
</table>

Note: Mainstreaming of ELL students will only occur at the start of the semester.
GRADE 10-12 BYOD POLICY

RATIONALE
The introduction of a Bring Your Own Device Policy (BYOD) to Marist Brothers International School (MBIS) will allow students uninterrupted access to tools and resources that will play a vital role in their future education.

We live in a world where information is at our fingertips, and by having access to one’s own device at school, we can make best use of the amazing resource the internet provides.

In addition to accessing information, a personal laptop will allow students to collaborate in real time, give them the opportunity to create work that was once not possible, and take their learning to new levels in order to better prepare themselves for the workforce.

VISION
To enhance dynamic interactions within the classroom, develop digital citizenship, while producing students who are responsible and active in their own learning.

TARGET GROUP
The BYOD policy will pertain to students entering Grade 10 and 11 in the school year beginning 2018-2019 and beyond.

CHOICE OF DEVICE
MBIS recommends Macbooks for students. All MBIS teachers are issued Macbooks, therefore students using Macbooks allows them to have the same software as teachers and assists in avoiding incompatibilities between devices. If a student already owns a device that is not a MacBook, they will need to be confident in the use of their device, and confirm with the school that they can use alternative software where required.

Any student who purchases a MacBook can receive a student discount if they visit the Apple Japan Store online.

TECHNICAL SUPPORT
As part of the BYOD Program, MBIS will offer limited technical support program that will help students:

a. Connect to the internet
b. Print documents

GENERAL
Parent’s should ensure that any device brought to school is under warranty and insured. Students should ensure that all necessary software required for classes has been installed and tested before it is required for use.
**DAMAGE and THEFT**
The school will not be responsible for any damage or theft to a device while it is on campus or being brought to and from school. MBIS recommends that damage or theft insurance is sought from an external provider.

**ACCEPTABLE USE**
All students should be familiar with the Student Technology Usage Policy and the Student Technology Access Agreement (STAA) which can be found in the Student-Parent Handbook. All of the rules stated in the STAA document will be applicable to any personal device brought to school. Any student who has not submitted a signed and dated STAA will not be able to use their device at school.

**VIOLATION of ACCEPTABLE USE**
Any student in violation of any rules in the STAA, or any other behavior deemed as unacceptable by Administration involving their personal device, may have their privileges restricted or removed temporarily or permanently.

**STORING YOUR DEVICE and USAGE OUT OF CLASS TIME**
Students should keep their MacBook in a locker and lock it when not in use. They should not be left unattended in a classroom. Students should avoid storing their laptops in school bags during the day. Laptops should be in a locked locker during lunch unless a teacher has given permission for it to be used for an educational purpose such as homework or research. Students who use their device for other purposes may forfeit the right to have it at school. Teachers may ask to check the computer’s history at any time.

**BATTERY**
All students should come to school with their device fully charged. Limited charging stations will be available.
SOFTWARE REQUIREMENTS

<table>
<thead>
<tr>
<th>MacBook (highly recommended)</th>
<th>Windows (You will need to be familiar with this software)</th>
</tr>
</thead>
<tbody>
<tr>
<td>iMovie</td>
<td>Windows Movie Maker</td>
</tr>
<tr>
<td>Garageband</td>
<td>Audacity</td>
</tr>
<tr>
<td>Tracker Video Analysis and Modelling Tool*</td>
<td>Tracker Video Analysis and Modelling Tool*</td>
</tr>
<tr>
<td>Logger Pro 3*</td>
<td>Logger Pro 3*</td>
</tr>
<tr>
<td>Microsoft Office (recommended)</td>
<td>Microsoft Office (recommended)</td>
</tr>
<tr>
<td></td>
<td>Adobe or PDF Exchange Viewer</td>
</tr>
</tbody>
</table>

*Will be downloaded in class with teacher assistance.

*Please also bring your own headphones.

I have read and understand the BYOD POLICY

___________________________________
(Student Signature)

___________________________________
(Parent Signature)

___________________________________
(Date)
APPENDIX V: Limited Applications Policy (University Applications)

**Limited Applications Policy**

In order to align with best practice among university preparatory institutions globally, MBIS limits the number of post-secondary, college, and university applications per student to **ten**. This limit encompasses all applications, regardless of applying online or physical application. It also applies to all application types—early decision, early action, or regular decision. Additionally, students may only apply ‘early decision’ to one university as it is binding. Students seeking to apply to more than ten universities will be informed to narrow their application pool to ten or less. **Scholarship dependent students should discuss their options with the Director of Guidance.**

**The policy is student centered.**

Applying to university is time consuming and stressful for students. This is especially true when students decide between several university offers in the spring while also preparing for IB exams. Limiting the number of university applications helps students remain focused on their MBIS/IBDP workload and balance other obligations.

**Quality applications are considered more favorably.**

Focusing on a few applications allows students to spend more time on personal essays/statements, creating application portfolios, and preparing for admissions interviews. University admissions teams are more likely to admit a student with a well put together application over a lesser quality application.

**Applying is one of the final steps of preparing for university.**

Applications should only be sent to universities where a student would like to attend. Utilizing college data through search engines, contacting university representatives, visiting universities, and finding programs that are a good fit should occur before the application is sent. Students and guardians should consider the social, emotional, and academic aspects of each school before applying. Applying to more than ten universities gives the impression that the student did not research well. A final list of applications reflects programs where the student feels they will be successful and would like to attend. This list typically has two to three ‘aspirational’, three to four ‘solid’, and two to three ‘safe’ choices.

**Too many university applications may damage students and MBIS reputation.**

Universities may request MBIS officials to report the likelihood of a student attending their school. If the student has been offered acceptance into many universities, the likelihood goes down for each university and affects the MBIS “yield”- admission offers that are accepted or rejected. Universities are less likely to offer admission to future MBIS students if current offers are being rejected. Further, MBIS has built a positive reputation with universities throughout the world and has an obligation to future graduates to maintain these relationships. Having a ‘Limited Applications Policy’ ensures students are serious about their applications and is appreciated by institutions of higher learning.

**Too many applications limit resources.**

Applying to university can become expensive. Applying also takes resources in other ways—time, effort, as well as time by MBIS staff to aid in the application process. Limiting applications helps ensure all students at MBIS are given access to resources.