



Community Handbook Students and Parents 2020 - 2021

Updated August, 2020

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About Hokkaido International School

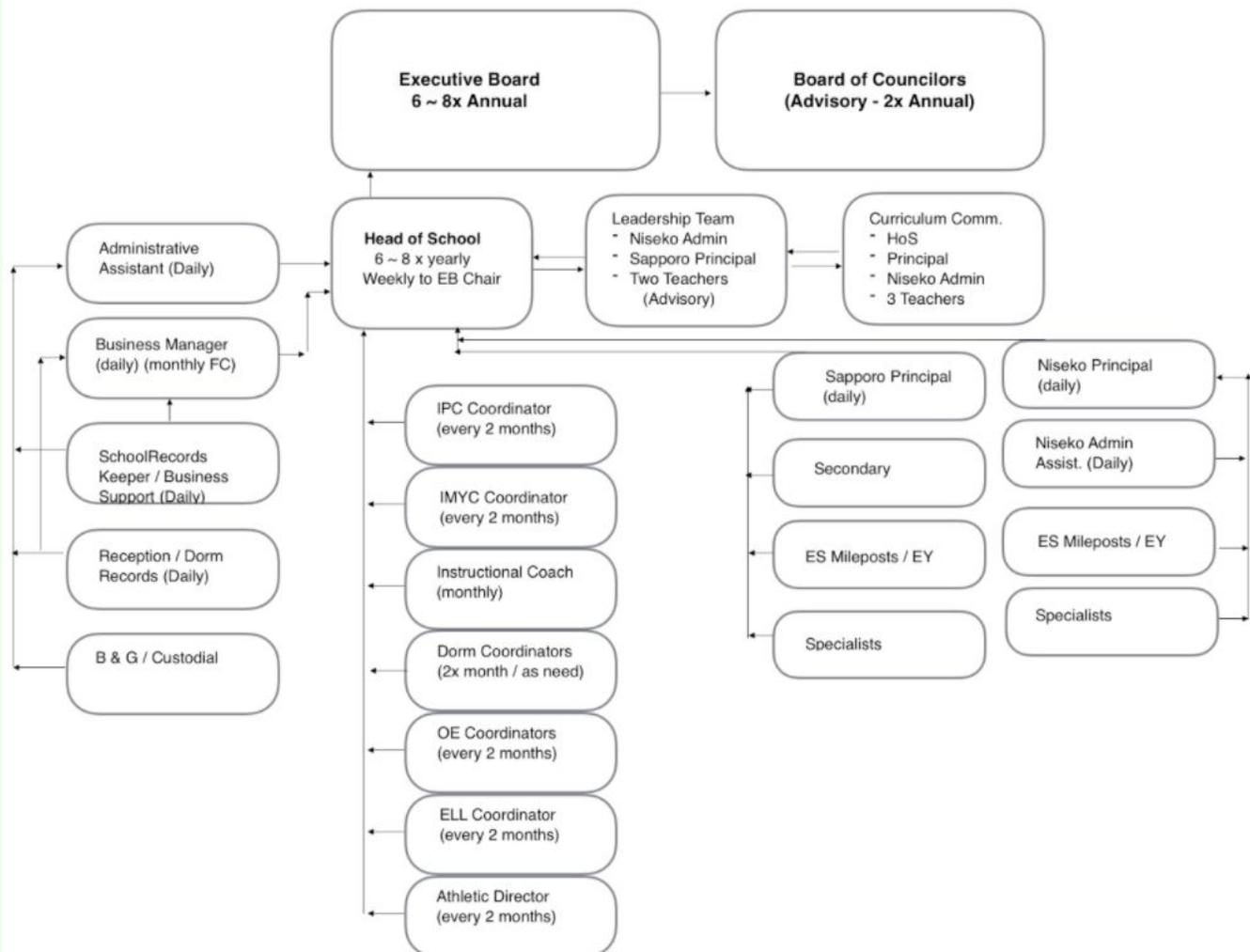
Hokkaido International School is a private, coeducational day/boarding school offering a Western-style education from preschool through high school for students of all nationalities with English as the language of instruction. At HIS we aim to **inspire lifelong learning and personal achievement** with an emphasis on **leadership development**. The school (including Niseko Campus) has an enrollment of 210 representing over 30 nationalities, with approximately 85 students in secondary school and 23 in the graduating class of 2020. Hokkaido International School was founded in 1958 and recently established a second elementary campus in the resort community of Niseko. HIS is the only accredited international school on the island of Hokkaido.

Accreditation

The school is accredited by the **Western Association of Schools and Colleges** and is a member of the **Japan Council of International Schools** (JCIS) and the **East Asia Regional Council of Overseas Schools** (EARCOS).



HIS Organizational Chart



HIS Curriculum



Elementary School

Elementary instruction at HIS follows the **IPC (International Primary Curriculum)**. The IPC was developed in 2000 as a cross-curricular thematic curriculum to meet the needs of international schools around the world.

The central purpose of everything connected with the IPC is student learning. Helping children develop academically, socially and emotionally through a focus on learning is the core goal of this curriculum.

IPC has been designed with a particular focus to help children develop an international mindset in connection with an awareness of their own nationality. Children are encouraged to develop the skills they need to take an active part in the world around them.

The subjects of geography, history, science and society are taught in integrated units. These units will also include some art, ICT (Information and Communication Technology), music and PE. Each unit contains an international element to raise children's awareness of the world around them. Each subject, in addition to being integrated into a unit, has clearly defined goals for knowledge, skills and understanding, which the children are expected to meet at the end of a milepost.



Middle School

The middle years program at HIS is a challenging, engaging, internationally-minded, and concept-focused curriculum designed specifically for the unique learning needs of 11-14-year-olds. With foundations built upon the inquiry-based International Middle Years Curriculum (IMYC), HIS has developed a program geared for the needs of adolescents, focusing on skill development, experiential learning, and reflection. Blending Big Ideas, based on those found in the IMYC, with the school's outdoor education and the workshop approach, students transition from elementary to middle school. Teachers of Math, Science, Social Studies, Language Arts, Visual Art, Performing Arts, P.E. and Second Languages coordinate to provide overlap through the unit Big Ideas throughout the year.

To provide further transitional support, Grade 6 has been split off into its own class for Language Arts, Social Studies, and Science to allow additional guidance. Each unit focuses on a big idea, an idea that has value throughout a person's lifetime. In order to connect to the big idea beyond the classroom, students will be engaged in ongoing discussion and reflection, as well as three to four, day-long learning trips, planned to provide experiential learning with opportunities to connect further to the unit's big ideas.

As one of HIS's pillars is to provide meaningful experiences in the outdoors of Hokkaido, the learning trips will most certainly involve activities outdoors. Students will further deepen their understanding of the big ideas through two "exit point" projects:

The MS Science Fair and a practice HIS Reads (secondary-wide oral book defense) in front of high school students. These semester "exit point" projects are a time for a community celebration of student learning.



High School

The high school program and instruction at HIS are aimed to prepare students for **Advanced Placement** courses and exams (to be taken in their junior and senior year). Success on AP examinations helps students find placement or even receive first year course credit in hundreds of universities around the world - in North America, Europe and Asia.

Students can take as many AP courses as they can reasonably handle, in areas of interest to them, and still have room in their course schedule to take advantage of other courses and after school activities. The AP program at HIS offers a wide range of options to meet a student's academic interests and abilities, while at the same time affording the flexibility for a student to pursue a passion in a particular subject area. AP Courses and exams are provided at HIS in the following subjects: Capstone Research, Capstone Seminar, Calculus, Chemistry, Biology, Physics, Environmental Science, World History, US History, European History, Human Geography, Psychology, Computer Science, English Literature & Composition, English Language & Composition, and Japanese.

AP Capstone Seminar Course

The AP Capstone Program's QUEST framework promotes critical and creative thinking skills while nurturing learner connections. This framework meshes with HIS's Vision Statement: "To emerge as a leading center for authentic learning where academics, arts, athletics and attitudes are integrated into environmental and experiential education." Our inquiry-based approach prepares students to be leaders, capable of independent growth. This focus on authentic, mastery learning, spanning early years to graduation, gives students the skill set to be successful in college and the workplace. But academics alone are not sufficient. Our character-enrichment program promotes real-world skills, including showing curiosity and interest in the world; critical reading and writing; the ability to analyze, evaluate, and synthesize information and perspectives; transferring knowledge and skills to real-world situations; working well with diverse individuals; and ongoing reflection. These character standards, paired with our school's academic mission, bring out the highest degree of achievement for all students. The AP Capstone would provide another path to further student achievement by providing our students with the academic skills to pursue learning independently and alongside their collaborative teams.

Twinned with service learning and outdoor experience, HIS sees the development of research and writing skills as central to the attainment of the school's brand positioning statement goals owing to the flexibility allowed to teachers to choose interdisciplinary themes based on academic problems or questions, concepts or issues from other AP courses, global or international topics, local and/or civic issues, and specific student interests.

Capstone's seminar and research courses will add enrichment to our AP program at HIS. The student-centered approach connects well with our school culture and our multiaged, collaborative learning environment.



Singapore Math

Singapore's global top ranking in mathematics prompted HIS to adopt the textbook series Math in Focus which balances US and international content. Singapore math emphasises:

- developing mastery
- language development in math for multilingual populations
- word problems
- visualizing word problems
- thinking skills over rote procedures
- problem solving
- a teaching method which moves through three stages: Concrete > Pictorial > Abstract
- positive attitudes towards mathematics



The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.



HIS External Testing

NWEA MAP Testing (Dates TBA for Fall and Spring):

MAP tests are unique in that they adapt to be appropriate for your child’s level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. With MAP tests, we can administer shorter tests and use less class time while still receiving detailed, accurate information about your child’s growth. Over two weeks, your child will spend a total of about 4 hours completing these tests. Included in your child’s final report card this June, you will receive a report showing your child’s growth over this year. This report will show specific areas of growth, specific needs, and comparative numbers with peers and other International schools.

College Board PSAT and SAT Testing:

If you have any questions about PSAT or SAT testing at Hokkaido International School, please contact Mr. Cooke at principal@his.ac.jp



After HIS...

The HIS K-12 program of study - IPC, IMYC and Advanced Placement - helps prepare students for success in postsecondary education. HIS students have been extraordinarily successful in their applications to the best universities worldwide - in North America, Europe and Asia.

While many of our students opt for universities in the US, Canada or Japan, Europe also is a high priority for HIS graduates.

US Universities
Arizona State University, Art Institute of Chicago, Brigham Young University, Boston University, Chaminade University of Honolulu, Colorado College, Colorado State University, Cornish College, Depew University, Dominican University of California, Franklin & Marshall, Honolulu Community College, Lewis-Clark State University, Master’s College, Massachusetts College of Art & Design, Miami University, Pace University, Purdue University, San Diego State University, San Francisco State University, Santa Barbara City College, Sante Fe College, Santa Rosa City College, California, Sarah Lawrence, School of Visual Arts in Manhattan, Seattle University, State University of New York – Fredonia, State University of New York, Plattsburgh State University of New York, Union College New York, University of California – Berkeley, University of California - San Diego, University of California - Santa Cruz, University of Central Florida, University of Denver, University of Hawaii, University of Minnesota, University of North Florida, University of Colorado, , University of North Texas, University of Oregon, University of Richmond, University of Rochester - New York, University of South Florida, University of Tampa, University of Texas San Antonio, University of Tulsa, University of Washington Bothell, University of Washington – Seattle, Washington State University, Westminster Choir College - NJ
Canadian Universities
Carleton University, McGill University, Ryerson University, Simon Fraser University, University of Alberta, University of British Columbia, University of British Columbia - Vancouver, University of Manitoba, University of Ottawa, University of Toronto, University of Winnipeg, University of Victoria, Vancouver College of Art and Design

Australian Universities
Le Cordon Bleu, RMIT University, Royal Melbourne Institute of Technology, University of Australia
UK Universities
Arts University Bournemouth, Brighton Arts, Durham University, Falmouth University Hull College, Imperial College London, International School of the Creative Arts, Keele University, Loughborough University, Oxford Brookes, Norwich Arts, Queen's Belfast, Royal Holloway University, St. Andrews University, University of Birkbeck, University of Chester, University College of London, University of London, University of Derby, University of Edinburgh, University of Leeds, University of Southampton, University of St. Andrews, University of West London, University of Winchester
European Universities
College of Pharmaceutical Sciences - Netherlands, Ecole Hôtelière de Lausanne - Switzerland, Krems University of Applied Sciences - Austria, Semmelweis University - Hungary, University of Lodz (Medical) - Poland, University of Szeged - Hungary, Uni of Pecs (Medical School) - Hungary
Japanese Universities
Akita International University, Asia Pacific University, Daikanyama Music Academy, Doshisha University - Kyoto, Hokusei Gakuen, International Christian University - Tokyo, Nagoya University - Biological Sciences, Osaka University, Ritsumeikan University in Japan, Sophia University - Tokyo, Temple University (Tokyo campus), Vantan Design Institute, Waseda University
Other
Ewha Womans University – Seoul, Yonsei University - Seoul, National Taiwan University, Taiwan National University, University of Cape Town, University of Santo Tomas - Philippines

If you have any college counselling, please contact Mr. Fazio at nfazio@his.ac.jp or Ms. Harmon at lharmon@his.ac.jp

Hokkaido International School Learning Expectations - The HUSKIES

Honest Learners and Leaders who
• manage their lives with integrity • make ethical and moral choices • are self-motivated and self-directed • set high standards
Understanding Collaborators who
• contribute to the betterment of groups • analyze, evaluate and synthesize information • work well with diverse individuals and situations • actively participate in service
Solution Creators who
• persevere • self reflect • demonstrate resilience and flexibility • strive for innovation
Knowledgeable Thinkers who
• show curiosity and interest in their world • are confident and explore new experiences • demonstrate purposeful creativity • use multiple resources for research
Internationally Minded Citizens who
• display courtesy and respect for themselves and others • transfer knowledge and skills to real-world situations • are caring stewards of their own and the global environment • understand cultural and personal differences
Effective Communicators who
• actively and empathetically listen, speak and discuss • read and write critically and effectively • purposefully use technology • express themselves through the arts
Socially and Personally Responsible Individuals who
• take ownership for their identity and actions • demonstrate reliability and commitment • manage personal resources • pursue physical and mental health

VISION STATEMENT:

Mindful leadership and learning through academic pursuit, character development and global engagement.

MISSION & LEARNING STATEMENT:

At HIS we believe in:

- global engagement
- growth for all
- repeated positive struggle
- the need for lasting connections between knowledge, skills and understandings
- experiential learning
- learner-centered experiences
- character-rich environment

HIS School Song

From many nations, we come to you,
We bring our talent, our hopes, our dreams.
You give us knowledge, encouragement.
To face the future on life's best team.
H.I.S.—star of the northern sky;
H.I.S.—where our fond memories lie.
We'll all go far; the world has many parts;
But H.I.S. will remain in our hearts.

Administration and Teachers:

HIS Administration:

Tim Schlosser - Head of School
Neil Cooke - K-12 Principal
Barry Mernin - Teacher-Administrator (HIS Niseko)

HIS Elementary Teachers:

Tanya Dechodomphan - Early Years
Emily Atkinson - Early Years (HIS Niseko)
Eugene Sim - MP1 (Kindergarten)
Justin Gambino - MP1 (Grade 1)
Merek Sinclair - MP1 (HIS Niseko)
Rory Pickett - MP2
Miyuki Beatty - MP2
Alison Manjoume - MP3
Rod Kelly - MP3
Andrew Wanner - MP3 (HIS Niseko)

HIS Secondary Teachers:

Ian Aseltine - HS Sciences / Academic Coaching
Mark Erickson - Art / Outdoor Ed / Publications
Nick Fazio - MS Science / Humanities / Math / College Counseling
Laura Harmon - AP Capstone / HS Social Studies
Jared Pangier - AP Capstone / MS Humanities / HS Literature / IMYC Coordinator
David Piazza - HS Math / Outdoor Ed / Science

HIS Specialist Teachers:

Daniel Stern - Social Studies 6 / Language Arts 6 / Science 6 / Librarian

Ann van den Borne - K-12 PE

Seth Beatty - HS Language Arts / ELL Teacher

Kristin Dixit - Math 7 / Algebra 1 / EY Support

Gergana Marinova - Math / Elementary Art / Discover Design

Celia Lopez - Spanish

Saeko Nara - K-12 Japanese

Wai Kuan Yong - Elementary and Secondary Music and Performance

Yutaka Sugino - Elementary Music / Beginner Band / Advanced Band / Keyboard)

Joe Tomasine - ELL Coordinator / ELL Teacher

Yumi Miyatake - K-12 Japanese

Mayumi Watanabe - HS Intermediate Japanese

School Schedules

Operating Hours

HIS is open to students from 8:15AM until 5:00PM. However, students are expected to leave campus by 3:45PM each day, unless under the direct supervision of a teacher. The HIS Office is staffed from 8:00AM until 5:00PM on Monday - Thursday, 8 to 4 on Friday.

Daily Schedule

8:30 – 9:55	Block 1 (85 minutes)
10:00 – 10:20	Homeroom/Assembly (20 minutes)
10:25 – 11:50	Block 2 (85 minutes)
11:50 – 12:35	Lunch Break (45 minutes)
12:35 – 2:00	Block 3 (85 minutes)
2:05 – 3:30	Block 4 (85 minutes)
3:30 – 3:45	Clean up

Late Start Wednesday

As part of HIS' ongoing curriculum work, Wednesdays are late start days. The school day begins at 9:30AM, giving teachers time to work collaboratively. Buses run at their normal times and students who must arrive earlier than 9:15 are supervised.

8:00 – 9:15	Teacher Meetings (75 minutes)
9:30 – 10:45	Block 1 (75 minutes)
10:50 – 12:05	Block 2 (85 minutes)
12:05 – 12:55	Lunch Break (50 minutes)
12:55 – 2:10	Block 3 (75 minutes)
2:15 - 3:30	Block 4 (75 minutes)
3:30 – 3:45	Clean up

(Note: There is some variance to these schedules in elementary to account for specialist classes and shorter blocks of instruction. Your child's teacher will send home a schedule specific to the milepost.)

End and Start of the Day / Before & After School Supervision

The campus is closed until 8:15 AM each morning. On Wednesday, Late-Start Mornings, the campus does not open until 9:15. Only bus students may come early on those days and are supervised in the gymnasium.

Students are required to leave the campus at 3:45, unless they fall under the direct supervision of a teacher. Students who wish to stay in the building after 5:00 for evening community activities must have prior permission from the supervisor of the evening event. Students who are in the building past 5:00 must be under their advising/coaching teacher's supervision. See the [After School Policy](#) for full information.

English Language Learner (ELL) Support

Determination of ELL Level

ELL students accepted to HIS will be tested upon entry to determine their ELL levels. HIS denotes five ELL levels (I-V). Levels of ELL shall be determined by a combination of standardized tests—to be administered by the ELL teacher. ELL students are evaluated twice a year to measure progress.

Support at Different ELL Levels

Level I students

Will be pulled out of mainstream classes in a way to maximize their functional time with classmates, but also to maximize their quality learning time. Generally, ELL Level I students will be pulled out of the regular classroom to spend one-on-one or small group time with the ELL teacher. This will consist of 60 to 90 minutes of direct ELL instruction per day. (This may require that the student miss one or more classes of the regular curriculum. If Japanese would become a 3rd language, the student would not take Japanese until s/he is approaching Level 3 in English.)

Level II students

Will be pulled out of mainstream classes in a way determined by the ELL teacher and homeroom teacher so as to maximize quality learning time and to address developmentally appropriate learning needs. There should be 30-60 minutes daily of focused instruction in English at this stage, depending on the needs of the child.

Level III students

Will be kept in the mainstream classroom (mainstreamed) to the extent possible with most instructional time in the homeroom. Level III students should be capable of following and participating in most classroom learning activities with their peer group, though they will often require specially modified assessment opportunities to demonstrate their learning.

Level IV students

Will be mainstreamed for all daily work. Level IV students may require modified assessments at times, and they will receive special support from the homeroom teacher and the ELL teacher when appropriate.

Level V students

Will be mainstreamed for all daily work. At Level V, students should be capable of completing nearly all grade level assessments, though they may need some support from homeroom teachers and the ELL teacher when appropriate.

Six Reasons to Speak English (Developed by the Secondary Student Council in 2006)

English is the language of global citizenship There are many places of education in Sapporo, but the reason HIS was founded and the reason students come to HIS is because we cater to the international community of Sapporo and we are dedicated to educating future global citizens. As such, we offer instruction in a non-Japanese common language. That common language is English.

English is the language of inclusion HIS has many students from all over the world, speaking many languages. Speaking a language other than English at HIS can leave a person or a group of out of the conversation. The virtues of friendliness and courtesy motivate one to not shut people out by using a language other than the agreed common

language of English.

English is the reason many students are here Many students come to HIS specifically to immerse themselves in the language of English. They are learning English as their second-language to prepare themselves for college study and for their future occupation. These students have dreams, and being at HIS using English is one step in acquiring those dreams.

English is a valuable asset in our world today English is the language of international politics, international business and of most international corporations and world-wide organizations. Having a command of English opens doors to English speakers that are closed to non-English speakers.

English speaking helps you become more proficient in English The language acquisition process takes practice and commitment. Academic and social English practice reinforce each other. Improvement in one realm enhances the other. Continual, dedicated effort to speak your foreign language is a good way to improve and gain proficiency.

English prepares you for western universities The purpose of HIS and the design of our curriculum is to prepare students for university-level studies in the English-speaking world. Practicing that now will get you prepared for that later.

List of School Supplies 2020-21

All Students -- In the event of a major earthquake, HIS requires all students to bring an emergency pack on the first day of school.

Emergency Supply Pack - a zippered, clear plastic filing case (available at ¥100 store) containing:

- (1) a small unopened bottled water
- (2) a compact LED flashlight (ready to use)
- (3) 3 unopened, healthy packaged snacks such as nuts, granola bars, and a Calorie Mate
- (4) an aluminum-coated plastic emergency blanket (available at larger ¥100 stores).



All Students -- Indoor Shoes -- All students are expected to change their shoes in the genkan upon arrival each day.

All EY / Elementary Students -- Indoor Shoes appropriate for use in the gymnasium during recess and during PE. These shoes will be left at school each day.

All EY / Elementary Students -- In winter, EY and elementary students need a snowsuit or other snow gear that will allow for frequent, vigorous outdoor play.

All Secondary Students -- All students in grade 6 to grade 12 must bring a notebook computer or iPad to school each day.

NOTE: When preparing supplies for this coming year, please consider the environment and reuse and recycle supplies from last year before purchasing new ones.

Early Years:

- Indoor shoes
- Backpack (big enough for A4 size paper)
- A4 size clear folder with zipper for communication
- 1 box of tissues
- 2 packets of refill wet tissues (please refer to the picture)
- 1 plastic drinking cup
- 1 small blanket (1m x 1m)
- Spare clothes in a labeled bag
- 2 packets of hand soap refill (we already have many bottles and prefer to get the refill to reduce wastes.)
- 1 box M size ziploc bags.
- Family Photo



Please write your child's name on EVERYTHING!

Milepost 1 (Kinder - Grade 1):

Teachers will provide: pencils, coloured pencils, crayons, markers, erasers, glue sticks, scissors, rulers and folders.

All personal items listed below should be labeled with names. All students should have:

- backpack (big enough for A4 paper and large projects)
- B5 size Japanese (Kokugo) notebook (8 boxes per line or 10 boxes per line) for the Japanese class
- A4 sketchbook for art class
- a pair of indoor sports shoes
- extra set of clothes (shirt, blouse or T-shirt, trousers, underwear & socks) in a labeled bag
- 1 box of tissues
- 3 packs of wet tissues (About 200 or more)
- boys bring 1 box of sandwich-sized ziploc bags
- girls bring 1 box of gallon-sized ziploc bags
- pencils (optional)
- colored pencils (optional)
- erasers (optional)
- pencil case (optional)

Milepost 2 (Grade 2-3):

Teachers will provide: colored pencils, highlighters, glue sticks, and scissors.

All personal items listed below should be labeled with names.

All students should have:

- a school bag/backpack that holds A-4-sized materials
- 2 lined notebooks
- A4 sketchbook for art class
- 2 A4 blank notebooks



- 2 boxes of Kleenex
- 1 box plastic Ziplock bags sandwich size (boys)
- 1 box plastic Ziplock bags gallon size (girls)
- Plastic zipper packet (large size) (see photo at right, big enough to hold daily planner and folder)
- Small pencil case with 3 pencils and 1 regular-sized eraser. (Please no mechanical pencils or nerikeshi)
- 3 packages wet wipes/towels (for wiping tables)
- Two small hand towels (hankachi/tenugui), labeled, for drying hands
- B5 Japanese (kokugo) notebook (10 boxes per line or 15 boxes per line) *for Japanese class*
- A3 sketchbook (Coach & Four sells correct size, approx. 700 yen) *for Art class*
- Emergency kit containing water bottle, protein snack, emergency blanket, and flashlight (with flashlight batteries in a separate bag please)

Drinks for school (water only, please) should NOT be carried with school materials. If your child wishes to bring a drink bottle, please provide something that is carried separately.

Milepost 3 (Grade 4-5):

The teacher will provide: coloured pencils, highlighters, glue sticks, rulers, & scissors.

All personal items listed below should be labelled with names.

All students should have:

- **8 x B5 notebooks**
 - 1x B5 or A4 size notebook 7mm space between lines (for the Japanese class.)
 - 3 boxes of tissues (shared with class so no name necessary)
 - A4 sketchbook for art class
 - a pencil case
 - writing pencils (*NO mechanical pencils*)
 - Erasers
 - Glue sticks
 - a pair of indoor shoes
 - a pair of outdoor sports shoes (for PE)
 - Earphones / Headphones
 - Drink bottle (*water only, please*)
 - Anti- bacterial wipes
-

Grade 6-8

- Daily planner/scheduler
- 2 rulers (one long, one short)
- Compass
- Colored pencils and/or markers
- Protractor
- Pencil
- Scissors
- Calculator
- Eraser
- Glue stick
- Case to hold all supplies
- 1 flash memory stick
- Japanese: B5 or A4 size notebook 7mm space between lines for the Japanese class.
- ELL: B5 or A4 size notebook, lined with dashed centre guideline.
- Language Arts: 3-ring binder with 3 packs of looseleaf paper and 3-5 dividers to organize binder. Multi-color pen
- Small towel for cleaning (zokin)

- Two boxes of tissues
 - Art: Please bring a large A4 sized sketchbook to the first day of class.
 - PE: Students will need a set of PE clothes, two T-shirts and a pair of shorts. Each student needs a pair of indoor and outdoor sports shoes (two pairs in total).
-

Grade 9 -12:

- **General:** Notebooks (B5), looseleaf (B5) and binders, Pencil, Pens, Scissors, Ruler, Eraser, Glue stick, Case to hold all supplies, Laptop or tablet, charger, headphones with microphone
- **Shoes/clothing:** Indoor shoes (appropriate for gym), Small towel for cleaning (zokin), P.E. T-shirts & shorts, a towel for gym use. Each student needs a pair of indoor and outdoor sports shoes (two pairs in total).
- **PE Notebook** required for new PE students (notebooks can be used from the year before).
- **Calculator:** Scientific calculator required for Geometry/Trigonometry and Algebra. Graphing calculator required for Precalculus and Calculus (TI-84 recommended). A binder with dividers and scientific calculator (graphing recommended) for any science class plus a B5 notebook for AP classes.
- **Dance:** Students will need to be wearing a t-shirt and a pair of shorts/pants fit for moving and stretching. Please also bring a towel to class (for stretching!).
- **Art:** Please bring a large A4 sized sketchbook to the first day of class.
- **ELL:** Please bring a B5 or A4 size notebook, lined with a dashed centre guideline. Language & Literature: Two B5 or A4 notebooks
- **Outdoor Activities:** Secondary Students take two annual outdoor overnight trips. Additionally, we encourage participation in the outdoor club (AdHOC) and outdoor education classes (Outdoor Pursuits and Outdoor Leadership) . We recommend that all students have a quality, packable sleeping bag, sleeping pad, backpack and hiking shoes for use during these activities.
- **Language & Literacy:** 3-ring binder with 3 packs of looseleaf paper and 3-5 dividers to organize binder. Multi-color pen

Technology Acceptable Use Policy

Purpose: Information Technology has become an integral part of our personal and academic lives and is embedded in virtually all we do as students. The ever increasing use of technology and the rapid evolution of devices and applications create a need to clarify our HIS community IT responsibilities and expectations.

HIS encourages and expects the use of such devices for educational purposes and for personal use. However, our primary education mission dictates that educational uses must take priority over personal use.

The Pledge: As a student at HIS, I hereby agree to use my personal portable device* and HIS technology in a way which honors the HUSKIES (Socially & Personally Responsible Individuals)

I will:

- use my personal portable devices* and HIS IT during class time with teacher permission only.
- use my personal portable devices and HIS IT during non-class time in a way which will honor and respect other HIS Community members.
- use the internet primarily for education purposes.
- limit my personal use of the internet as much as possible.
- not download music or video for personal use.
- not engage in online gaming.
- not download large files (i.e. software programs or updates) for personal use.
- speak with my class teacher or an ICT teacher before downloading large files, including software, video, photos, music, etc. for educational reasons. Advanced notice is advisable.
- be ethical, respectful and compassionate in my communications with others.
- be ethical, respectful and compassionate regarding all content I access.
- respect and follow the network protocols set up by the ICT department.

* **Portable devices:** laptops, cell phones, tablets, etc.

* **Replacement of IT equipment broken through carelessness or negligence will be the responsibility of the student's family.**

Campus Network, Personal Device, and PC Usage Regulations

Personal devices and PCs shall be used on campus primarily for study and review, and they may be used for business including managing study schedules, submitting assignments to teachers, accounting, office work, etc.; use for entertainment or private commercial purposes is generally prohibited.

Students shall use networks, personal devices, and PCs in observance of these regulations.

Network Administrator may record and view the activity of all users accessing the Internet on the Campus Network, and in cases when inappropriate activities have been discovered, they have a duty to report it to the Head of School for investigation.

In cases when suspicious activities have been discovered in the access log, the Head of School, Executive Board, and Network Administrator must perform a detailed investigation into the information, and must improve the situation.

In cases when teachers, students, or employees have discovered illegal activities, they have a duty to report it immediately to the Head of School and Network Administrator by filling in a [IT Abuse Report Form](#).

After receiving such a report, the Administrator and Head of School shall immediately plan and implement appropriate measures and a response.

The School must continually work to improve the network and PC environments, as well as maintaining an environment which allows employees and students to access the Internet safely.

The School is not responsible for any pecuniary damages suffered by students, or any damages caused to a third party, through connecting to the Campus Network; these shall be settled by the person who used the Campus Network (or his or her guardian).

Students shall make appropriate use of devices including PCs and tablets etc. provided by the School, taking responsibility for damage to or theft of the equipment, as well as information leaks, and return these devices in good condition.

Use of the Campus Network for activities other than the intended purpose of the Campus Network, including for political or religious activities, commercial activities, etc., is prohibited.

In the event that damage to the Campus Network and/or peripheral equipment has occurred due to either intentional action or gross negligence, the parties concerned (or their guardians) shall be liable for costs equivalent to the value of the damages.

Saving the following types of files on any device owned by the School is prohibited.

1. Documents, publications, or photographs related to pornography or child pornography.
2. Documents, publications, or photographs belonging to or related to anti-social forces.
3. Documents, publications, or photographs related to the use or sale of illegal drugs.
4. Documents, publications, or photographs prompting racially discriminatory activities.
5. Gruesome photographs or documents related to corpses, crimes, accidents, etc.
6. Executable files containing computer viruses, ransomware, etc., or related files or documents.
7. Documents related to investment, stock trading, or business for the purpose of personal gain, or documents related to personal business unrelated to the School.
8. Documents containing personal information without the permission of the person(s) concerned.
9. Pictures, PDF files, etc., including images, audio files, and publications, etc. which infringe upon copyrights, obtained by illegal download or other means, or pictures, audio files, etc. for which secondary use is not authorized.
10. Dangerous documents, manuals, etc. containing methods for making explosives, methods for using or making weapons including heavy firearms, etc. in violation of the Firearms and Swords Control Act, or methods for formulating illegal drugs, etc.

Main Prohibitions (These items shall be updated in accordance with changing times, etc.)

1. Accessing sites which minors are not allowed to access, video sites, or illegal sites.

Accessing, viewing, or possessing images akin to (adult sites, adult video search sites, sites which include shocking contents related to child pornography, gambling, bullying, abuse, accidents, crimes, corpses, etc., social networking sites (dating sites, etc.)).

2. Accessing or showing to others any of the illegal sites listed above using a smartphone or WiFi tethering other than the Campus Network while on campus.
3. Viewing or searching for with the intention to use or view adult videos, adult images, sites containing anti-social contents, child pornography, etc. on standard search sites.
4. Online gambling, foreign casino sites, or similar activities.
5. Trading of illegal and/or dangerous drugs, or related information-gathering activities.
6. Using P2P (peer-to-peer) downloading applications (such as BitTorrent) to do illegal uploads or illegal downloads from campus.
7. Actions which infringe upon the copyrights or intellectual property rights of the makers of any and all media.
8. Actions which bring dangerous files including computer viruses, etc. onto campus.
9. Sending computer viruses via email with the intent of infecting other PCs or digital devices, or uploading such viruses to servers or to cloud-based storage, or downloading or sharing such viruses.
10. Sending mass emails, such as spam etc., from the Campus Network.
11. Accessing an outside proxy server from Campus in order to maintain individual anonymity, for the purpose of engaging in illegal activities, intimidation, etc.
12. Sending messages or similar activities which amount to discrimination such as defamation of individuals or groups, bullying, hate speech, etc., or which recommend the same.
13. Hacking into Campus servers, Google accounts or other accounts, or outside servers, or creating or deleting accounts for PCs owned by the School without permission.
14. Hacking administrator passwords for PCs or routers owned by the School.
15. Viewing, or copying and possessing or sharing printed materials which were printed by another person.
16. Accessing any and all games while on Campus is prohibited. "Any and all games" includes games installed on PCs or smartphones, and PC and smartphone games accessed through a network. Accessing games displayed in web browsers is prohibited.
17. Intentionally destroying or removing PCs and any other devices, etc., owned by the School.
18. Abandoning PCs or devices damaged by accident, and failing to report them to the Network Administrator or a responsible teacher.
19. In the event that a PC or other device, etc. owned by the School has been damaged by accident, the parties concerned must report the situation to a responsible teacher or the Head of School, the IT department, or the facilities department, and discuss an approach for dealing with the damages. The various departments and the parties concerned (or their guardians) shall discuss an approach, and promptly restore things to their condition before the accident.

School Actions

1. The School may use access logs of digital devices, including PCs, smartphones, tablets, etc. which have connected to the Campus Network for security measures or for the operation of the Campus Network.
2. In the event that the Network Administrator has discovered a log in which the illegal activities listed above or other illegal activities are suspected, and has determined that the operation of the Campus Network has been interfered with, the School may take measures including blocking the PC on which the illegal activities are being conducted from accessing the network.
3. The School may request and view information about email and websites, etc. to be disclosed by any users suspected of illegal activities.
4. In the event that activities related to crimes or abuse, bullying, vandalism, violence, etc. have been discovered through internet access and email histories or security camera images, the School has a duty to contact the Head of School and the Executive Board, discuss a response, and make a report to or contact the police or other related agencies.
5. In the event that a person has violated the regulations above, or has been handed down a legal punishment, the Head of School and Executive Board may consider actions including suspension or expulsion from school, suspension from work, disciplinary action, dismissal, etc.

6. The School must store information about any parties who have violated the regulations, including access logs and other information that was gathered, reporting documents, e-mail, histories, etc., as confidential, carefully managing it in order to prevent any unrelated parties from getting access.

In the event that there are technical difficulties with identifying the user, assistance may be requested from organizations including the police, corporations, etc.

Library

The librarian, Mr. Stern works every afternoon in the library. Parent volunteers staff the library at other times. Please consult the library staff if you are in need of assistance.

Lost and Found

Lost property should be handed into the school office without delay. If a student loses something, they should inquire at the school office, and if the item has not already been handed in the homeroom or classroom teacher should be informed. The main lost and found can be found near the entrance to the main office. There are also smaller lost-an-found areas on the 3rd and 4th floors. **Please note:** Lost and found items will be tagged by date and will be disposed of after 4 weeks.

Valuables

Students are requested not to bring expensive items or large sums of money to school.

Head Lice Procedures

Please inform the school as soon as head lice is identified. It is important to treat your child before he/she returns to school. Please begin treatment as soon as possible. Exclude your child from attendance at school until one day after their first treatment with a medicated head lice product (either over-the-counter or prescription). We ask that you follow the instructions for follow-up treatments to ensure that the problem is completely taken care of. Your prompt action is requested so that your child can get back to school as soon as possible and not miss learning opportunities in the classroom.

Procedures for Communicating Concerns

Parents should initially address concerns to their child's Homeroom or/Subject Teacher depending on the issue. Individual concerns must be dealt with through the appropriate channels. If you wish to contact your child's teacher, we suggest that you send an email to the teacher asking them to contact you to discuss an issue by phone or to arrange a meeting. The teacher will respond as soon as possible, normally within 48 hours. All concerns addressed to the school will be documented & recorded together with meetings, agreed course of action and timetable for resolution. We strive to ensure professionalism at all times and politely ask you to do the same. We are always happy to help and to advise and request that you contact us only during the school day and through the system outlined above. Thank you for your cooperation.

HIS Emergency Procedures

Introduction:

At Hokkaido International School, creating and maintaining a safe and secure learning environment is a primary goal. To that end, the school worked in partnership with public safety agencies, the local Police Department and our designated police office, the fire department and the Consulate General of the United States in Sapporo to develop and implement school emergency plans in the event of fire, earthquake, intruder, injury and pandemic.

During and following an emergency situation the school administration, teachers and staff must act quickly and follow established emergency protocols and communicate accurate information in a timely manner. Parents can assist greatly by helping with preparation before the emergency.

Here are a few steps you can take:

- ensure that HIS has accurate contact information so you can be reached in case of emergency. Keep the information current by notifying the office of any changes as soon as they occur. Also important, in case you cannot be reached, are the up-to-date names and contact information of family members, friends, and any other adults authorized as emergency contacts for your child.
- Talk to your child about your emergency notification arrangements and let your child and the school know if you anticipate being unavailable or difficult to reach for an extended period of time.
- Monitor local media when serious conditions arise at school or in the community that might result in school evacuation, early dismissal, or school closing.
- Notify school officials if you see or hear of anything that could create a danger at school.
- In the case of an emergency (fire, earthquake, etc) it is very important that parents resist the urge to call their child. It is critical that, for the safety of all, the instructions given to students be uniform and in sync with the plans summarized below. Similarly, we request that you do not call the school phone as it is essential that school phone lines remain open for communication with police and emergency services.
- It will be the responsibility of the school to contact families once an emergency situation has been resolved. This would be done through classroom and homeroom telephone trees.

Please note: Some details from this summary HIS Emergency Handbook have been removed for security reasons.

FIRE:

Staff	Responsibilities
Head of School	<ol style="list-style-type: none"> 1. Take the megaphone and begin to relay information 2. Bring cell phone, satellite phone and car keys.
Teachers	<ol style="list-style-type: none"> 1. Close all windows and doors 2. Follow students out of the building stressing order and the need to remain calm and quiet 3. Take your emergency folder (homeroom teachers) 4. *This must include a phone tree and student demographic and emergency information 5. Bring cell phone and car keys if applicable 6. Have students line up outside, by homeroom for elementary and with the class they are attending for secondary. 7. Teachers take attendance 8. Non homeroom teachers act as sweepers or replacement homeroom teacher (see below) 9. Do not let students make phone calls until instructed to do so by administration
Office Staff	<ol style="list-style-type: none"> 1. Take the bus phones to the field 2. Take a copy of the phone trees 3. Drop the parking gate 4. Bring cell phone and car keys if applicable 5. Attend to the doors at both ends of the building <i>(First staff member to the back doors must release the top and bottom catches of the static door, and open both doors wide. The doors remain open after they are released, so no one needs to remain holding them open. Last person to leave closes the doors)</i> 6. Act as translators if need be
Custodial	<ol style="list-style-type: none"> 1. Stand at gate and do not allow parents to enter until given clearance by the fire fighters

Sweepers for the 2020 - 2021 School Year

4th Floor - van den Borne, **3rd Floor** - Cooke, Katayama **2nd Floor** - Tomasine, **1st Floor** - Kanahira

Additions for Winter Evacuation

- Students should take their jackets on the way out if they are close by
- Roll Call will be taken in front of the cars, not on the field. See the wall for designated areas
- Students are taken to Hiragishi Takadai Elementary School where they await pick up from parents

Follow Up

- Parents will be contacted to come and pick up their child from school
- Students will only be released to parents or listed guardians in person after a major fire.

EARTHQUAKE:

DROP, COVER AND HOLD ON

1. In the event of a strong earthquake - keep students in classes to avoid problems with aftershocks.
2. Any staff who are not directly supervising students should come to the office to offer a helping hand
3. The head of school sweeps the 1st and 2nd floor and the principal the 3rd and 4th floor. They will relay a message to staff to hold students. They would also do an inventory of what needs to be cleaned up, etc
4. If the power goes out we should fill up sinks and tubs with water ASAP on the first floor
5. The business manager monitors the landline, other office staff will explore what kinds of communication are working so we can get a message out on our website

Criteria for deciding to keep children at school? If...

- Transportation is down
- Power is out
- 5+ (5強) on the Japanese Shindo scale

15 minutes after the initial quake

- Teachers who are in the office should go and relieve teachers who are in need of additional support.

After 1 hour - transportation and communication are down

- Gather in homerooms - homeroom teacher takes attendance
- Students are only released to a parent - cannot go home on their own
- Teachers at the door to ensure parents have followed protocols
- When parents take their children they need to sign out with the homeroom teacher and the administrative assistant
- Teachers posted at the door to ensure parents have followed protocol

Notes

- Students need to put together emergency kits with food, water and a flashlight.
- Teachers are responsible for students in their homeroom until all of those students are released.
- Teachers may have to spend the night so those who go home be prepared to relieve them early in the morning
- Teachers should seek permission to go home before leaving
- In case of students staying overnight we will need; Extra dorm blankets, outdoor ed sleeping bags, gym mats
- The next day all teachers report to school
- School does not take place if water, power or transportation is down
- Website, email and phone would be used to communicate

INTRUDER

We have a list of who normally comes and if someone is not on this list we should ask further questions before letting them in.

* An intruder is defined as someone who has forced their way into the building and/or displays odd/threatening behavior after entering the premises.

If an intruder is identified an announcement is made to alert all staff. (This announcement is kept confidential to staff only.)

Office staff call the police immediately.

INJURIES

On Campus

1. The teacher notifies the office that they have an injured child. Details should be provided where possible.
2. If possible, the teacher sends or walks the child to the office.
3. The office contacts a trained first aid individual who goes to the location where needed.
4. The trained first aid individual in consultation with an administrator makes a decision regarding the child.
5. The office calls the family, explains the situation, and asks them to come to the school/hospital. [If necessary]
6. An administrator remains to convey any information with the office person translating over the phone.
7. The teacher who witnessed the injury remains to provide information with the office translating over the phone.
8. If the witness teacher cannot be present, the office will arrange a time later in the day when the teacher can come to the office to talk with the family (via translation if necessary).

Off Campus

1. The teacher notifies the office via telephone that they have an injured child. Details should be provided where possible.
2. If possible, the teacher administers necessary first aid.
3. If necessary an ambulance is called.
4. The office calls the family, explains the situation, and asks them to come to the school/hospital. [If necessary]
5. An administrator remains to convey any information with the office person translating over the phone.
6. The teacher who witnessed the injury remains to provide information with the office translating over the phone.
7. If the witness teacher cannot be present, the office will arrange a time later in the day when the teacher can come to the office to talk with the family (via translation if necessary).

PANDEMIC RESPONSE:

	Level 1 Low Risk - First pandemic cases reported in the country. No reported cases in the local community. Use of a daily bulletin and/or HIS website to provide information. Primary sources of information: Minister of Health, Labor & Welfare; WHO. In-class instructions to ensure the school community understands protocols and hygiene.	Level 2 Moderate Risk - First pandemic case reported in the city. Increasing cases in country. - School community (employees, students, parents) check for symptoms and take temperature daily. If he or she has symptoms or temperature 38°C or greater, must stay home.	Level 3 Medium Risk - First pandemic case reported within the school community. Increased spread of pandemic in city with transfer in public places. - School community (employees, students, parents) check for symptoms, and take temperature twice daily. If he or she has symptoms or temperature 38°C or greater, must stay home. .	Level 4 High Risk - Spread of pandemic within the school community. Government directs schools to close. .
Communication	Use of periodic email to the community. Use of a daily bulletin and/ or HIS website to provide information. Primary sources of information: Gakujika Office; Minister of Health, Labor & Welfare; WHO, local school board and police bulletins. In-class instructions to ensure the school community understands protocols and proper hygiene.	Daily updates to the community on the status of pandemic in the country and impact on school programs. Update recommended hospital list.	Daily updates to faculty and community. Daily classroom instruction to explain the situation and to emphasize proper hygiene. Possible use of ALMA messaging system..	Daily updates via email, HIS website, and ALMA.. Further communication using Virtual School delivery system.
Emergency Care	See a physician if there are symptoms and/or temperature is over 38C. If an individual has symptoms, or temperature over 38C, the individual must go home. Encourage hand-washing and healthy living.	With a note from the physician, the office will clear the individual to return to school. If an individual has symptoms, or temperature over 38C, the individual must go home.	Cleansing protocol in place. With a note from the physician, the office will clear the individual to return to school. If an individual has symptoms, or temperature over 38C, the individual must go home. Use recommended hospitals for pandemic prevention and containment.	Not applicable, school facility closed. Use recommended hospitals for pandemic prevention and containment.

Campus Access	Access to campus per normal school policy.	School open to staff, students, parents; anyone else only by appointment. ID required. Visitors must report to the Office. School community with symptoms, report to a local physician, and notify HIS the Office.	All students exit campus by 3:30. - Anyone with symptoms and/or temperature over 38C report to the Office. Visitors must report to the Office to assess symptoms. Closed campus: nobody allowed off campus during the day. Possibly campus closed to visitors.	No classes held on campus. School facility closed to all but essential personnel for an indeterminate period. School quarantine, no visitors.
Educational Delivery	Regular school program. Daily homework provided by teachers for any student staying at home. Update and prepare for delivery of Virtual School program.	Regular school program. Daily homework provided by teachers for any student staying at home using Virtual School or alternate delivery system. Parent and student review of and training for Virtual School program.	Daily homework provided by teachers for any student staying at home using Virtual School or alternate delivery system. Instruction to students and parents via email and web page on use of Virtual School program.	Full implementation of Virtual School or alternative delivery system with students and faculty members either in or out of the country.
Co-Curricular Program	All regularly scheduled activities allowed.	All scheduled co- curricular programs allowed, except to affected areas, or with visitors from affected areas.	Co-curricular programs suspended. Large gatherings are not allowed.	Not applicable, school facility closed.
Events / Travel / Field Trips	Field trips allowed, as per normal school policy.	All events will be reviewed.	All special events, field trips, travel etc. discontinued. No large faculty or staff gatherings.	Not applicable, school facility closed.
Personnel	Normal working conditions. Immediate school community (students, teachers, employees) returning from affected areas has health monitored by the Office for an appropriate length of time. Health Form used for all school community (e.g. SARS form)	Normal working conditions. All faculty and staff report to work after determining they are symptom free. All administrators & faculty will take laptops home each night.	All faculty and staff report to work after determining each is symptom free, Crisis response team meets to determine how best to continue school operation All administrators & faculty will take laptops home each night.	Crisis Response Team reviews process of school closure and activation of Virtual School program.
School Provided Transport	All bus routes run as usual.	All bus routes run as usual. Adult monitors may be on buses to assess symptoms. Bus access may be denied, Buses disinfected on a regular basis.	All bus routes may run as usual. (<i>Bus service may be discontinued at this level.</i>) Adult monitors may be on buses to assess symptoms. Bus access may be denied. Minimize use of mass transportation, if possible. Buses disinfected on a regular basis.	Not applicable, school facility closed.
School Operations	Normal cleaning and maintenance. Continual disinfecting by cleaning personnel. Review food handling procedures with staff.	All Food Service workers may be required to wear gloves/mask. Continual disinfecting throughout the day. Full disinfection every three days.	Some form of Food Services in place for staff and students attending school. Continual disinfecting throughout the day. Full disinfection every three days.	Necessary cleaning and maintenance.
Dormitory	Normal operations. Dormitory students or residents returning from affected areas monitored for appropriate length of time.	Dormitory students are restricted from traveling downtown or using public transportation. Dormitory students are not allowed outside the Sumikawa neighborhood. Mandatory daily temperature and symptom check before school for all dormitory residents. Students showing any symptoms are immediately isolated and tested.	Dormitory students are restricted to campus. Daily temperature and symptom check for all dormitory residents before and after school. Students showing any symptoms are immediately isolated and tested	Dormitory is closed and students are asked to return to their families. Students who are unable to return home in a timely manner will be isolated on campus and monitored by dormitory staff.

Bomb Threat

Authorities have advised that bomb threats would most likely be made via email, a telephone call or through a message left on an answering machine. The following steps would be taken following receipt of a bomb threat:

- The office staff member who received the message would communicate the threat to her nearest office partner, she would then contact the police (#110) while the other office member would communicate the situation to the head of school, noting any relevant details. Office staff would next ensure to call Takadai Elementary School to alert them of our situation and request permission to evacuate to their parking lot / gymnasium.
- To avoid panic and ensure a smooth transition out of the building, the head of school would notify the principal and they in turn would begin moving through the building (the HoS starting with the elementary floor with the Principal starting from the gym), taking aside teachers and staff members and quietly explain that there had been a bomb threat.
- Teachers would explain to students that the building needs to be evacuated. No further details should be given. Students and teachers would then follow the same exit procedures as they would follow in a fire drill, except that the teachers would lead their students to Takadai Elementary school parking lot. In the event of a winter evacuation, students would be asked to put on their coats. Elementary students would put on their coats and take their snow suits with them.
- Students must be reminded not to take their cell phones with them to avoid competing authority and ensure that directives are coming from the teachers and school administration only. Teachers would collect their telephone trees and emergency lists on their way out and take their own cell phones with them.
- An accounting of classes would take place at Takadai Elementary School before communicating with the administration of Takadai and transitioning into their school gym or designated classrooms, as appropriate.
- HIS administration would communicate with emergency personnel and police and follow their directives. Teachers would need to be prepared to initiate procedures for families to pick up their children from Takadai Elementary. Teachers would also need to be prepared to stay with students who could not immediately be picked up.

Missile Attack

The following was developed in the wake of North Korea's launch of a missile over Hokkaido on August 29, 2017.

In the event of an alert through the J-Alert system broadcast through cell phones, experience would tell us that there would be minimal time to effectively respond to a missile, however, the best course of action would be to follow the directives given by the Japanese government to *Duck and Cover* and seek shelter, where possible, in basement locations.

At HIS Sapporo, the following responses are recommended for differing situations.

Standard Operating Procedures:

School Building:

- In the event of a J-Alert announcement of an imminent missile attack, an announcement would be made over the PA system to prepare for a possible missile attack.
 - GYM - Students should *Duck and Cover* along the walls of the gym.
 - Third Floor - Teachers should instruct students to duck and cover under their desks. Blinds should be closed.
 - Second Floor - Teachers should instruct students to duck and cover under their desks in their classrooms. Blinds should be closed.
 - Ground floor students should move into classrooms and duck and cover under desks and other furnishings. Blinds should be closed.

Dormitory Program:

- **Main Dorm** - The dorm parents should use the PA system to alert students to come downstairs to the entry of the building from where their dorm parent should proceed to the school and take shelter in the basement.
- **Dorm 2** - Students should take shelter inside their bathroom units. In cases where ample warning has been

given, students and their dorm parent should proceed to the school and take shelter in the basement.

- **Other Locations in the City** - Should students be out within the city when a J-Alert is broadcast over their phones, students should follow advice given and seek shelter in the basements of buildings or within the subway system. Deep locations within the city are:
 - Toho Line subway station (the city's deepest) and other subway stations
 - Underground shopping streets of Aurora Town and Pole Town
 - The multi-level underground parkade of Daimaru Department Store

Field Trips

- **When In Transit to or from Field Trip Activities** - Teachers and students should exit public or private transportation vehicles and seek shelter in a basement, where possible, or in the nearest solid structure, and take *Duck and Cover* precautions.
- **When School Groups Are Out in the Open** - Teachers should gather their students and lead them to the nearest structure in order to *Duck and Cover*. If distances are too great to reach a shelter, students and teachers should lie flat on the ground, face down, with arms over their head and faces.

On School Sports Trips

- **When Visiting Fellow JCIS Members Schools** - JCIS Member schools have come to a common understanding that each school will provide shelter and guidance to other member school groups that may be in the school building at the time of an emergency. The school being visited assumes all authority over students from a visiting school. Teachers and students are to follow directives given by the administration and support staff.
- **When In Transit to or from Sports Events** - Teams should exit public or private transportation vehicles and seek shelter in a basement, where possible, or in the nearest solid structure and take *Duck and Cover* precautions.

Post Attack

- In the event of an actual attack, staff should assess the situation and make an on-the-ground decision on how best to lead students away from danger and proceed in the safest direction.

Opportunities for Parent Involvement

PTA

The HIS Parent-Teacher Association (PTA) is an organization which aims at increasing parent understanding of educational issues, increasing communication of important ideas through the parent community, and to fundraise to help improve our school programs.

Steering committee meetings are held monthly, and all parents are encouraged to attend.

Currently due to Covid 19 concerns, PTA meetings are being organized via [Zoom](#).

Again, as a result of precautions put in place to limit possible exposure to Covid 19, not everything listed below will have relevance this year in 2021-21. Nevertheless, it will give you some idea about how parent involvement is welcomed and encouraged at HIS.

Events

The two biggest PTA sponsored events of each year have been the Fall Festival, a fundraiser focusing on food and games for the whole family, which usually happens mid- or late October, and the Spring Bazaar, which is an opportunity for everyone in the community to clean out their closets and share their wares with the world. This is usually in mid-May. Both of these events net funds which are then shared with the school in various ways. Both also require a lot of parent help to be successful, so we encourage parents to help out.

There are many ways both big and small for parents to get involved in the school. Here are some examples:

Parent - Classroom / Homeroom Liaison

Parent Liaisons help to communicate between the classroom teacher, PTA and the other parents in the classroom. They may, for example, help organize classroom parties and other events or communicate information about a PTA calendar event, such as Teacher Appreciation Day.

Library Assistant

Our school library program is organized by our part-time librarian, Mr. Stern. In order to keep the library open each day of the school year, Mr. Stern relies upon a group of dedicated parent volunteers to staff the library on days when she is not at school. These parents sign out books for students, re-stack bookshelves and assist teachers with finding resources in the library.

Ambassador Program

The Ambassador Program seeks HIS parents who are willing to be a welcome committee and contact point for new families who are arriving each year. Parent Ambassadors may be asked to be in email communication with new families soon to arrive at HIS. On occasion, they may also be asked to help school administration with tours of the school. It's always nice to feel welcomed.

After School Activities

Students and parents are always interested in after school activities. The more volunteer support we have from parents, the more we can bring interesting learning experiences to our elementary students. Volunteers work with the Activities Director and offer a 4 ~ 5 week session on one day of the week. In the past, volunteers have offered classes in dance, baking, cooking, hula hoop, photography, computers, art etc. If you have a talent you would like to share, this is the volunteer work for you.

Parent Teacher Association (PTA) Steering Committee

The PTA Steering Committee is the main group of parents and teachers that makes all major decisions and planning for PTA activities. The Steering Committee also annually responds to grant requests to support the school's programs.

School Events

Opening Ceremony Snacks and Refreshments -- Opening Ceremony is the first official day of the school calendar and is followed by a social gathering in the MPR with snacks and refreshments.

Fall Festival -- A food and game event that is open to all.

Winter Celebration -- Music and social event to welcome the winter season.

Spring Bazaar -- A bazaar and food event open to all.

Elementary Sports Day -- A day of competitive sports events held for the benefit of students and parents. There is a need for many volunteers.

Field/Learning Trip Support

Teachers frequently need the help of another adult or two when taking students on field trips off campus.

Tutoring

You may be of great assistance if you have expertise in a subject area. If you are interested in tutoring students, please contact the principal.

Language Translation Assistance

Hokkaido International School is unable to provide translation for families in need of such services. We request that families bring someone with them who can translate on their behalf during parent-teacher conferences or at other times when translation is needed.

Music Program

HIS offers more learning opportunities in music than in any other subject area. The music department regularly seeks the expertise of others with a background and expertise in music.

Other Skills /Knowledge / Expertise

Do you have a hidden talent, a useful skill set or some expertise that might come in handy to our school? We are interested in hearing about what you might be able to offer.

School Governance / Board Committees

HIS is governed by a self-appointing Executive Board of nine members that meets eleven times each year, and the Board of Councilors of approximately twenty-five members that meets twice a year. The Executive Board makes

most major decisions and commissions committees each year to support its various roles. Appointment to the boards is for a term of three years. The board seeks members who will be sober and considerate in judgement and individuals who bring life experience and knowledge that might be of benefit to the governance of the school.

Elementary School

International Primary Curriculum (IPC)

“The principle of the IPC is to focus on a combination of academic, personal and international learning for children worldwide, combined with innovative and exciting ways to learn.” (from the IPC website)

IPC is used as the science and social studies curriculum from PreK to Grade 5. Four units are investigated each year, with all teachers generally following the same timetable. All IPC units are co-taught between Milepost partners. This means that most grades follow a two-year cycle of units. More about IPC can be found at, <http://www.internationalprimarycurriculum.com>

The HIS IPC coordinator is available for teacher assistance in understanding the principles, structures, support and materials of the IPC.

Homework Policy

In the elementary school program at Hokkaido International School, we strongly encourage families to spend quality time together. Setting aside time for conversation, reading and play on a regular basis will go a long way to the holistic development of a child. While we do not mean to underrate homework, we feel that in an increasingly busy world, it is important for children to develop -- and be given the time to develop -- interests and hobbies of their own that foster the creative side of their nature. There is a noticeable trend around the world today for children to be constantly busy with nightly activities, extra study and clubs. While these can be of incredible benefit to children, there is the danger children can become dependent on having their time filled for them. The resulting lack of personal creative development has become a concern for educators everywhere. We believe that homework should realistically address students' needs; however, we do not wish it to become a burden, which taxes students to the point that they are giving up quality family and creative time. In light of these basic values, our homework policy is designed to provide a realistic homework load that sharpens essential skills while giving students the flexibility and time to develop in other ways as individuals.

Recess

- Students must wait for the teacher in the entry area before proceeding to the gym or playground
- At the end of recess students must line up at the gym doors or the end of the track once the whistle has been blown and all equipment has been returned. A teacher will escort students into the school at the end of

Recess Dispositions

I will practice SAFETY by:

- Remaining in the play area designated by the teacher (the gym, the playground or portions of the playground.)
- Avoiding play that could lead to injury:
by restricting my hill play in winter to sliding (by myself) feet first only
by proper use of the play equipment
by waiting my turn when using the equipment
by refraining from kicking the ball in the gym

I will show RESPECT by:

- keeping quiet and holding the rail while using the stairs
- taking special care of school property
- using play equipment as if it were my own and by returning the equipment at the end of recess
- brushing snow off my clothes when coming back inside
- changing into proper indoor shoes in the genkan (entry)
- responding appropriately to teacher directions
- quietly returning equipment and lining up at the first whistle
- following the instructions the teachers give
- peacefully lining up and waiting my turn for play equipment

I will show RESPONSIBILITY by:

- being willing to do my part
- willingly returning equipment to the teacher
- admitting mistakes without making excuses
- being ready and willing to clear up misunderstandings
- keeping out of areas designated off limits (the grassy hill and the balcony)

I will show EXCELLENCE by:

- giving my best to whatever I do during playtime
- giving my best to relationships during playtime
- having a positive attitude

Playground rules:

- During the fall and spring, students may play on any parts of the field.
- Students are permitted on the hill when it is snow-covered.
- In the winter, students must stay within the area designated by the duty teachers. The sliding and snowball areas will be decided and students will be informed.
- Students are not permitted to tumble or roll down the snow-covered hill.
- When there is snow on the hill, students may slide down on their bottoms only.
- Students may only slide down the snow-covered hill individually
- If a student is not following the rules, s/he will be asked to abide by one of the “recess dispositions” (first warning). If that same student continues unacceptable behavior, s/he will be sent to a designated area for a time out. The duty teacher may determine the amount of time the student is to remain in time out.
- Playground equipment is located in the locked shed near the water fountain. Designated fifth graders give out and accept returns of equipment. Only those students are allowed in the shed. At the end of recess, equipment must be returned and stored correctly, and the shed locked. Keys are shared by teachers.
- One blow of the whistle is the signal that recess is over. At this time, all equipment is gathered and returned to the shed. Then students line up at the corner of the building and are dismissed to return to their classrooms.
- During the winter, students must brush the snow off themselves, before entering the building. The duty teachers must check the students before they enter the building to be sure all of the snow has been brushed off. This will also help “stagger” the children and reduce the crowding in the shoebox entry area.

- Students need to remove their boots before stepping up to the shoebox area.

Gym rules:

- The teacher on gym duty brings out the equipment cart, located under the first storage door under the stage.
- Dodge-ball and other such games may only occur at the end of the gym by the office and at the discretion of the duty teacher.
- Basketball, jump rope and more calm play should occur at the stage end.
- The students are not allowed to play on the steps or stage area.
- The students must play where they can be seen; i.e., not go into nook areas.
- The students are not allowed to be on the wrestling mats.
- The students are not allowed to kick the balls.
- If a student is using equipment inappropriately or disobeying rules, the student should be reminded of our recess dispositions. The second time, the student should be sent to the wall for a time out. The duty teacher may determine the length of time for the time out.
- When recess is over and the whistle is blown the students are expected to return all of the equipment and line up at the white line in front of the door.
- At the end of recess, the duty teachers should return the equipment cart to its location under the stage and then lead the students downstairs.

Field trips

- Each class can take up to 6 full-day field trips per school year.
- The school receptionist is responsible for arranging field trips. Please inform her of a field trip you would like to have arranged by emailing her the following information: date, departure time from school and arrival time back, how many students (and adults if other teachers and parents are going also), and what you would like to do in case of rain. If you prefer not to email you can fill out a field trip request form and give it to her. She will get back in touch with you about the final arrangements after talking with all parties involved (bus drivers, organization/place visiting, etc.) Please give her sufficient notice to make the arrangements.
- All students must have a year round permission slip signed by their parent/guardian permitting them to leave the school grounds.
- The administration, office staff, kitchen staff and specialist teachers must be informed so they are aware of the altered class activities and lunch changes for the day.
- Students must wear a seatbelt while riding the bus.
- Students may talk quietly during the bus ride.
- Students may eat on the bus during longer field trips, if okayed in advance, by the bus driver. The students would then be responsible for cleaning up the area when they leave the bus. The teacher would be responsible for monitoring and checking the clean up.

Parent/Teacher Conferences

- During the first semester, the office schedules formal conferences with parents for all students.
- At the end of the second semester, formal conferences may be held at the request of the teacher or the parent. These are scheduled by the class teacher.
- To facilitate the coordination of conference times for parents with more than one child at HIS, the office schedules the times for our first semester P/T conferences. The Administrative Assistant will give you a copy of the conference schedule once it is prepared. Each conference slot is twenty minutes long. If a conference requires additional time, the teacher must notify the office at least one week prior to the conference date so that can be taken into consideration when making the schedule.
- Many parents require a translator. Parents are responsible for bringing their own translator. Keep in mind the translation process may lengthen your conference time.
- In specific cases, teachers may ask the office to inform a family that a professional translator is necessary for the conference.

Report Cards

- Report cards come out twice a year, at semester break in January and at the end of the year in June
- NOTE: IPC reports are now included on report cards which are generated through Alma (our school's student information system)
- Mid-semester progress reports are optional but encouraged if a child is showing significant difficulties.
- All report cards are sent home via an Alma email directly to all parents
- The report cards are distributed by the principal electronically by email. Reports are also stored within student profiles in Alma.

Extra-curricular Activities

There are a number of after school activities that elementary students may be involved in such as dance class, violin lessons, crafts and sports. These are sometimes offered by faculty members and sometimes by other people in the community. You might like to, or might be asked to help with an activity. Older students offer special events for elementary students sometimes, such as Movie Night or Kids Camp. These are fundraisers for the older students and are a fun time for those who attend.

Sports Day

There is an annual Elementary Sports Day on a Saturday in mid May. Students are divided up between the white team, the black team and the green team to compete in various events and games. Teachers act as supervisor or judges on the day.

Secondary School

Homeroom

HIS offers a homeroom curricular program at each secondary grade level. The homeroom period is a 20-minute block of time scheduled between the first and second subject periods of the day, meeting on Mondays, Thursdays, and Fridays. Homeroom advising teachers use the time to share or pass out information and to teach units that specifically address the HIS Learning Expectations (HUSKIES). Units might include a focus on character building, organization, or college/university preparation. Homerooms also become the main social focus for the various grades and are most often the place where grade-level peers eat lunch together. These groups also join in collaborating together on fundraising projects and class trip planning (see Secondary Grade Level Trips). Your homeroom advisor is also your academic advisor. Go to him or her when you have questions about your academic progress and for university counseling.

Homeroom Teachers for 2020-2021

Grade	Advisor	Contact	Room
12	Jared Pangier	jpangier@his.ac.jp	Rm 302
11	David Piazza	dpiazza@his.ac.jp	Rm 305
10	Seth Beatty	sbeatty@his.ac.jp	Art Room
9	Laura Harmon	lharmon@his.ac.jp	Rm 304
8	Nick Fazio	nfazio@his.ac.jp	Rm 201
7	Gergana Marinova	gmarinova@his.ac.jp	Rm 301
6	Daniel Stern	dstern@his.ac.jp	Rm 303

High School Graduation & Enrollment Requirements:

Course Selection and Enrollment

For current HIS students, the course selection and enrollment process begins in April for the following school year. Students will have the opportunity to change their enrollment status in HIS courses or online classes only during the first six instructional days of school. After that, enrollment status can only be changed by the administration, and only for special circumstances.

Course selection should be made with a balanced consideration of student interest, graduation requirements, and the long-term best interest of the student. The question “what is best for the student” is answered in consultation with the administration, subject specialist teachers, and the college counselor.

Important:

**Enrollment in HIS classes and online classes are subject to approval by the principal.
Providing graduation requirements are being met, exceptions are sometimes made to enrollment expectations for academic reasons - particularly for senior students acquiring field-specific credits Please speak to the principal for details.

Enrollment Requirements

Students must enroll in a minimum of eight courses in both semesters of their freshman and sophomore years, and a minimum of seven courses for both semesters of their junior and senior years. One exception to this requirement is a student taking three or more Advanced Placement classes may enroll in six courses.

Course	Enrollment Requirement
Literature and Composition	<i>each semester</i>
History / Social Studies	
Mathematics	<i>each semester as freshman and sophomore two semesters as junior or senior</i>
Science	
Second Language	
Physical Education (PE) PE or Outdoor Education	<i>at least two semesters as freshman or sophomore at least two semesters as junior or senior</i>
Fine Arts	

** English Language Learners are enrolled in the ELL course every semester until exiting. After exiting, the Second Language enrollment requirement begins.*

Graduation Requirements / Recommended Academic Credits for University-bound Students

Hokkaido International School recommends that students engage in a challenging and rigorous academic program in preparation for advanced studies. Students should aim to take Honors and Advanced Placement courses, and the following course load is recommended. This includes 2-5 credits of AP coursework.

Course	Minimum Graduation Credits	Recommended Credits (University)
Literature and Composition *	4	4
History/Social Studies	3	4
Mathematics	2	3 or 4
Science	2	3 or 4
A Second Language	2	3
Physical Education (PE) PE or Outdoor Education	2	3
Fine Arts	2	3

+ remaining electives to equal a minimum of **26 credits total**

*** Note:** For students transferring into HIS, the administration will review Literature and Composition credits acquired in languages other than English. If accepted, these credits can be used toward fulfilling the graduation requirements for this category. Students hoping to attend an English-speaking university in North America or Europe, however, should be careful to ensure entrance requirements do not require 4 years of English only Literature and Composition instruction. Students in this category are encouraged to speak to the college counselor or principal early to explore extra credit options.

Further Graduation Requirements

In addition to the above general and subject-specific minimum credit requirements, students must also complete the following:

- 1. Character Development Graduation Portfolio (HUSKIES Project)- Completion of yearly expectations of the**

CDGP is required for graduation.

With the goal of centering our school on our character-based standards (HUSKIES) The Character Development Graduation Portfolio (CDGP) was born. This student-driven project challenges students to grow their character through a reflective process, supported by artifacts from their life—both in and out of school. Each student, through four years of high school, must evidence their character growth through 14 out of the 28 HUSKIES standards. Students call upon real-world experience to substantiate their ongoing development as globally minded citizens intent on positive change.

Teachers in high school will assign CDGP reflections at least once per year or once per semester as a course requirement. This will both provide more opportunities for students to complete the project requirements and also help ensure that the CDGP portfolio remains relevant, authentic and integrated with the school curriculum.

2. Extracurricular Involvement Requirement (8 credits) - *Students should strive to acquire 2 credits per year in grades 9 to 12. EIR credits are accrued through participation in sports teams, clubs and activities, volunteer work, community service activities, special classes or crafts, and many other not-for-profit activities. Completion of yearly EIR credits is required in order to receive a graduation certificate.*

AP Capstone - Seminar (Gr. 11 & 12) -- (1.5 credits)

This is the first AP Capstone course of two, and it will also count as one of the language/literature credits required for graduation. Through this course, students will work collaboratively with a high degree of independence to research their chosen real-world question. They will use Capstone's QUEST framework—an iterative process of research, collaboration, analysis, synthesis, writing, and defending—to build an argument that addresses their world issue. The course is skill-focused and requires dedication to be successful. All students will sign a contract of commitment, which includes among many other things completion of the summer assignment. Students taking this course will develop essential skills for college and life.

AP Capstone - Research (Gr. 11 & 12) -- (1.5 credits)

The second AP Capstone course of two comes with additional expectations and increased autonomy. Like the prerequisite AP Seminar course, AP Capstone will also count as one of the language/literature credits required for graduation. In this course, students will work to identify an area of research interest—a gap in the world that needs to be filled with the student as an expert. One of two AP courses focused heavily on skills, the AP score for Research will be based on a 5,000-word Research Paper with a follow-up presentation and oral defense. Students will use the skills (e.g. source analysis, research, argumentation, media creation, writing and presenting) already learned and practiced in AP Seminar, alongside the QUEST framework details above, to research and present their chosen topic. Not only will this course prepare students for college life, but it will also prepare them for further studies, as it is based upon the process doctoral students go through in researching and presenting their area of specialty.

Study Blocks - Juniors / Seniors

- Juniors and seniors may request one study block in their schedule (a course load of 7 classes per semester).
- Students taking **three or more Advanced Placement courses** are permitted to take two study blocks (a course load of 6 classes per semester).
- Students taking an **AP Capstone course plus one more AP course** are also permitted to take two study blocks

Online Coursework Guidelines - Juniors / Seniors

Under certain circumstances, students in grades 11 and 12 may apply to earn academic credit for online coursework. All online coursework is subject to approval by the principal or head of school before HIS academic credit is granted. For online courses, students must select schools which are accredited by a recognized organization such as WASC, CIS, NEASC, etc. No online courses will be accepted for credit at HIS without meeting this criteria.

- **Maximum online credits allowed:** Only two credits of online coursework (one credit per year) can be applied towards HIS graduation.

- **Online study blocks:** If a student wishes to take online credits from another institution, a scheduled online study block will be permitted.
- **Acceptable credits:** Online course work will not be approved for a subject already available in the school schedule. However, at the discretion of the administration, there can be exceptions to this rule when:
 - a student has transferred to HIS mid-year and an appropriate grade-level course equivalent is not available in the current schedule
 - it is impossible to take a certain core subject due to conflicting credits needed for graduation
 - the course is taken for credit recovery
- **Expectations and deadlines:**
 - Students registering in an online course must abide by the progress deadlines set by their HIS online coursework advisor (usually the principal).
 - Progress will be graded on report cards and an “F” will appear on transcripts for incomplete courses.

Online Class Semester Dates / Course Completion Schedule
<p>1st semester: (June 19 - December 14th)</p> <ul style="list-style-type: none"> - By August 20th: Students are expected to have completed 20% of a full-year (one credit) course before August 20th. If a student is enrolled in a half credit course, 40% of the course should be complete before August 20th - By December 14th: Students expected to have completed half credit classes, or to have completed 50% of full year coursework by December 14th. <p>2nd semester (December 15th - May 12th)</p> <ul style="list-style-type: none"> - By May 12th: All online coursework must be completed.

CREDIT RECOVERY GUIDELINES

Definitions:

- **Credit Recovery** refers to the opportunity for a student to complete work toward specific learning targets for a course in order to obtain a passing grade.
Students who qualify for Credit Recovery (see below guidelines) will be put on a **Credit Recovery Plan**
- **Credit Recovery Plan** refers to a document which includes a summary of study and assessments that need to be completed toward specific learning targets in a failed course to attain a passing grade and associated credit.
- **Course Repeat** refers to a case where:
 1. The student was provided with the opportunity of a course recovery plan but failed to complete the required study and work within the term provided.
 2. The teacher has determined (in consultation with the principal) that the student both failed to meet minimum proficiency in a majority of learning targets *and* (due to the amount of work and study that would be required) would not be able to demonstrate proficiency within the term of a credit recovery plan.

Recording of Revised Course Grade

- **Credit Recovery (Failing Grade):** The grade on the report card for the original course will be amended to the revised grade with a note of “CR” (Credit Recovery) in the comment box.
Students will receive a “D” to replace the previous “F” on the report card and on the cumulative transcript
- **Course Repeat:** Students who must repeat the course will be awarded the grade earned in the repeated course.
Note: The original course will remain on the transcript as well. However the failing grade will be amended to “NC” (for Non-Credit) and removed from the student’s cumulative GPA.

Timeframe for a Credit Recovery Plan

The timeframe for a credit recovery plan will be no longer than 10 weeks.

- **Semester 1:** A credit recovery plan may be initiated by students, in consultation with their teachers, who are failing 3 or more targets during the week before winter break. Work will be assigned to be completed during the holiday. The teacher will assess during the first week back and determine if the student is back on track or needs to continue with a recovery plan.
Students on a credit recovery plan must attend academic coaching and teacher office hours.

The teacher and principal may also require the student to stay for additional supervised after school study if the amount of work requires it.

If the student still fails the course, he or she will have no more than an additional 4 weeks to complete the required work.

2020-21 dates for Semester 1 credit recovery: *December - February*

- **Semester 2:** A credit recovery plan may be initiated by the student (in consultation with their teachers) who is failing 3 or more targets at the end of April). Work will be assigned to be completed no later than one week before the last day of school. The teacher will assess and determine if the student is on track to pass or needs to continue with a recovery plan into the summer break. In the case of recovery plan continuance, the student will have no more than an additional 6 weeks to complete the required work.

The teacher and principal may also strongly recommend summer school to the student and parents in order to help ensure the completion of this work.

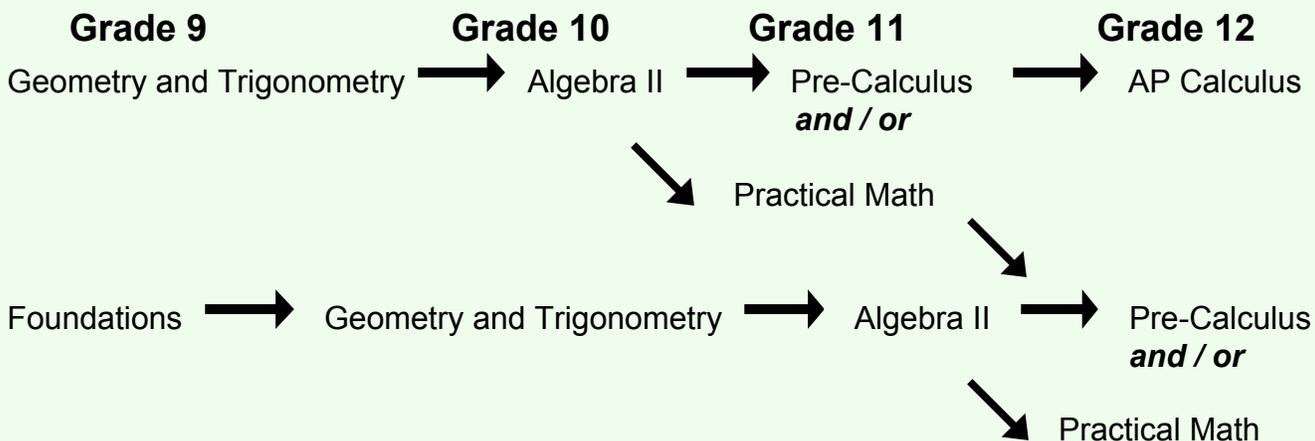
2020-21 dates for Semester 2 credit recovery: *May - July*

Other General Guidelines for Credit Recovery:

- Credit recovery is an opportunity for students to earn an academic credit without repeating an entire course. Students complete additional work or resubmit required work that they have not successfully completed.
- The strategy for credit recovery is individualized and may vary from student to student.
- Credit recovery is available for students enrolled in Grade 9, 10, 11, and 12 courses.
- To be eligible for the credit recovery option after a semester ends, the student must have achieved proficiency (C- or above) in a minimum of 2 out of 7 targets for the course or received an overall “incomplete”. And, the student must have achieved proficiency in at least 1 of the 4 academic targets. Before the semester ends, all students in danger of failing should initiate a credit recovery plan.
- To be eligible for credit recovery the student must have met minimal HIS class attendance requirements.
- Only 1 credit may be recovered through the credit recovery each semester.
- Successful credit recovery results in a failing grade being amended to a “passing D” grade on the final report a transcript. Credit recovery can not be used to improve an already passing grade.
- Upon completion of the credit recovery plan, documentation (Grade Recovery Contract) is submitted to the principal.
- Principal and school records officer amends the course grade if required.

Secondary Course Descriptions 2020-21

High School Mathematics Course Selection Options



(Note, some 10th grade students will be recommended to take Foundations of Algebra based on their performance in Geometry-Trigonometry in 9th grade)

Foundations of High School Math - (9 or 10)

Emphasizes algebraic skill development through solving linear equations, both graphically and analytically. Modelling story problems is a second major component of the course. Other topics such as quadratic modeling and exponential manipulations are covered.

Geometry and Trigonometry - (9 or 10)

Semester 1: Geometry with emphasis on logical thinking through proof development. Angle relationships, perpendicular and parallel lines, congruent and similar polygons make up the bulk of the content.

Semester 2: Trigonometry is the exploration of how the world is modeled using periodic functions. Right triangle relationships and vectors are also developed as tools to solve complex problems.

Algebra II - (10 or 11)

This math course can serve as preparation for college entrance exams such as the SAT, ACT or others as well as prepare you for Precalculus and Calculus. Topics covered include solving and graphing linear, quadratic, polynomial, radical, logarithmic and exponential functions, as well as statistics and probability topics. NOTE: Graphing Calculator is required for this course. Recommended model is TI-84 Plus CE (~¥15,000).

Practical Math (11 or 12)

Thinking between the lines—this class strengthens your critical examination of the world by exploring how math is used to empower an individual as well as manipulate a perspective. Class work also includes strengthening your overall cognitive skills through studying paradoxes, practicing IQ tests, and playing classic card games.

Precalculus (11 or 12)

The goal of Precalculus is to develop a deep understanding and appreciation of the power of mathematics to model the real world. Through working on in-depth problems, the conceptual understanding and the technical skill of the student is honed to the highest level. Problems will be attacked numerically, graphically, algebraically, and verbally. NOTE: Graphing Calculator is required for this course.

AP Calculus (11 or 12)

Calculus is the study of accumulation and rate of change. Our class will study two major concepts of Calculus that were first developed in the late 1600s and have since become essential tools for understanding our world. These concepts, the derivative and the integral, are perhaps most useful in the study of biology, economics, and physics. AP Calculus is equivalent to one semester of college calculus. NOTE: All AP Calculus students take the AP Calculus Exam in early May.

High School Language and Literature

Language Arts - World Literature (Gr. 9 & 10)

Students are expected to develop their critical thinking skills, general literacy, and an appreciation for the world within literature during our study of a selection of world literature. The study of literature also directly relates to the life-skill of understanding humanity through a vicarious experience of the full range of human emotion. We therefore read to also understand ourselves and those around us.

Language Arts - Ancient Literature (Gr. 9 & 10)

This course is skills based to ensure continued development of grammar, vocabulary, writing and reading within the context of Ancient Literature.

**If you choose Honors there will be additional readings, extended writing and an introduction to literary criticism.

Language & Literacy (Gr. 11 & 12)

In this course, engaged and motivated students will further develop their general literacy, critical thinking, and ability

to communicate in English through the English modalities: Listening, Reading, Speaking, Writing, and Thinking. Students will be expected to read a lot, as reading is the pathway to developing all of the other modalities of English. The course will be tailored to student interests and needs from book selection to narrowing writing prompts. Using conferring and MAP exam results for Reading and Language, students will co-manufacture a path of learning to continue to develop themselves into people of sound character, who are also powerful English communicators. The course will provide opportunities to grow narrative, argument and persuasive and reflective information writing skills, as well as the ability to use rhetoric to persuade others through speech. HIS Reads will be an integral part of the course, providing ongoing opportunities to improve critical reading and thinking skills in addition to persuasive writing and speech. The student-centered, integrated approach of the course reinforces learning by helping students to see the relevance in what they do, while also giving them many opportunities to apply learning to their lives.

AP Capstone at HIS (Seminar and Research)

The HIS inquiry-based approach prepares students to be leaders, capable of independent growth. This focus on authentic, mastery learning, spanning early years to graduation, gives students the skill set to be successful in college and the workplace. But academics alone are not sufficient. Our character-enrichment program promotes real-world skills, including showing curiosity and interest in the world; critical reading and writing; the ability to analyze, evaluate, and synthesize information and perspectives; transferring knowledge and skills to real-world situations; working well with diverse individuals; and ongoing reflection. These character standards, paired with our school’s academic mission, bring out the highest degree of achievement for all students. The AP Capstone provides another path to further student achievement by providing our students with the academic skills to pursue learning independently and alongside their collaborative teams. More information on AP Capstone can be found at the College Board website: <https://advancesinap.collegeboard.org/ap-capstone>

AP Capstone - Seminar (Gr. 11 & 12) -- (1.5 credits)

This is the first AP Capstone course of two, and it will also count as one of the language/literature credits required for graduation. Through this course, students will work collaboratively with a high degree of independence to research their chosen real-world question. They will use Capstone’s QUEST framework—an iterative process of research, collaboration, analysis, synthesis, writing, and defending—to build an argument that addresses their world issue. The course is skill-focused and requires dedication to be successful. All students will sign a contract of commitment, which includes among many other things completion of the summer assignment. Students taking this course will develop essential skills for college and life.

AP Capstone - Research (Gr. 11 & 12) -- (1.5 credits)

The second AP Capstone course of two comes with additional expectations and increased autonomy. Like the prerequisite AP Seminar course, AP Capstone will also count as one of the language/literature credits required for graduation. In this course, students will work to identify an area of research interest—a gap in the world that needs to be filled with the student as an expert. One of two AP courses focused heavily on skills, the AP score for Research will be based on a 5,000-word Research Paper with a follow-up presentation and oral defense. Students will use the skills (e.g. source analysis, research, argumentation, media creation, writing and presenting) already learned and practiced in AP Seminar, alongside the QUEST framework detailed above, to research and present their chosen topic. Not only will this course prepare students for college life, but it will also prepare them for further studies, as it is based upon the process doctoral students go through in researching and presenting their area of specialty.

High School Sciences

Yearly Selection Options

Grade 9 Students in 2020-21

2020-21	2021-22	2022-23	2023-24
The Nature of Science	Biology	Chemistry	AP Physics 1
		AP Biology	AP Psychology
		AP Environmental	Biology (if required)

		Science	
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Grade 10 Students in 2020-21:

2020-21	2021-22	2022-23
Chemistry	Biology	AP Biology
	AP Physics 1	AP Environmental Science
	AP Psychology	Chemistry (if required)

Grade 11–12 Students in 2020-21:

2020-21	2021-22
Chemistry	AP Physics 1
AP Biology	AP Psychology
AP Environmental Science	Biology (if required)
AP Computer Science	

The Nature of Science (Grade 9)

Prerequisites: None

Recommended: Algebra 1, Geometry

The Nature of Science will serve as the student's foundation for a complete high school science curriculum. In this course, students must demonstrate their understanding that science is a way of knowing that uses method and process to create evidence-rich explanations. Students will design and conduct scientific investigations, using a variety of methods to address questions about the natural world. Students will encounter scientific writing, and learn the tools of analysis. The Academic Learning Targets for TNoS will be: Experiment, Evidence, Analysis, Properties (including basics of chemistry), Systems (including basics of biology), Motion (including basics of physics), and Connections (habits of mind for science).

Biology (Gr. 10–12)

Prerequisites: TNoS, Algebra 1

Recommended: Algebra 2 concurrent

Biology will build on the skills and knowledge acquired in The Nature of Science, and serves as the prerequisite for AP Biology. In this course, students must demonstrate basic competence with biology laboratory skills. Students will design scientific investigations to explore specific questions of biology, and analyze data to support their conclusions. Students will gain a foundation to prepare them for the challenges of AP Chemistry. The Academic Learning Targets for *Biology* are: *Organisms* (from cells to the whole organism), *Heredity* (genetics), *Evolution*, *Ecosystems*, *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *Biology* if: you like animals or plants, and want to know what they're made of and how they work; you're interested in knowing why and how some people have genetic diseases; you want to explore how different organisms are related to each other through evolution; or you're interested in how humans impact the natural world.

You must take *Biology* at the first opportunity if you plan to take *AP Biology* or *AP Environmental Science*.

AP Physics 1 (Grades 11–12)

Prerequisites: TNoS, Algebra 2, Trigonometry

Recommended: Pre-calculus concurrent

AP Physics is designed to be equivalent to a one-semester college physics course with a focus on motion, forces, and the basics of electrical physics. The Academic Learning Targets for *AP Physics* are: *Properties* (properties and structure of objects and systems), *Forces* (the interactions between objects and how they influence each other), *Conservation* (the conservation laws), *Fields* (electrical and gravitational), *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *AP Physics* if you want to understand the motion of objects. You should definitely take *AP Physics* if you like math and want to challenge yourself to actually apply it! This is a good course to prepare you for college studies in *any* of the sciences or engineering.

Chemistry (Grades 10–12)

Prerequisites: TNoS, Algebra 1

Recommended: Algebra 2 concurrent

Chemistry will build on the skills and knowledge acquired in *The Nature of Science*, and serves as the prerequisite for AP Chemistry. In this course, students must demonstrate basic competence with chemistry laboratory skills. Students will design scientific investigations to explore specific questions of chemistry, and analyze data to support their conclusions. Students will gain a foundation to prepare them for the challenges of AP Chemistry. The Academic Learning Targets for *Chemistry* are: *Elements* (periodic trends and electron configuration), *Structure* (atoms and ions), *Bonds* (chemical bonding), *Reactions* (chemical reactions), *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *Chemistry* if: you like finding patterns in nature; you want to know why foods change when cooked; you want to know how cleaning products work; you want to know why iron rusts; or you want to understand why people use ice to melt snow. We all take advantage of chemistry in our daily life, and learning about it will give you a better understanding of the world around you.

You must take *Chemistry* at the first opportunity if you plan to take *AP Chemistry*.

AP Biology (Grades 11–12)

Prerequisites: Biology, Algebra 2

Recommended: Chemistry concurrent

AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The AP Biology exam has been redesigned with a greater emphasis on scientific thinking and analytical skills. AP Biology will focus on 4 Big Ideas: **Big Idea 1:** Evolution – the process of evolution drives the diversity and unity of life; **Big Idea 2:** Cellular Processes (Energy and Communication) – Biological systems utilize free energy and molecular building blocks to grow; **Big Idea 3:** Genetics and Information Transfer – living systems store, retrieve, transmit, and respond to information essential to life processes; **Big Idea 4:** Interactions – Biological systems interact and these systems and their interactions possess complex properties. The Academic Learning Targets for *AP Biology* are: *Energy* (Big Idea 2), *Ecology* (Big Idea 4), *Information* (Big Idea 3), *Evolution* (Big Idea 1), *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *AP Biology* if you want to learn more in depth about how energy flows through organisms and ecosystems. This is a good course to prepare you for college studies in life and environmental sciences, chemistry, engineering, medicine, psychology, anthropology, and even subjects like geography, law, business, and economics!

AP Environmental Science (Gr. 11/12)

Prerequisites: Biology or another AP Science

Recommended: Algebra 2

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The Academic Learning Targets for *AP Environmental Science* are: *Resources*, *Energy*, *Earth*, *Change*, *Practices* (skills used in science), and *Connections* (habits of mind for science).

You should take *AP Environmental Science* if you want to explore how all life and human civilization affect each other, and if you're interested in developing ways humans can reduce their impact on the environment. This is a good course to prepare you for college studies in the earth sciences and ecology, but also for fields such as law, business, engineering, public planning, or government.

AP Chemistry (Grades 11–12)

Prerequisites: Chemistry, Algebra 2

Recommended: Pre-calculus concurrent

AP Chemistry is designed to be equivalent to a college level general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, reactions, and descriptive chemistry. Students will demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, thermodynamics, and descriptive chemistry. The Academic Learning Targets for AP Chemistry are: Bonds, Rearrangement, Thermodynamics, Reactions, Practices (skills used in science), and Connections (habits of mind for science).

You should take *AP Chemistry* if you really haven't gotten enough about electron orbitals, bonding, and chemical reactions! This is a very good course to prepare you for college studies in *any* of the sciences, engineering, and even in subjects like business, law, and economics!

AP Computer Science A

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

This course is administered through a combination of online and on site instruction.

¥8,000 course fee

AP Psychology (Gr 11-12)

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

High School Social Studies

Social Studies - Modern World History * (Gr. 9/10)

Modern World History picks up where Ancient Civilizations left off, providing a survey of history that provides a foundation for 11th and 12th grade history courses. We explore world history from the rebirth of Europe in 1450 CE to the present day, studying the growth of empires in the modern era, the economic and political revolutions of the 18th and 19th centuries, the rise of imperialism, the two world wars, the Cold War, and the post-Cold War era. Because there is so much historical content that could be covered in this course, students will be asked to focus on large historical trends, using the study of specific times and places as illustrative examples of these trends. This class will have a heavy focus on building skills that will have meaning for students beyond the study of history and their high school careers, including critical thinking, argumentation, reading, writing, studying, and organization. The AP World History course option is offered to 10th graders who have received Ancient World history content during their 9th grade year.

*can be taken at teacher discretion at a Developing, Standard, Honors, or AP level.

<https://apstudent.collegeboard.org/apcourse/ap-world-history>

Social Studies - Ancient Civilizations * (Gr. 9/10)

Ancient Civilizations provides the groundwork for the study of Modern World History and 11th and 12th grade history courses. Students will explore key themes of world history, including interaction with the environment, major world religions and cultures, state-building, economic systems, and social structures, from approximately 8000 B.C.E. to the rise of the middle ages in Europe. The AP World History course option is offered to 10th graders who have received Modern World history content during their 9th grade year. Class format is a combination of discussion, document analysis, debate, research, and writing. Students will build their active reading, note-taking, and study skills throughout the year.

*can be taken at teacher discretion at a Developing, Standard, Honors, or AP level.

Social Studies - US History * (Gr. 11-12)

In United States History, students will study the colonial era to the present, learning about the cultural, economic, political, and social developments that played a fundamental role in shaping the country. Students will build upon their historical thinking, analysis, reading, and writing skills that were developed in World History. They will leave the course with an understanding of how U.S. history has affected the globe in general. Class format is a combination of discussion, document analysis, debate, research, and writing. Students will build their active reading, note-taking, and study skills throughout the year.

*can be taken at teacher discretion at a Developing, Standard, Pre-AP, or AP level.

AP participants will prepare for the AP United States History exam in May:

<https://apstudent.collegeboard.org/apcourse/ap-united-states-history/course-details>

AP Comparative Government and Politics (Gr 10-12)

AP Comparative Government and Politics uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

AP Human Geography (Gr 11-12)

This course explores the global geographic landscape from a human perspective-- examining the way that human economic systems, cultures, and governments impact and shape environments around the globe and vice-versa. Students will learn about the methods and tools that geographers use to understand the world while examining case studies and current issues to elucidate key concepts in human geography. Students will build reading, research, writing, and presentation skills, culminating in the AP Human Geography exam in May. Given the AP expectations of the course, students must show the ability to keep up with coursework through their performance in previous history courses in order to be approved for this class.

<https://apcentral.collegeboard.org/courses/ap-human-geography/course>

High School Electives

Publications (HS)

The Publications Media & Film course focuses on teaching the basic skills in online, and video media (*page design, photography, film, and video editing*) to create several publications for the local HIS community. These publications will take the form of the HIS Yearbook, a student led website (*The Husky Pulse*), a video newscast (*The HIS Newscast*), and student original short films (SOF). Take advantage of several leadership opportunities and the collaborative environment this class has to offer while documenting the lasting memories of HIS.

Choir (Secondary)

Students will sing and perform traditional choral music, focusing on singing technique and expression. By taking this class you will learn to sing healthily with a sensitivity to the classical sound. Although this class is performance based, students will also learn basic music theory. It's a rigorous class with high expectations in participation.

AP Music Theory (9-12)

Prerequisite:

Students should have some instrumental or choral experiences for at least 2 years.

Students should have completed Theory Book 3 in any HIS secondary music courses or who possess an equivalent ability may take the AP music theory course.

If you are interested, please consult an AP music teacher before you sign up.

AP Music Theory is a college level course and students will learn melody, rhythm, harmony, phrase structure, form, musical analysis, texture, elementary composition, and, to some extent, history and style. While the main emphasis is placed on music of the Common Practice Period, music of other stylistic periods is also studied.

Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are very important in this course. The student's ability to read and write musical notation is fundamental to such a course. It is an intense study of the structures and function of music. Students are expected to be self-motivated and submit all assignments and homeworks on time. At the end of the course each student will take the Advanced Placement Examination which may count for college credit.

Beginner Band (Secondary)

Capacity of class: Maximum 18 students

Requirement: Students must be committed to practice at home at least 30 minutes a day.
Please also check that you are allowed to make loud sounds at home.

Beginner students learn basic skills of the saxophone, trumpet and trombone playing. After the students are successful in this course, they may proceed to join the Advanced Band Course. If you wish to rent a school instrument, a rental fee is necessary. The fee is to help defray the cost of repairing and replacing instruments.

Advanced Band (Secondary)

Capacity of class: Maximum 18 students

Requirement: Students must be committed to practice at home at least 30 minutes a day.
Please also check that you are allowed to make loud sounds at home.

Students who wish to take this course should have at least one year of experience playing a jazz instrument. We need players for 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 5 trumpets, 5 trombones, 1 bass guitar, 1 electric guitar and 1 drum set. Auditions will be held if there are too many students interested in a particular instrument. As we have a very limited amount of school instruments, students may be asked to purchase their own instrument. If you wish to rent a school instrument, a rental fee is necessary. The fee is to help defray the cost of repairing and replacing instruments.

Keyboard (HS)

Capacity of class: Maximum 8 students

Prerequisite: Students should have either acoustic piano or electric piano with 88 keys at home for their practice.

Learning a keyboard will give you strong fundamentals for any music learning. The goal of this course is that students will be able to play a few music pieces for their pleasure. We will teach beginners and intermediate leveled keyboard or piano students. We will have a mini recital concert in a professional hall in May or June. If you are going to choose music as a future career or are interested in taking AP music theory, you are strongly recommended to take this course as well. Students will be asked to practice at home almost everyday.

HS Music Appreciation

Learners will explore music from various styles, cultures, and historical periods to gain a deeper understanding and appreciation for all types of music. The objectives of this module are to introduce learners to music literacy and musical elements such as melody, rhythm, harmony, form, and texture. The outcomes of the module enable the learners to increase listening comprehension and appreciation towards different types of music and its functions and purposes. Throughout the module, learners will be able to apply their understanding through music composition and make connections to music for stage and screen, music for public entertainment, music as identity, and music as media by integrating music technology.

Music Literacy, Musical Elements, and Music Composition

- Examine musical concepts and elements such as melody, rhythm, dynamics, scales, harmony, form, and texture pertinent to music literacy and analysis.
- Analyse different musical works and apply the concepts and terminology in music composition.
- Develop music composition skills and creativity in different styles of music writing in various aspects of songwriting, arranging, and composing for contemporary genres such as pop, rock, jazz, film and TV, video game scoring and more.

Styles, Cultures, and Historical Periods

- Identify composers and titles of important works as they relate to musical periods.
- Demonstrate listening skills by defining the instruments, composition techniques and styles of composers and different historical periods.
- Explore the culture of world music genres such as African music, Indonesian music, Eastern oriented music and more.
- Examine the cultures and their people, history, and contributions to popular music.
- To perform famous musical works in concerts and musical events.

Music Technology

- Introduces the fundamentals of music technology geared to the needs of today's music production tools such as music recording software and digital audio workstation.
- Use a wide array of music production tools available for the iPad to create music and enhance collaborative skills through projects.
- Sound design for film, animation, and video games. Explore foley creation and sound effect libraries as well as to create new and original sounds and effects.
- Learn to do basic live sound balancing, mixing, and audio enhancing of recordings or live shows.

Visual Art (9-12)

This course focuses on the artist as a problem solver by using a variety of 2-D and 3-D materials to find the solutions. Students will consider various artistic issues relating to the principles of design and the elements of art through an artistic investigation process that starts with the artist journal and works towards a more formal art piece. Students will also be asked to investigate into the lives and styles of classic and contemporary artists and how they used visual art to create social commentary. The course will give students an opportunity to build competence in basic design techniques and technical skills in various materials to create their own authentic ideas. The course is suitable for all levels of experience.

AP Studio Art (11-12)

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. Students will create their own individual learning path with regards to *their* artistic interest. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the program. The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The portfolios share a basic two-part structure, which requires the student to show a high level of competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of artistic investigation and process of discovery through the *Sustained Investigation* (Section 1). The *Selected Works* (Section 2) permits the student to choose the works that showcase the student's best works. This is a rigorous two year course that requires students to spend considerable time outside class working on art. However, the course is possible to be completed in one year if the student has a strong portfolio demonstrating a strong competency in technical skills. AP Studio Art will challenge you in the way that college level art does. It's a rigorous but rewarding journey!

Below are the portfolio requirements for AP Studio Art.

Sustained Investigation – Section 1

15 digital images; some may be details or process images | 60% of portfolio score

Students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision:

- A minimum of **15 digital images** that include works of art and design and process documentation.
- **Typed responses** to prompts, providing information about the questions that guided their investigation and how they practiced, experimented, and revised, guided by their questions.

Selected Works – Section 2

5 actual works | 40% of portfolio score

Students will submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas:

- **5 physical works** or high-quality reproductions of physical works with **written responses** on paper identifying the materials, processes, and ideas used.
- Works may come from the Sustained Investigation section, but they do not have to.

Discover Design (9 - 12)

(A two-year course / One credit each year)

This course is an introductory course to a variety of creative fields such as Architecture, Urban Planning, Landscape Architecture, Industrial Design, and Interior Design. The course aims to expose students to:

- *History of design*
- *Design process*
- *Application of computer technology*

“*History of design*” will give students important background information and will build their knowledge and understanding of the creative fields. Historical time periods and studies of famous architects, designers and artists could potentially include, but not limited to: Roman Architecture, Greek Architecture, Byzantine Architecture, Islamic Art and Architecture, Renaissance Architecture, Modern American and European Architecture, Bauhaus Architecture, Japanese Architecture. The list of studied architects and designers could start with names such as Le Corbusier, Mies van der Rohe, Walter Gropius, Frank Gehry, Tadao Ando, Richard Meier, Norman Foster, Isamu Noguchi, and Zaha Hadid to mention a few.

“*Design process*” is a creative problem-solving process that begins with a specific human need and results in a product or solution that addresses that need. During the course, students will develop their own design projects based on specific design programs and requirements. The design process incorporates a large variety of skills and techniques such as hand sketching, perspective sketches, and studies, site-specific research. Hand sketching and scaled drawings, commonly known as “drafting”, is the set of skills that allows the designer to communicate ideas and design solutions to others through visual media. Visualization of design can take many forms from hand sketches to computer graphics.

“*Application of computer technology*” The rapid growth of technology has led to increased integration of drafting and design in many trades and technology-related occupations. Students will be introduced to professional software such as Autocad, Photoshop, Indesign and the 3D modeling software Sketchup.

HS Physical Education

The objectives of the high school Physical Education program is to expose students to a wide variety of team and individual sports and lifetime and leisure experiences. The program is designed to provide all students with opportunities for mental, physical and social growth and development through physical activities

Outdoor Pursuits (Gr. 9/10)

This course is a great introduction to an active lifestyle and Hokkaido nature. Whether you are a beginner or experienced, the course will be challenging and enriching. The course includes projects and outdoor trips based on the tenets of experiential education. Excursion fee* and lab component** required.

Outdoor Pursuits Signature Lab dates for 2020-2021:TBA

Outdoor Leadership (Gr. 11/12)

The soft skills of leadership, invaluable for university and life beyond HIS. The hard skills of outdoor adventure, crucial for challenging yourself beyond what you thought was possible and for enjoying the true Hokkaido. This is what the Outdoor Leadership course offers. Make the most of your HIS experience and take advantage of the enriching leadership opportunities and rewarding outdoor adventures this course gives you (*Excursion fee* and Lab Component** required*).

***Excursion Fee for Outdoor Courses**

An excursion fee is necessary for both the Outdoor Pursuits and the Outdoor Leadership courses. The need for an additional fee is to help defray the cost of hiring professional guides and the rental of technical equipment. Excursion fee is ¥5000 per semester.

****Lab Component for Outdoor Courses**

Both the Leadership course and Pursuits course have a trip requirement. Students are required to spend a minimum of 5 days each semester on weekend excursions. For each course, there are 3 required *signature* labs.

Outdoor Leadership Signature Lab dates for 2020-2021: TBA

Beginner Japanese (Intro. - Mid Intermediate)

This is a multi-leveled class in which students are placed in one of four leveled-groups according to their proficiency levels. Due to the unique setting of the class, self-discipline is required of each student in order for the class to function and for students to make steady progress efficiently. Students practice to improve all four language skills; reading, writing, speaking, and listening in communicative formats.

Advanced Japanese (High Intermediate - distinguished)

This class helps students to enhance the four academic language skills; listening, reading, writing and speaking in Japanese language. Students will be studying and be assessed around 600 kanji a year according to their proficiency level. (Japanese Language Proficiency Test N1~N3 level) The class will also cover the social studies area for a better understanding of the background of the language.

To promote literacy both in printed and in digital form, HIS has been participating in the Sakura Medal Book Trailer competition which is organized by the Association of Japanese Language Teachers of International Schools in Japan.

Spanish

The students study Spanish with a section of language input, this gives students opportunities to comprehend new language before producing it. The students visualize presentation of vocabulary in context and reading providing a wide range of comprehensible input of new language.

The students need extensive practice in using their new language to create and convey their own messages. New vocabulary and grammar are first practiced in skill-getting activities that provide concrete practice. This basic practice helps to develop accuracy in using the language and prepares students to transition into more communication tasks. Vocabulary-grammar-culture are rooted in a context and used meaningfully. Students engage in communicative tasks that are relevant to their lives. Students work with reading, photography, and art that are authentic to the Spanish speaking world. As well as making projects to enrich their strategies of learning.

HS English Language Learning (ELL)

Enrollment in this course is determined by the results of the ELL intake test and interviews given to all applicants to HIS. The course is designed to support students at various levels in building skills in English reading, writing, listening, and speaking. We use a communicative approach to language learning and encourage students to draw on their knowledge of other languages to support their growth in English.

Note On Honors and Standard Options in Classes

The difference between an Honors and Standard within classes is the amount of work a student is expected to complete and the depth of understanding they are expected to gain. This could mean the amount of reading, working

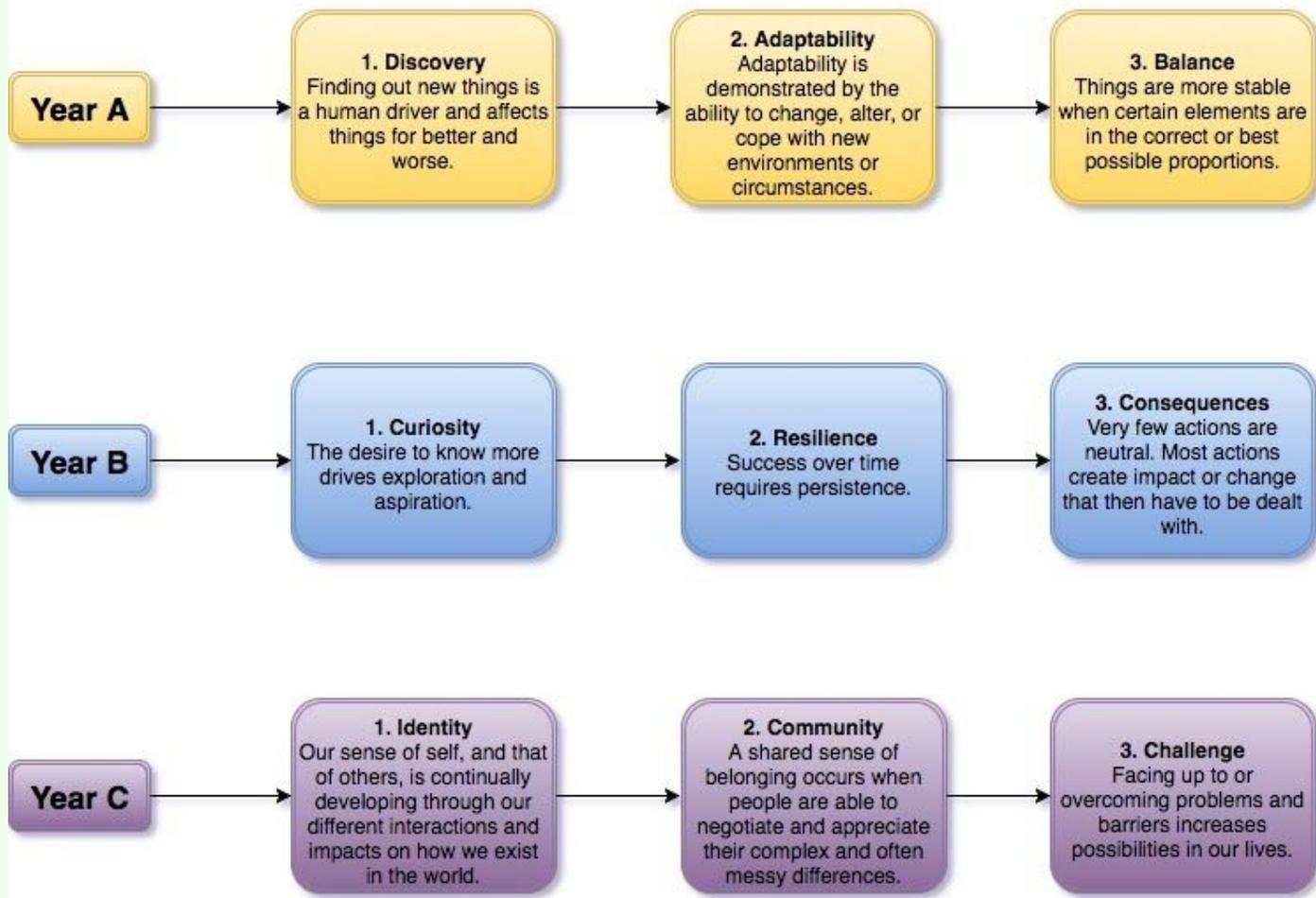
on class projects or presentations outside of class. It could also involve the level of difficulty of the reading material or the amount of pages written or vocabulary words given. The overall intention of an Honors option in the class is to provide preparation for college level work, whether it's an upper level or AP class. The interest in the subject matter is usually the deciding factor as it's the interest that will motivate a student to want to learn more than the basic overview a Standard class would provide.

Middle School Courses

The IMYC is a challenging, engaging, internationally-minded, and concept-focused curriculum designed specifically for the unique learning needs of 11-14 year olds. At HIS, we used a blend of the IMYC, outdoors education, and the workshop approach. As such, science and social studies are the subjects that will utilize the IMYC the most, with the other subjects of Language Arts, Art, Performing Arts, P.E. and Second Languages providing overlap through the unit Big Ideas listed below by year. The program's central "Big Ideas" provide connection points between subjects, which helps students transition from elementary to middle school. To provide further transitional support, Grade 6 has been split off into its own class for Language Arts, Social Studies, and Science to allow additional guidance. Each unit focuses on a big idea, an idea that has value throughout a person's lifetime. In order to connect to the big idea beyond the classroom, students will be engaged in ongoing discussion and reflection, as well as three to four day-long learning trips, planned to provide experiential learning with opportunities to connect further to the unit's big ideas. As one of HIS's pillars is to provide meaningful experiences in the outdoors of Hokkaido, the learning trips will most certainly involve activities outdoors. Students will further deepen their understanding of the big ideas through two "exit point" projects: The MS Science Fair and a practice HIS Reads in front of high school students. These semester "exit point" projects are a time for community celebration of student learning.

In 2020-21, we will be moving into "**Year C**".

The IMYC 3-year Big Idea Rotation



Language Arts (MS Gr 6 & 7-8)

In addition to promoting growth through the IMYC Big Ideas listed above, students will develop their language skills through ongoing studies of literature, vocabulary, grammar & mechanics, and oration. All skills will be integrated throughout the year, allowing students to move through the cognitive stages of learning as they enhance their ability within the five modalities of English: Listening, Reading, Speaking, Writing, and Thinking. The course will be centered on individual student needs, providing room for students to select texts and paths of study based on their needs. The MAP Exam results paired with one-on-one conferring will be used in determining each student's learning path. Throughout the year, students will be expected to read a lot (about 1 book every 1 to 2 weeks), as reading serves as the foundation for the other English modalities. This reading-heavy, student-centered, and integrated approach reinforces learning, helping students to see the relevance in what they do, while also giving them many opportunities to apply learning to their lives.

Social Studies (MS Gr 6 & 7-8)

In addition to promoting growth through quarterly IMYC Big Ideas, listed above, students will develop their knowledge, skills, and values essential to understand world history. The course takes global perspective and covers a multitude of historical eras and current events. Student investigations are in the areas of civics, economics, geography, and history.

Science (MS Gr 6 & 7-8)

In Middle School Science, students learn about the animate and inanimate world around them. They will investigate the world and extend their knowledge, improve their skills and develop their understanding of the world through the specific disciplines of Biology (Life Science), Chemistry and Physics (Physical Sciences), together with the Science of the Earth and Solar System.

Math (MS 6 - 8)

Middle School at HIS utilizes the Singapore Math curriculum to provide challenging and engaging math instruction and practice. The Singapore Math program encourages students to use concrete manipulatives and visual strategies to assist in understanding abstract math concepts.

***Math 6** - Topics: Positive numbers / squares and cubes, negative absolute value, multiplying/dividing fractions and decimals, ratios equivalents, rates / unit rates, percent / part as whole, algebraic expression, equations / inequalities, coordinate plane, areas of polygon shapes and figures, circumference / area of a circle, surface area / volume of solids, statistics and mean/median/mode*

***Math 7** - Topics: real number systems, rational numbers, algebraic expressions and equations, direct and inverse proportion, geometric angles and lines, geometric construction of 2-D shapes, surface area and volume of 3-D shapes, and probability.*

***Math 8** - Topics: exponent, linear equation, graphing linear equations, functions, Pythagorean theorem, geometric transformation, congruence and similarity, statistics, probability*

Art (MS 6 - 8)

In Art students learn about visual and tactile expression and communication.

Students learn about:

- Expressing ideas, emotions, observations and experiences in images
- Developing creativity and imagination
- Using the elements of art and the principles of design
- Using materials and processes
- Understanding, appreciating, respecting and enjoying other people's visual expressions
- The work of artists, craftspeople and designers from different cultures, including those represented in the countries studied
- The functions and impact of the visual arts in people's lives now and in the past

MS Design (MS 6 - 8)

MS Design course is an introductory course to some of the major historical time periods in art, architecture and design. The course will include, but will not be limited, to the following areas of study: Art of Ancient Egypt, Greek Art and Architecture, Roman Art and Architecture, The Art of India, China and Japan, Early Christian, Byzantine, and Islamic Art, Early Medieval and Romanesque Art, Gothic Art and Architecture, The Italian Renaissance. Each time period will be analyzed, researched and finally artistically represented by a variety of 2D and 3D art projects.

MS Music Appreciation

Learners will explore music from various styles, cultures, and historical periods. Students will be introduced to music literacy and musical elements such as melody, rhythm, harmony, form, and texture while increasing listening comprehension and appreciation towards different types of music.

As well, participants will learn to apply their understanding through music composition and make connections to music for stage and screen and music for public entertainment by integrating music technology.

Students will explore music technology for the iPad to create music and sound design for animation, cartoons, and video games.

Choir (Secondary)

Students will sing and perform various genres of music such as traditional choral, jazz, pop, musical and world music. Although this class is heavily performance based, students will learn Vocal Anatomy and Health along with basic music theory. There are a lot of leadership opportunities and it's a rigorous class with high expectations in participation.

Beginner Band (Secondary)

Capacity of class: Maximum 18 students

Requirement: Students must be committed to practice at home at least 30 minutes a day.
Please also check that you are allowed to make loud sounds at home.

Beginner students learn basic skills of the saxophone, trumpet and trombone playing. After the students are successful in this course, they may proceed to join the Advanced Band Course. If you wish to rent a school instrument, a rental fee is necessary. The fee is to help defray the cost of repairing and replacing instruments.

Advanced Band (Secondary)

Capacity of class: Maximum 18 students

Requirement: Students must be committed to practice at home at least 30 minutes a day.
Please also check that you are allowed to make loud sounds at home.

Students who wish to take this course should have at least one year of experience playing a jazz instrument. We need players for 2 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 5 trumpets, 5 trombones, 1 bass guitar, 1 electric guitar and 1 drum set. Auditions will be held if there are too many students interested in a particular instrument. As we have a very limited amount of school instruments, students may be asked to purchase their own instrument. If you wish to rent a school instrument, a rental fee is necessary. The fee is to help defray the cost of repairing and replacing instruments.

Physical Education (MS 6-8)

The middle school students will participate in drills and games during class. Fitness is taught throughout the year and building an aerobic base is one of the main goals for the middle school students. The students will learn all the essentials to play sports, such as but not limited to, skills, fitness, decision-making, teamwork and ethics. Games and fun activities are used to help the students learn the above essentials.

MS Advanced Japanese

This class helps students to enhance the skills to communicate effectively in Japanese language. Enriching vocabulary is the major focus of the course while the mechanics is disciplined only in formal writing practices. The class will cover the social studies area for better understanding of the background of the language. Tasks and assessments are differentiated according to the proficiency level.

MS Intro. - Beginner Japanese

This is a multi-leveled class in which students work on different textbooks and units according to their own proficiency levels. Due to the unique setting of the class, self-discipline is required of each student in order for the class to function and for students to make steady progress efficiently. Students practice to improve all four language skills; reading, writing, speaking, and listening in communicative formats.

MS Spanish

The students study Spanish with a section of language input, this gives students opportunities to comprehend new language before producing it. The students visualize presentation of vocabulary in context and reading providing a wide range of comprehensible input of new language.

The students need extensive practice in using their new language to create and convey their own messages. New vocabulary and grammar are first practiced in skill-getting activities that provide concrete practice. This basic practice helps to develop accuracy in using the language and prepares students to transition into more communication tasks. Vocabulary-grammar-culture are rooted in a context and used meaningfully. Students engage in communicative tasks that are relevant to their lives. Students work with reading, photography, and art that are authentic to the Spanish speaking world. As well as making projects to enrich their strategies of learning.

MS English Language Learning (ELL)

Enrollment in this course is determined by the results of the ELL intake test and interview given to all applicants to HIS. The course is designed to support students at various levels of English proficiency with a focus on reading comprehension. A communicative approach to language learning encourages students to draw on their own

experiences and on knowledge of other languages to support their English development. The course also reinforces vocabulary and genres relevant to core MS courses as informed by the IMYC units of study.

NOTE ON HONORS AND STANDARD OPTIONS IN CLASSES

The difference between an Honors and Standard within classes is the amount of work a student is expected to complete and the depth of understanding they are expected to gain. This could mean the amount of reading, working on class projects or presentations outside of class. It could also involve the level of difficulty of the reading material or the amount of pages written or vocabulary words given. The overall intention of an Honors option in the class is to provide preparation for the highest degree of challenge. The interest in the subject matter is usually the deciding factor as it's the interest that will motivate a student to want to learn more than the basic overview a Standard class would provide.

Academic and School Policies & Procedures

Assessment Policy

The school will maintain mastery learning and standards-based assessment approach. (from the Executive Board's Strategic Policies document)

Purpose and Philosophy of Assessment

The Assessment Policy provides an overarching approach to curriculum design, delivery and support. Assessment provides teachers, students, and administration with information and insights to improve teaching effectiveness and learning quality. Through assessment, educators gather, record, evaluate and report information about student performance and progress toward existing targets. The goal of this approach is to provide the teacher, student, and parent with an accurate picture of the student's learning and to encourage a conversation about how the student can master the material for the class.

Two Types of Assessment

Formative assessment gathers information about the knowledge and skills that we want students to learn and is used to adjust instruction to meet student needs (formative).

Summative assessment relates to judgments of merit or worth based on achievement toward a target and is used in reporting (summative).

Principles of Assessment

- All assessment will fall under the umbrella of the school-wide learning outcomes - the HUSKIES, which are both academic and character standards.
- Assessment will also include subject- and section-specific standards.
- Assessment should improve teaching and learning.
- Assessment results should be used regularly to inform teaching and learning.
- Assessment should be aligned with curriculum and with established agreed-upon standards.
- Assessment should include a wide range of strategies and activities to provide an opportunity for all students to demonstrate their knowledge, skills and understandings.
- Assessment practices should be consistent within departments, and between departments where appropriate.
- Students should have clear criteria for success on all assessment tasks.
- Students should have access to assessment results.
- Students should have the opportunity to reassess their achievement of the target with the goal of striving for mastery.
- Assessment should be an ongoing process driven by results data.
- Assessment should determine what students have learned in order to plan further instruction.

Procedures of Assessment Report Cards

advanced		proficient	insufficient	
A	B	C	D	F
exemplary achievement of target	substantial achievement of target	minimal achievement target	does not meet target	well below target

Targets & Grading

Each secondary course is assessed on 4 academic targets, 2 behavior targets, and 1 commitment target.

The **academic targets** represent what students are required to achieve proficiency in to pass a course. The language and content of academic targets are informed by approved curriculum standards for the course (for example Common Core)

The **character targets** are chosen by the teacher from the 28 HUSKIES standards of HIS. Note these targets are often academic in nature as well.

The **commitment target** is common to all courses (see below)

Semester Grade Calculation

At the end of the semester, each of the seven targets contribute (weighted equally) to a single semester grade for the course. Students must obtain a proficient or better grade in at least four of the targets to obtain a passing grade (A, B, C, or D) for the semester.

Revision is a key component of Target-based grading. Students have the opportunity to revise or retake assessments until they show proficiency in a target, within reason and when feasible. Revision is allowed to take place after the semester's end with consent of the instructor and the Principal through the process of a *Course Extension Contract*.

Commitment Target:

"Demonstrate dedication and commitment by meeting deadlines and coming to class prepared and on time"

The commitment target is common to all courses and is based upon students meeting deadlines, coming to class on time, and coming to class prepared with all of their materials.

The Commitment target is worth 14% (1/7) of the final grade.

HIS Secondary Grading Scale (for transcripts)

Letter	Grade Point	Description
A	4.0	Excellent
A-	3.7	
B+	3.4	
B	3.0	Good
B-	2.7	
C+	2.4	
C	2.0	Satisfactory
C-	1.7	

D+	1.4	
D	1.0	Needs Improvement
D-	0.7	
F	0	Failing

Residency Requirement

Hokkaido International School believes that to earn an HIS diploma, a student should have experienced life at HIS. Consequently, students must attend HIS for at least two semesters in order to be eligible for an HIS diploma.

Early Graduation Stance

Hokkaido International School believes that High School is a four-year experience and that students should exceed minimum graduation requirements. In exceptional cases, the Head of School may grant permission for early graduation.

Transcript

The HIS transcript is the official document that contains all the coursework a student has taken during grades 9-12. Along with each course, the grade earned and the credit received are listed. Transcripts also include the cumulative GPA, which is the average grade point of all classes (HIS does not weight grades). Attendance information is also on the transcript.

Note: Coursework and grades obtained online will be included on the HIS transcript. However, HIS must receive official documentation from the institution providing the course.

Extracurricular Involvement Requirement (EIR)

HIS encourages student involvement in activities outside of the academic realm. Participation in HIS sports teams, sports teams outside of HIS, clubs and activities, volunteer work, community service activities, special classes or crafts, and other not-for-profit activities for students can qualify as EIR credits. Students must accrue eight approved credits prior to graduating. Students should strive to earn two credits per year. If a student earns more, the extra credit is not carried forward.

Enrollment Requirement - Middle School

Students must enroll in at least eight courses every semester, including each of the following: English, a second language or ELL, history, mathematics, physical education, and science. Over the three years of Middle School, students must enroll in a minimum of two semesters of visual art and two semesters of music.

Academic Achievement Requirement - Middle School

Middle School students are expected to pass all their classes each semester. If a student fails to pass a class for both semesters, or fails to pass two different classes, the student will be considered for retention.

High School Retention Policy

If a student fails more than one semester of coursework, the student is ineligible for moving on to the next grade unless:

- they attend summer school and made up the incomplete portions of the curriculum (assignments etc.) that lead to failure
- they complete an equivalent course(s) online for the course(s) they failed
- they were the “casualty” of extraneous circumstances (prolonged illness, death in the family, etc.) and were—based on their academic track record—passed on to the next grade by a faculty review committee

Reporting

Alma

HIS uses Alma Student Information System for school records, communications, grading, and report card generation. Students and parents have individual access to student records. Families receive access information at the start of

each year.

Report Cards

Secondary School: Each semester students receive a progress report and a cumulative final report at the end of the semester. Semester Reports are the only grades that are permanently stored on Alma and in student files, and are used to generate the student's transcript for college applications. All reports are sent to parents via email and are stored online within the student profile on Alma.

Parent-Teacher-Student Conferences

Parent-Teacher conferences happen in October and February. Teachers or parents may request a conference in order to discuss the academic progress of a student. HIS practices the usage of group conferences so that a well-rounded picture of a student's progress can be given. Students are generally asked to attend conferences so that they can gain greater insight into how they are doing in each of their classes.

Secondary Procedures & Policies

Add/Drop Procedure

Students have one week to make changes in school schedules at the beginning of semester 1. All changes require the permission of the principal and would further require parental consent.

Teacher Office Hours / Academic Coaching

Providing students with the academic support they need is valued at HIS. Secondary students receiving multiple Ds or lower grades are required to: attend Academic Coaching from 3:45–5:00, Tuesdays and Fridays and/or meet with a subject teacher during their scheduled office hours to receive direct support.

Attendance

Students are expected to attend every scheduled class; Exceptions being for special school events, school trips, and family-related absences. Prior to planned absences, students should notify each of their teachers and to make necessary homework arrangements. No course credit will be given if a student's attendance drops below 80% in that course in one semester. To be clear, a student having 10 or more absences in one semester will result in denial of credit for that class. Excused absences are exempt from those "nine days". All other absences including family-related, medical, and extracurricular activities count for those "nine days". Extenuating circumstances (serious illness/death in the family) will be considered. Students risking loss of credit due to the 80% attendance rate policy will be notified through a letter of their circumstance.

Excused/Regular/Unexcused Absence

Excused Absences are class absences due to an HIS curricular event, such as field trips and AP testing. Regular Absences are family-related absences and absences due to non-HIS events*. Students have the right to make up all missed work for an Excused Absence. Teachers will assist students to catch up on missed work for a Regular Absence, where possible. Certain activity and discussion experiences cannot be replicated outside of the class where it was carried out. Unexcused Absence includes truancy and skipping class.

* If a student is representing HIS at any event, the absence is an Excused Absence.

Tardiness

Students who are more than 10 minutes late for a class can be counted as absent at the discretion of the teacher. Tardy students must report to the office to sign in and to pick up a late slip which must be submitted to their course teacher upon arrival at class. Tardy students will not be admitted to class without a late slip.

Closed Campus

HIS is a closed campus, meaning that at no time between 8:30 and 3:30 may a student leave campus unless they have obtained explicit approval of a teacher or the office. In all cases, a student leaving campus must notify the office before they leave.

Off Campus

While off-campus, students of HIS are expected to conduct themselves as worthy ambassadors of HIS to the community at large. Students are asked to practice safety by using traffic lights and sidewalks, and at all times, HIS students should be respectful towards people and their property.

Dress Code

All HIS students are expected to comply with the requirements of this policy.

If, in the judgment of a teacher or the administration, a student's dress is inappropriate, he/she may be asked to change clothing before returning to class.

(1) Minimum Safe Attire. Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school personnel.

(a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.

(b) Shirts and dresses must have fabric covering the trunk of the body in the front and on the sides (under the arms).

(c) Shorts, skirts and dresses must cover upper thighs.

(d) Clothing must cover undergarments (waistbands and straps excluded).

(e) Fabric covering the trunk of the body must be opaque (and cover the midriff)

(f) Hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff.

(g) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.

(h) Specialized courses may require specialized attire, such as sports uniforms or safety gear.

(2) Depictions of violence, criminal activity, alcohol or drugs, pornography, or hate speech are prohibited.

Specifically:

(a) Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.

(b) Clothing may not depict pornography, nudity or sexual acts.

(c) Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.

Enforcement of the above dress code must accommodate clothing worn by students as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities or suffering from special injuries (protective helmets, for example).

Dorm Friends

During your time at HIS you will likely make friends with someone in the dormitory. When you are invited to the dormitory, recognize that it is a home and give it and its residents the respect that you would give to any of your friends and their family members. Also recognize that as a dormitory, there are specific rules that you need to observe:

(1) Make sure that your dorm friend signs you into the building if you are visiting.

(2) Do not go to the floor of residents of the opposite sex.

(3) Leave the building before dinner time (6:00) if you are visiting after school; leave before 9:00 PM if you are visiting after dinner. If you are invited to stay overnight in the dorm, make sure you complete the appropriate form and receive your parent's signed permission. Likewise, if you wish to invite a dorm student to stay at your home, please make sure to complete the necessary forms with signed permission of your parents and the dorm parents.

Food and Beverage

Food and beverages can be consumed freely during non-class times. Teacher's discretion and common sense dictate appropriate use at other times. At no time may food or beverage be consumed in the MPR*, the Library, Computer Room, or the GYM*. * Exceptions for special events. ** The only exception is water or sports drinks.

Tobacco, Alcohol, Drugs

The use or possession of tobacco, alcohol, drugs or related paraphernalia by anyone on campus or at school related

events is absolutely forbidden. Violation of this basic rule at school or during school related activities would bear consequences ranging from student suspension to expulsion from school. Parents will be notified (by HIS personnel) of students using tobacco, alcohol and drugs or related paraphernalia at non-school times or places if found doing so.

Mobile Phones

At no point during the day may a phone be used without permission for texting, phone calls or game-playing. This includes during lunch. If a teacher sees a phone it will be confiscated and given to the principal.

PE Clothing

Students must have a change of clothes to participate in physical education class.

Bus Rider Expectations

1. Stay seated throughout the journey and to always have their seat belts buckled.
2. Sit only in their assigned seat.
3. Always keep their hands to themselves and not touch anyone else.
4. Keep all body parts inside the bus when windows are opened.
5. Speak with a quiet (indoor) voice.
6. Not eat or drink on the bus.
7. Treat others with respect and kindness.
8. Not throw any objects at any time.
9. Listen to the bus driver and follow his directions.

Consequences:

1. If a child's behavior is reported to the office, the Principal or the Head of School, the child will receive a warning. If poor behavior continues, the parents and child will be asked to come in to discuss the behavior and sign a bus behavior contract.
2. If the child breaks this contract, the child's bus riding privileges may be suspended for one week.
3. Persistent misbehavior on the bus could lead to a long-term suspension from riding the bus.

Student Drivers

Students who drive a car to and from school – on school days or for school-sponsored events – must be 18 years old and possess a valid driving license, a copy of which has been given to the main office. Students who wish to drive to school must sign a student driver compliance agreement (available from the school office).

Medication

Following public school practices, HIS no longer provides medications to students. HIS teachers will, however, administer an epipen shot in the event of an emergency.

Assignments and Homework

Assignments and homework fulfills several functions including the introduction, exploration, completion, and reinforcement of subject matter. A student's individual progress and ability to complete school work should be discussed by the parents/guardians and the teacher(s) on a regular basis, and, if it seems necessary, early arrival at, or late dismissal from school can be arranged to provide additional opportunities for students who need extra help.

Secondary Homework Guidelines

Homework will be assigned such that students have up to the following amounts of homework: *Estimated Hours of Homework per Night (Sunday–Thursday)

MS:1.5 hours, Grade 9 & 10: 2.0 hours, Grade 11 & 12 (non AP): 2.5 hours, AP: 3+hours

*This estimate is made for the 'average' non-ELL student at each grade level

+ means weekend and holiday time may be required to complete assignments

Late or Missing Work Policy

This policy has been revised to reflect our belief in standards based, mastery learning.

Please see details above about the "Commitment Target" under "Procedures for Assessment".

Distinctions, Certificates and Awards

Academic Distinction

At the end of each semester, any student who achieves a 3.5 grade point average or above earns Academic Distinction for that semester. A student graduates with Academic Distinction if their overall GPA is 3.5 or higher. A special Academic Distinction seal is embossed onto the student's diploma and a Certificate of Distinction is awarded.

Honors Level Courses

Many courses at HIS give students the opportunity to work on additional challenging material. The focus of honors work is to strengthen a student's higher-level thinking skills of analysis, synthesis, and evaluation.

Advanced Placement Courses

Advanced Placement courses are offered for high school students, permitting them to excel at a high level of academic achievement. College credit can be earned through AP testing and students are able to increase the depth of their knowledge of a subject area and improve their ability to write and synthesize information while giving them a taste of college-level work.

HIS Student Awards

The Sandra Dykhouse Award for Achievement in Mathematics

This award is dedicated to Sandra Dykhouse, an extraordinary math teacher and long-time faculty member. An 11th grade student who makes the most personal progress in math within the last academic year is honored with this award.

JCIS Award for the Promotion of Japanese Culture

JCIS (Japanese Council of International Schools) award recognizes a student's efforts to learn and assist others in understanding and appreciating the culture and the people of Japan.

EARCOS Global Citizenship Award

EARCOS (East Asian Region Council of Overseas Schools) honors an 11th grade student who embraces the qualities of a global citizen. This student has an open mind, is well informed, aware and empathetic, concerned and caring for others encouraging a sense of community and strongly committed to engagement and action to make the world a better place.

Northern Star Award - High School

Recipients of the Northern Star Award are champions of integrity, enthusiasm, and excellence. During their career at HIS, they have made great contributions to the school in the areas of academic leadership, service, extracurricular participation, and fellowship. Through their attitude and accomplishments, awardees have consistently been positive role models to peers and younger students. (Northern Star is reserved for an outstanding graduate)

Husky Award - High School

This award is given to students who most embody the spirit of HIS through their determination to succeed. These students have shown remarkable growth during the past school year, and have garnered the respect and admiration of their classmates, teachers, and the wider community. Husky Award recipients demonstrate exemplary fortitude and adaptability, as well as a desire to learn, grow, and improve.

International Understanding - High School

Students earning this award have demonstrated throughout the year a genuine concern for the promotion of international understanding and cross-cultural harmony, and have worked to foster a wider worldview on their part, and for their peers. These students exemplify the virtues of cooperation, sensitivity, open-mindedness, and friendliness.

Northern Star Award – Middle School

Recipients of the Northern Star Award have integrity and enthusiasm. They actively participate in the activities of the school, they engage in leadership roles, and they strive for academic excellence. (Northern Star is for an outstanding 8th grader.)

Husky Award - Middle School

This award is given to students who most embody the spirit of HIS through their determination to succeed. These students have shown growth during the past school year, and have earned the respect of classmates, teachers, and the wider community. Husky Award recipients consistently demonstrate desire to learn, grow, and improve.

International Understanding - Middle School

Students earning this award have demonstrated throughout the year a genuine concern for their fellow students and humanity as a whole. These students exemplify the virtues of cooperation, sensitivity, open-mindedness, and friendliness.

Outdoor Leadership Certificate

Hokkaido International School offers a unique program to foster leadership skills and outdoor pursuits. High school students have the opportunity to participate in a variety of activities, and receive recognition for their achievements, skills, and learning. There are six criteria to the Outdoor Leadership Certificate. A student completing all six criteria will receive the certificate, an Outdoor Leadership/HIS coin, and have a special Outdoor Leadership seal embossed into their diploma.

The Five Outdoor Leadership Criteria

Leadership Experience For a minimum of 1 year, participate in a form of student leadership. This often takes the form of being elected to the HIS Student Council. Other possibilities include captainship of a sports team or leadership of a club.

Outdoor Education Complete the Outdoor Education courses of Pursuits and Leadership. These curricular courses are offered during the high school years.

Outdoor Involvement Attend a minimum of fifteen outdoor trips during the high-school years. Through these activities, students must demonstrate knowledge and interest in at least five different outdoor pursuits, with at least two being from the winter season. This requirement can be met through participation in school trips (e.g. Takino), AdHOC, other club/class trips, and family trips.

Outdoor Leadership Plan, organize, and lead an outdoor trip through AdHOC (usually an overnight excursion). This requirement is a culminating event to combine the leadership and the outdoor skills one has learned in a real-life opportunity to offer other HIS students an outdoor adventure in Hokkaido.

Senior Reflection Assemble a reflection highlighting one achievement and adventure that had a profound impact on you. The reflection may include an essay, photographs, and/or a digital slideshow. The student in consultation with an adult advisor determines the precise form of the Senior Reflection. A presentation of the reflection is given at the year-end Outdoor Leadership Convocation.

Community Service

HIS believes in the importance of helping in one's community through service work. Students have the opportunity to work as volunteers in the local neighborhood or the larger community. Juniors and Seniors can use Community Service to earn EIR credit.

Extracurricular Activities - Clubs and Organizations

Student Council provides students with critical leadership opportunities and is an important place to get involved in

the school. The council is divided into executive officers and grade-level class presidents and vice-presidents.

Advisor: Mr. Aseltine

Meeting Room: Science Lab

2020-2021 Student Council Members

Position	Officer / Representative
Student Body President	Masayori Sudo Hasegawa
Social Officer	Jirawat Chatlekavanich
Spirit Officer	Tyoma Yu
Sports Officer	Ena Kanai
Service Officer	Sari Hirata
Arts Officer	Kokona Kato
Middle School President	Annabelle Cooke
12th Grade	Haruhito Sakurai
11th Grade	Brian Lu
10th Grade	Sasha Syrkina
9th Grade	Lulu Tobe
8th Grade	Daniel Yu
7th Grade	Mimi Tobe
6th Grade	Yi Shun Kwok

ACT (Community Service) is dedicated to charity and community service activities.

AdHOC promotes outdoor education, as well as environmental awareness and appreciation, with a variety of trips (rafting, snowboarding, sea kayaking, indoor wall climbing, mountain climbing, snow-shoeing, etc.). Advisor – Mr. Dave Piazza

Establishing New Clubs

Students interested in forming a new club may find a faculty advisor, discuss the operations and goals of the club, and get the principal's approval to inaugurate the club.

HIS Team Sports

Fall: MS & HS Girls' Volleyball

Winter: HS Girls' & Boys' Basketball, MS Girls' & Boys' Basketball

Grade Level Trips

9th Grade Class Trip

9th grade class trip is primarily an educational opportunity for students to learn about the host culture of Japan. The trip can take place in locations and learning experiences within the City of Kyoto and the Kinki Region which link directly to aspects of the school's taught curriculum, which pertain to Japanese culture and history. Students will be expected to learn the background of the major sites visited and be prepared to report back to the school community on their learning and experiences upon their return. Once prepared, the 9th grade class trip itinerary should be submitted to the curriculum committee for approval.

Junior Class Trip

The Junior Class trip is primarily a service learning as well as the culminating bonding experience for the soon-to-be HIS graduates. This trip allows the students to experience first hand the HIS Learning Expectations (HUSKIES).

Discipline

Disciplinary Committees

In the event that the school must take a disciplinary measure for a major infraction of school rules ~ including for major breaches of academic dishonesty ~ school administration will appoint a disciplinary committee to make a recommendation to the head of school. The disciplinary committee will consist of five individuals:

- the head of school
- the principal
- the student's homeroom teacher
- a teacher with pertinent knowledge of the case and/or historic perspective on disciplinary measures in the school
- a fifth member selected by the above four members

The homeroom teacher will be tasked as the advocate for the student. In the event that the infraction has taken place in the context of the homeroom teacher's area(s) of oversight, the fifth member will be selected on the premise of being the student's advocate.

Student Expectations

Students are expected to be respectful and responsible. If a student fails to meet this expectation, the appropriate disciplinary action will be taken. Disciplinary steps may include in-class consequences, conferences, or referrals. In the event of vandalism or other damage done to school property, a student is expected to pay to replace/repair any damaged property.

Dormitory Living Suspension

A suspension from the dormitory may cause that student to miss school. If that is the case, those absences will be treated as a Regular Absence.

Behavior/Academic Contracts

Students who habitually disregard HIS rules or academic guidance will be placed on a behavioral contract that stipulates what the student in question must do to remain a member of the HIS community. If a student fails to meet the requirements of his or her contract, the case will be referred to the Head of School and/or a disciplinary committee, which could result in the student's expulsion.

In-School Suspension

For a variety of disciplinary reasons, a student may be required to serve an In-School Suspension. An In-School Suspension is where the student is removed from the student body, often to a quiet space. Students are allowed to do school work during the suspension. An In-School Suspension will be treated as a Regular Absence. While serving an In-School Suspension, students can complete the work they are missing, including tests, prior to leaving campus. However, any work that requires a student to be present in class cannot be made up at a later date. The student will lose credit for these in-class activities, such as: science labs, participation points, and collaborative group work.

Out-of-School Suspensions

For a variety of disciplinary reasons, a student may be required to serve an Out-of-School Suspension. An Out-of-school Suspension is where the student is required to stay off-campus. An Out-of-School suspension will count as a Regular Absence, however, all homework is due on the suspended student's official return date to the school community and no accommodations will be made for making up: in-class work, tests, or presentations that were missed. The suspended student will lose credit for all missed work.

Important Note:

HIS reserves the right to take appropriate disciplinary action, including suspension and expulsion, for any activities, whether on campus or off campus, whether during school hours or not during school hours, which are considered detrimental to the welfare of an individual, the student body, or the school.

Academic Honesty and Plagiarism

Definition

Plagiarism and cheating demonstrates a lack of academic integrity. Plagiarism and cheating are always harmful to all parties involved. It sacrifices the integrity of the person who provides the materials and robs the copier of the opportunity to learn. When cheating is not an individual act, all parties involved are equally guilty and will be subject to the same consequences. Intellectual honesty on the parts of all students is fundamental to their ethical development.

“In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.”

This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers. (Council of Writing Program Administrators)

Plagiarism Includes:

(adapted from North Hunterdon High School)

- taking someone else’s assignment or portion of an assignment and submitting it as one’s own
- rephrasing the ideas of another without giving the author’s name or source
- presenting the work of tutors, parents, siblings, or friends as one’s own
- submitting material from the internet written by someone else as one’s own
- supporting plagiarism by providing work to others, whether it is believed it will be copied or not

Cheating Includes:

- copying someone else’s assignment
- letting someone copy your assignment
- getting prior information about a quiz or a test from another student
- giving information to another student who has yet to take a quiz or test
- getting answers during a quiz or test by inappropriate/illicit means
- giving answers to another during tests or quizzes. It is the student's responsibility to secure his or her papers so other students will not have the opportunity to copy.
- taking credit for group work when the student has not contributed an equal or appropriate share toward the final result

Consequences:

If a teacher determines that a student has plagiarized or cheated, the teacher will use their best judgment to determine both the severity and intentionality of the infraction. As a guideline, intentional plagiarism or cheating results in a zero for that assignment, a note of the infraction in the student's discipline file, and parent notification of the plagiarism. Subsequent incidence of plagiarism or cheating will result in parent conferences, and may entail loss of credit for that semester.