



Hiroshima International School

Student/Parent Handbook

Updated August 2017



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Mission

HIS will provide an international education that promotes integrity, excellence, cultural sensitivity and a lifelong commitment to peace and a sustainable planet.

Vision

HIS will cultivate young people who are prepared for lifelong learning, meeting challenges and outstanding citizenship anywhere in the world.



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

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Section A : Hiroshima International School

1. Introduction

Hiroshima International School (HIS) was established in 1962. It is a private, nonsectarian, co-educational day school offering an educational programme to both native and second language speakers of English aged 3 to 18.

HIS is a member of the **Japan Council of International Schools (JCIS)** and the **IB Association of Japan (IBAJ)**. The school is **accredited** by the **Council of International Schools (CIS)** and by the **New England Association of Schools and Colleges (NEASC)**. HIS is authorised to offer the **Primary Years Programme (PYP)**, the **Diploma Programme (DP)** and is implementing the Middle Years Program (MYP) of the International Baccalaureate Organisation.

The school is located on the outskirts of Hiroshima in Koyo. It is a modern and spacious two-story facility purpose-built in 1986. Additional classrooms were added in 2005 and 2007. A fleet of mid-sized buses transports students to and from school.

Students at HIS come from a wide variety of backgrounds: we pride ourselves on being truly international. The members of the teaching staff are all fully-qualified and are either English native speakers or are bilingual Japanese. Staff turnover is low.

English is the language of instruction throughout the school: all students are taught Japanese by qualified Japanese language teachers.

Further Information

The school welcomes enquiries. Please note that all of the school's forms and publications are available on the school website at www.hiroshima-is.ac.jp

For more information about the programmes of the International Baccalaureate, please see www.ibo.org

2. Legal Status & Governance

The school has (*Mitsunobu*) status granted by Hiroshima Prefecture.

The school's constitution is the **Act of Endowment**. The school's **by-laws** further clarify the composition and operation of the two boards.

The school is also required to have "**School Rules**" [学則] detailing essential policies and practices and these must be lodged with, and approved by, the Prefecture.

The school is required to have two boards.

The **Board of Trustees** (BoT) meets about three times a year. There are five categories of membership of the BoT: parents & guardians (6-7 members), staff (3-4), significant financial contributors to the school (1-7), learned persons (9-11) and the final position is for an alumnus of the school. The Board of Trustees must be consulted regarding significant decisions and events such as the annual budget or the appointment of a new Principal.

The **Board of Directors** (BoD) number 10 and meets more frequently. The Chair of the Board of Trustees and the Principal are automatically members of the Board of Directors. Four more members are elected to the BoD from the ranks of the BoT (and thus sit on both boards). The final four members of the BoD are elected by the Board of Directors from the community at large. The Chair of the Board of Directors is the *Shōdan* ('Director General').

The BoD makes the major strategic decisions regarding the direction and character of the school.

Operational and managerial decisions are the responsibility of the **Principal**. But the Principal is accountable to the Board of Directors. The **Board Policy Manual** lists all the current policies of the school. The school also has two **Auditors** who have no vote and may not sit on either board but who may attend all board meetings.

3. Address

Hiroshima International School

広島インターナショナルスクール

3-49-1 Kurakake

〒739-1743

Asakita-ku

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e-mail : hisadmin@hiroshima-is.ac.jp

website : www.hiroshima-is.ac.jp

4. Office Hours

During term time the School Office is open from 8am to 6pm.
 During holidays it is open 9am to 4pm.
 The School Office is normally closed at weekends, on public holidays and through O-bon.

5. The School Calendar

Please check [school website](#) for the most up-to-date version of the school calendar.

5. HIS Organisational Structure

HIS Organisational Structure

BOD, BOT, PTA, Alumni & Office

Supporting principals. BOD and BOT provide strategic direction and financial security. PTA and Alumni build a sense of community. Office ensures logistical support.

Principals supporting IB program coordinators

The principals supports teachers and program coordinators to ensure effective teaching and learning.

IB Program coordinators supporting teachers

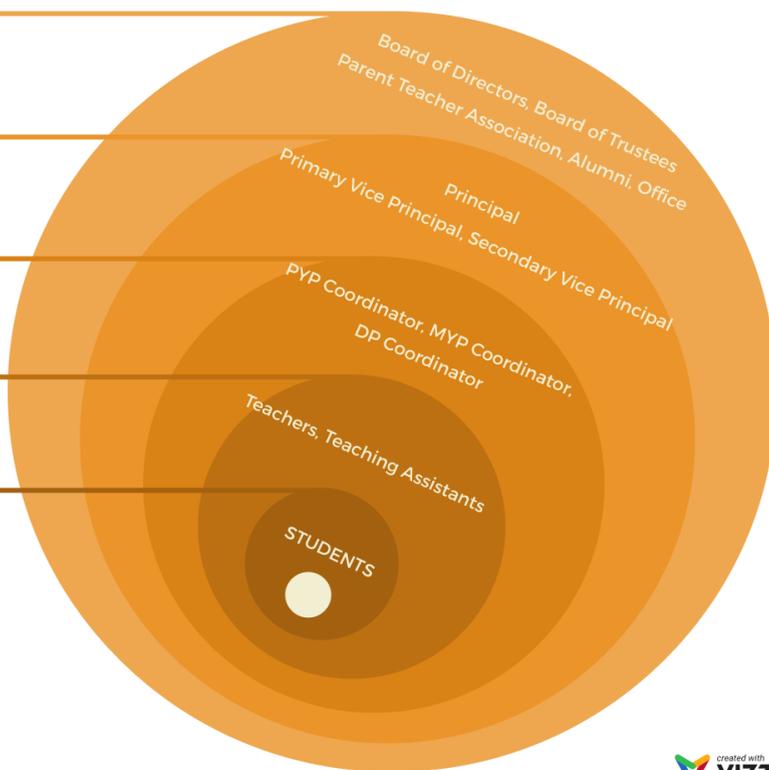
Program coordinators support teachers in the implementation of the IB program requirements to maximize student learning.

Teachers supporting student learning

Teachers create teaching and learning environments that maximize student learning.

Students - independent, lifelong learners

Students take an active role in their learning.



Section B : The Primary School

The Primary School (Elementary School) comprises five classes as follows:

1 x Early Childhood Class (EC3&4) for children aged 3 to 5;

1 x Grades KG & 1 for children aged 5 to 7;

1 x Grades 2 & 3 for children aged 7 to 9;

1 x Grades 4 & 5 for children aged 9 to 11.

B 1. Admission

Students entering EC must have reached their third or fourth birthday by 1st September.

Students entering Kindergarten must have reached their fifth birthday by 1st September.

Students entering Grade 1 must have reached their sixth birthday by 1st September.

Admission to subsequent Grades is dependent upon both their date of birth and the satisfactory completion of the previous one.

The school's placement policy is initially to place a student in the age-appropriate grade unless there are overwhelming reasons to place elsewhere. Each placement is considered on a case-by-case basis and is confidential.

B 2. Multi-Age Classes

HIS has a policy of multi-age classes in the Primary School: some subjects in the Secondary school are also taught in multi-age groups. For an explanation of this, please see the document "Multi-Age Classes" which is available on the school website or in the School Office.

B 3. Class Teachers and Assistants

Each class has a Class Teacher. In the EC, KG/G1 and G2/3 classes there are also full-time teaching assistants.

B 4. Class Size

The guideline maximum class size for Early Childhood (EC) is 15: for all other Primary School classes the guideline maximum is 24. With a teacher and teaching assistant in each class, the adult to student ratio is maintained at 1:12. These class numbers can be exceeded on a temporary basis due to fluctuations in enrolment.

B 5. The School Day

Primary classes start at 8:50am.

Secondary students start the day at 8:40am with a 10 minute homeroom before the first class at 8:50am.

Primary and Secondary classes finish at 3:20pm.

Daily Schedule (4 Blocks/8 Periods/6 day cycle)		
Primary School	9:00-9:45	1st Block
Middle School	9:00-9:45	1st Block
	9:45-10:30	2nd Block
High School	9:00-9:45	1st Block
	Break	10:50-11:10
	9:45-10:30	2nd Block
Middle School	9:00-9:45	1st Block
	Lunch	12:30-1:20
	9:45-10:30	2nd Block
Primary School	9:00-9:45	1st Block
	9:45-10:30	2nd Block
Clubs	3:40-4:30	

All students have a morning break from 10:50am to 11:10am and lunch break is 12:30pm to 1:20pm.

B 6. Books and Supplies

HIS provides all textbooks, teaching materials and educational resources. These are included in school fees. In many cases these books are on loan to students. In other words, they must be returned at the end of the year (or end of unit) and must be paid for if they are lost or damaged. Additional charges, however, may be made for exceptional events such as visits to exhibitions or sporting or cultural events. Books are tracked through a barcodes using the library’s scanning & tracking system.

For secondary students, a list of textbooks is published at the end of each year and families are welcome to purchase their own copy of any of the textbooks.

B 7. What Else do Students Need?

Students in the Primary School should have their own:

- Backpack;
- Lunch mat or napkin;
- Water bottle;
- Indoor shoes;
- Gym shoes;

Extra clothes where appropriate, including a paint shirt;

Pencil case with HB lead pencils, eraser, pencil sharpener, glue sticks, ruler (cm + inches, if possible), scissors, coloured markers/pens, and coloured pencils;

HIS Team T-shirt (red, yellow or green);

Blue HIS P.E. T-shirt and blue HIS floppy hat (available from the School Office) and shorts.

Children in the Early Childhood Class should also bring:

A blanket and pillow (for the daily afternoon nap);

Extra clothes including underwear (in case of accidents!).

B 8. English as an Additional Language (EAL)

Most EAL support is provided through differentiated learning activities designed to meet the needs of English language learners. All teachers are language teachers at HIS and all students are also responsible for the development of their language skills in both English and Japanese. Consistent reading of developmentally appropriate material is essential for all students and the explicit teaching of reading is an integral part of a the student experience in any grade and subject area.

It is extremely important for families to support access to language environments outside of the school where students are able to engage with English. Providing a text rich environment at home and ensuring that reading is happening consistently is one way a family can support English language development. Students need to interact with English outside of the school environment and it is crucial that families support us in this.

B 9. Specialist Teachers

In the Primary School Japanese, Music and Physical Education are taught by specialists. Other subjects are taught by the Class Teacher.

B 10. Reports

Primary Program

In the primary program,

EC and KG students receive 4 formal reports throughout the year including two interim reports and end of semester report cards. The interim reports enable parents to receive feedback from the teacher to share progress and/or concerns prior to the scheduled face-to-face meetings.

Grade 1 to 5 students receive 6 written reports at the end of each of the six units completed throughout the year. The third and final report card will be a formal report including specialist input and comments.

The rating system is currently as follows. Criteria for each rating is provided in the grade reporting procedures.

- " *Your child's progress in this area exceeds expectations.*
- 2 *Your child's progress in this area meets expectations.*
- ž *Your child's progress in this area is developing understanding to meet expectations.*
- Ł *Your child's progress in this area is beginning to demonstrate understanding.*
- 3 *Not Applicable*

More guidance for primary reports is included in the Teaching & Learning Handbook and parent letter sent out to share formal assessment procedures in the PYP at HIS.

Conferences

There are two parent-teacher-student conference days, one in Semester One and one in Semester Two following, in some cases, the interim reports. The primary and secondary programs also host student-led conferences during the second semester. There is also Parent Information Night in September and numerous other occasions throughout the year when parents are invited and encouraged to visit the school and see what their children are doing. At other times parents are welcome to arrange individual meetings with their child's teachers by prior appointment.

B 11. The Primary Years Programme

The curriculum throughout the Primary School is designed in accordance with the requirements of the International Baccalaureate Primary Years Programme (IBPYP). Although its roots go back to the early 1990s, the PYP was formally launched by the IB in 1997.

Like all of the programmes of the IB, the PYP is not rooted in any one national educational tradition or culture. It aims to offer an international education for international students. The taught curriculum of course places emphasis on the core skills of literacy, numeracy, creativity, and social and physical development but students take a more active, inquiry-focused role in their own learning than is sometimes the case elsewhere.

Parents unfamiliar with the PYP are invited to information sessions during the year and are welcome to observe classes at any time (though we do ask that you make an appointment first).

The school actively recruits teachers with previous PYP experience and invests in their continuing professional development through attendance at PYP workshops and conferences where they can meet and interact with PYP teachers from other schools.

The IB itself maintains quality assurance by inspecting and evaluating authorised schools regularly. HIS was most recently evaluated in March 2013.

Specific questions about the PYP at HIS should be directed to the school's PYP Coordinator.

B 12. Fieldwork

Fieldwork is an integral part of the school's educational programme and it is important that all students participate. Much classroom work will be devoted to preparing for a trip and then following it up. Information about fieldwork will always be sent home in advance. Students should not bring money with them on fieldwork excursions unless specifically asked to do so by the

organising teacher: In some cases, parents may be requested to pay for certain services (e.g. hot lunches at a venue) and will receive a letter ahead of time.

The school policy is that such trips must be staffed on the basis of one adult per ten students. In the case of the Early Childhood class we require one adult per five children. Consequently, parents are often asked to accompany some trips. In all cases parent chaperones must:

- Remain with the assigned group at all times;
- Not bring other children without first clearing it with the teacher in charge;
- Be sure they know what the teacher requires of them on the day.

B 13. Lunch & Snacks

The school does not provide lunches. Students need to bring a packed lunch each day. These are eaten in the classroom under the supervision of the Class Teacher or Teacher's Assistant. Children should also bring a small snack to eat midway through the morning. The school encourages healthy eating and discourages foods high in fats, sugars or artificial ingredients. Drinks should be water or tea-based and not of the sugary variety.

B 14. Homework

Homework is set as appropriate in order to:

- develop children's sense of responsibility;
- reinforce skills, concepts, knowledge and attitudes taught in the classroom.

All students are expected to read regularly at home, and for at least 15 minutes per evening in both English and their mother tongue. Homework is expected to be set on the basis of the quality of work rather than the quantity; a significant body of research suggests that the only benefit to the majority of Primary students is in the development of good habits and it is therefore important that parents assist in promoting this benefit. There is generally no significant lasting effect on academic achievement to be gained from homework until students enter Secondary school.

Homeroom teachers will communicate with parents every week about the learning taking place in their classrooms and this communication will include information about the homework that has been set for the week.

B 15. Gifts, Birthdays, Invitations, etc.

At various times in the year – birthdays, Valentine's Day, White Day, etc. – children may want to bring gifts to school, hand out invitations, etc. This is permitted but only on the basis that the distribution of such items is inclusive; it should be to all the class, all the girls or all the boys and should never leave out one or two individuals. To young children, being 'left out' is always hurtful, and this is particularly true in a small community such as HIS. If you are uncertain as to what to do please contact your child's class teacher ahead of sending in the gifts, invitations, etc.

B 16. Curriculum Communications

Primary school homeroom teachers will write to all parents on a weekly basis providing an outline of the learning that will be taking place over the next week, the homework that is due and giving suggestions for how parents can best support their children with their current learning.

Specialist teachers – Art, Japanese, PE and Music – will provide this information at the beginning of each individual unit of work.

Section C : The Secondary School

The Secondary School (Middle School & High School) comprises:

Grade 6 for children aged 11 to 12;

Grade 7 for children aged 12 to 13;

Grade 8 for children aged 13 to 14;

Grade 9 for children aged 14 to 15;

Grade 10 for children aged 15 to 16;

Grade 11 for children aged 16 to 17;

Grade 12 for children aged 17 to 18.

C 1. Admission

Student ages given above are intended as a guide only. Admission to a given Grade will principally depend on the satisfactory completion of the previous one as evidenced by school reports, admissions testing results and standardised test results.

C 2. Class Size

The guideline maximum class size in Grades 6 to 10 is 24. Subject class sizes in Grades 11 and 12 will not usually exceed 16.

C 3. Leaving School Premises

Between 9am and 3.30pm Secondary students may only leave school premises with the prior approval of the Principal. After school, students may not leave the campus and come back without permission.

C 4. Lunch

The school does not provide lunches. Students need to bring a packed lunch each day.

C 5. Lateness

Students are expected to be in school by 8.50am. Students who arrive after 9am must report to the School Office and fill in a *Late Arrival* form which must be signed by the Principal.

C 6. The School Day

Secondary students start the day at 8:40am with a 10 minute homeroom before the first class at 8:50am.

Primary and Secondary classes finish at 3:20pm.

Daily Schedule (4 Blocks/8 Periods/6 day cycle)		
Secondary Homeroom		8:40-8:50
Block 1	Period 1	8:50-9:30
	Period 2	9:30-10:10
Block 2	Period 3	10:10-10:50
	Break	10:50-11:10
	Period 4	11:10-11:50
Block 3	Period 5	11:50-12:30
	Lunch	12:30-1:20
	Period 6	1:20-2:00
Block 4	Period 7	2:00-2:40
	Period 8	2:40-3:20
AA	Clubs	3:40-4:30

All students have a morning break from 10:50am to 11:10am and lunch break is 12:30pm to 1:20pm.

C 7. Books and Supplies

HIS provides all textbooks, teaching materials and educational resources. These are included in school fees. In many cases these books are on loan to students. In other words, they must be returned at the end of the year (or end of unit) and must be paid for if they are lost or damaged. Additional charges, however, may be made for exceptional events such as visits to exhibitions or sporting or cultural events. Books are tracked through a barcodes using the library's scanning & tracking system.

For secondary students, a list of textbooks is published at the end of each year and families are welcome to purchase their own copy of any of the textbooks.

C 8. What Else do Students Need?

Students in the Secondary School should have their own:

Backpack (or a similar suitable bag);

Indoor shoes;

Gym shoes;

HIS Team T-shirt (red, yellow or green);

Blue HIS P.E. T-shirt (available from the School Office) and shorts;

Pencil case with a black or blue ink pen, HB lead pencils, eraser, pencil sharpener, glue sticks, ruler (cm + inches, if possible), scissors, coloured markers/pens, and coloured pencils;

Mathematical instruments including a protractor and compass;

Graphic calculator. (The TI-84 is recommended)

The school does not require students to have access to a computer, printer and the Internet at home but students without such assets will be seriously disadvantaged. Secondary students are permitted to bring laptops, tablets and smart devices to school for the purpose of learning but these are not to be used for non-academic activities.

C 9. Homework

Homework is an essential part of the academic programme in the Secondary School and it is required of all students. In addition to reinforcing the skills the student has been taught in the classroom, homework provides the student with time for consolidation and reflection on classroom work. There is a strong correlation between the effective completion of homework and improved student achievement.

It is the responsibility of all students to maintain a homework diary, in which they write down homework assignments, and to complete assignments by the deadlines set by the teacher. Students may be required to re-do homework if it is not done to the required standard. For all students the meeting of deadlines is a vital skill they have to learn.

Please note that we discourage parents from taking their children on vacation during term-time. The school is under no obligation to give additional homework to students in the case of private/personal trips.

C 10. Teachers

All teachers at HIS are fully qualified. The majority of Secondary School teachers have previous experience of teaching IB Diploma courses in other similar international schools. All subjects in the Secondary School are taught by subject specialists.

C 11. English as an Additional Language

The school employs qualified teachers of English as an Additional Language (EAL). Some Secondary students are withdrawn from regular classes for specific EAL support while others are assisted through in-class support.

C 12. IBDP – the International Baccalaureate Diploma

The curriculum in Grades 11 and 12 is based on the International Baccalaureate Diploma Programme (DP). This programme is over forty years old and HIS is one of more than two thousand schools worldwide and in Japan authorised to offer it.

The IB Diploma is recognised as a university entrance qualification in more than 150 countries.

The school actively recruits teachers with previous IB experience and invests in their continuing professional development through attendance at appropriate workshops and conferences where they can meet and interact with Diploma teachers from other schools.

Two current HIS teachers are also examiners for the IBO.

C 13. Reports

In the secondary program, students receive 4 formal reports throughout the year.

At the end of each semester, students receive a detailed semester report that includes an effort rating based on Self-Management skills from the MYP & DP Approaches to Learning (ATL). All semester grades are based on the IB programmes 1-7 grading scale for the MYP and DP.

Briefer 'interim' reports are also issued twice a year and are intended both to alert parents and students of concerns and celebrate achievements. In these brief reports it is always necessary to demonstrate: knowledge of the students' work (achievements, issues, examples, etc.) and caring for the student (providing support and guidance that can lead to improvements).

The rating system is currently as follows. Criteria for each rating is provided in the grade reporting procedures.

- " *Your child's progress in this area exceeds expectations.*
- 2 *Your child's progress in this area meets expectations.*
- 1 *Your child's progress in this area is below expectations: please see the comment below.*
- 3 *Not Applicable*

In addition, grades of E and B should always be accompanied by a brief, single sentence, comment and all children should have a minimum of two comments in the interim report irrespective of their grades.

Conferences

There are two parent-teacher-student conference days, one in Semester One and one in Semester Two following the interim reports. At least one parent is expected to attend with the student at each conference.

The primary and secondary programs also host student-led conferences during the second semester. There is also Parent Information Night in September and numerous other occasions throughout the year when parents are invited and encouraged to visit the school and see what their children are doing. At other times parents are welcome to arrange individual meetings with their child's teachers by prior appointment.

C 14. Guidance and University Entrance

Advice for students regarding university applications is provided by experienced members of the teaching and administrative staff. HIS is also a Centre for PSAT and SAT tests.

C 15. Assessment and Grading

The Secondary School follows the principles of the IB assessment and grading system, based on criterion-referenced assessment culminating in grades on the range 1 – 7. The grades should be interpreted as follows.

1	Very Poor	Minimal achievement in terms of the objectives.
2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	Satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	Very Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

C 16. High School Graduation Requirements

Students completing Grade 12 should normally be eligible for a High School Diploma. Students who did not attend HIS for all of Grades 9 to 10 will ordinarily gain credit for courses taken in their previous schools.

A minimum of 22 credits is necessary to graduate. These must include:

4 x English;

3 x Science, Humanities (Social Studies), Mathematics, Foreign Language;

1 x PE, IT;

1 x Art or Music;

3 x Electives.

C 17. Curriculum Communications

All subject teachers will write to parents at the beginning of each individual unit of work outlining the objectives of the unit, the work that will be undertaken to cover these objectives, how the students will be assessed, and how parents can support the learning.

Section D : The Whole School

D 1. Health Care

First aid for minor cuts, scratches, bumps and illnesses will be attended to by school personnel. In the event of more serious injuries or illness, parents will be notified as soon as possible, and may be asked to come and collect their child. If the parents cannot be reached, the student will be taken to the designated school doctor at the discretion of the Principal. We urge you to inform the school of any individual health issues concerning your child.

There are times when a child is taking medication but can still attend school. In such cases, a signed note with specific directions should accompany any medication to be taken during school hours. Parents should arrange for instructions to be received immediately upon their child’s arrival at school. No medication of any kind will be administered without the authorisation of the parent. Where students self-administer any medications, e.g. asthma inhalers, this should be with the knowledge of the school.

D 2. Illness and Contagious Diseases

Because illnesses spread quickly, we advise you to keep your child at home until all signs are clear and your child is able to participate in all school activities. Showing this consideration for classmates and teachers will help to maintain a healthy environment. If your child is on medication or has had a difficult night please inform the teacher as this may influence his/her behaviour at school.

If you suspect your child has contracted a contagious disease, such as influenza, chicken pox, measles, whooping cough, mumps or impetigo, please do the following:

Visit the doctor to confirm the diagnosis;

If confirmed please contact the school immediately and keep your child(ren) at home for at least five school days from the onset of the symptoms, unless otherwise advised by the doctor.

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In the case of an outbreak in school of contagious or nuisance diseases, such as head lice, the school will use its best judgment about when, whether, or how to notify parents.

D 3. Smoking, Alcohol and other Drugs

Smoking is not permitted anywhere in the school at any time.

Students caught possessing, using or distributing cigarettes, alcohol or other drugs on school premises, while travelling to or from school, at school events off campus, on school field trips, or will attract disciplinary consequences which may include the withdrawal of privileges, suspension or permanent exclusion from the school.

D 4. Fire, Earthquake & Lockdown Drills

All students and school employees regularly practise the emergency procedures to be followed in the event of a fire, earthquake and lockdown.

D 5. Communication

It is our belief that students will benefit most from our programme when parents are involved in the educational process. It is our goal to establish a strong home-school relationship with every parent in the school community.

As part of our efforts to build a partnership in the education of our students, we communicate frequently with parents through written and oral progress reports, including – in the Primary School - a daily communication book.

It is important that parents inform the school if they have questions or concerns. In order to resolve issues effectively, the school requests that parents follow these steps. In most cases parents should first contact a class teacher.

1. Please contact the appropriate classroom or homeroom teacher if you have a concern about:
 - a. your child's progress, daily schedule, overall achievement level, friendships, or social adjustment;
 - b. medical issues or similar problems that might affect your child's performance;
 - c. instructional methods, curriculum, or homework.

If you are not satisfied with the answer you receive only then please feel free to contact the Principal.

2. If your concern deals with school policies and procedures please contact the Principal.
3. If you need to discuss fees or financial matters, please contact the Principal.
4. If you have a query about the daily bus schedule, please contact the School Office.
5. If an issue cannot be resolved with the Principal, a letter should be submitted to the Chair of the Board of Directors.

In most cases parents should first contact a class teacher.

D 6. Weekly Newsletter

Each Friday we publish a school newsletter called *The Crane* with important news for the upcoming weeks.

D 7. After School Hours

Students are expected to leave campus after school dismissal unless involved in activities scheduled especially for them. These activities include extra-curricular activities, private instruction in music, Student Council and other school-supported activities. Students remaining after school for these activities receive supervision from adult activity leaders.

Please note that the school does not provide supervision for other students who may remain on campus after the departure of the afternoon buses.

D 8. Absences

If a student is ill or is otherwise unexpectedly absent from school, parents are asked to inform the School Office (843 4111) as soon as possible. If a student is ill for more than a day or two but is able to work at home, the school will provide appropriate work for them to do.

D 9. Voluntary Absences

Parents should not withdraw children during term-time for vacations. Parents are also asked not to 'leave early' or 'return late' in order to extend scheduled school holidays. In cases where students will miss routine classes because of voluntary absence the school does not provide extra work for them to take on vacation.

D 10. Unscheduled School Closures

The school may be forced to close unexpectedly due to weather conditions, maintenance difficulties or other problems such as contagious illness. In cases of snow or heavy rain when school is not closed, the buses may be later than usual at the pickup spot.

Weather - the school will close for the day if Hiroshima is issued a red alert (keiho) for wind, rain or flood by the Japan Meteorological Agency (JMA) at 6:00am.

Road Conditions - In the case of snow making road conditions treacherous in the local area of the school, a decision will be made at 6:00am in the morning.

Contagious illness - In the case of a serious outbreak of an infectious disease such as influenza, school will close for three consecutive days. The decision will be made in consultation with the local health authorities.

Decisions will be communicated by email, the HIS website's home page and HIS Facebook by 6:00am. Any school closure is made to ensure the safety of our students. It is understood that a school closure may be problematic for parents in terms of working schedules etc, however the safety of your child is of paramount importance to all of us, so we would ask for your understanding in such cases.

D 11. Visitors to the School

Parents and visitors to the school are welcome. However, all visitors, including parents, should report to the School Office on arrival. Students wishing to have visiting friends attend the school must apply with a letter from their parents, at least two days in advance, for permission from the Principal.

D 12. The PTA

The Parent Teacher Association (PTA) is a parent support group for HIS school activities. The PTA designates officers to serve in the various positions within the organisation and elects members to the HIS Board of Trustees. The PTA does much valuable work in support of the school and is always happy to hear from interested parents.

D 13. Lost & Found

The School Office will keep items of clothing and other lost articles. If items are not claimed within a reasonable time they will be disposed of. Parents are requested to ensure that all departing students remove all personal property from the school. Please name your child's clothes and other items that they bring to school. This makes the process of returning items much easier.

D 14. Information Technology

All students at HIS have ready access to computers, printers, scanners and digital cameras. Internet access is provided at school as an educational resource. Though the Internet is filtered at HIS, the school still requires students to exercise appropriate care when clicking links, and not to attempt to access inappropriate sites. HIS requires that students do not use computers to play games that are not in some way a part of the school's educational programme.

Computers play an increasing role in your child's learning every year. We strongly urge parents to have a personal computer at home that is connected to the Internet and a printer. Students are welcome to use their own laptop or other devices in school.

D 15. Student Code of Conduct

Students are expected to:

- Respect others and their property
- Be polite
- Keep the school neat and tidy
- Speak softly when indoors
- Walk (not run) in the corridors
- Wait patiently for their turn
- Work hard and do their best
- Help each other

Bullying (teasing) is not acceptable at any time, on any level, in any form. If you are aware of students who are having difficulty relating to these standards please contact us so that action can

be taken.

D 16. Student Dress Code

All clothes should be marked with the student's name.

Clothing should be clean and free of offensive graphics or language, and large holes and tears. Parents should expect that children will sometimes do messy project work and that clothes may get glue and water-based paint on them. (An effort is made to ensure that the children wear protective covering – such as plastic smocks or old shirts – but there will inevitably be spills and other accidents which may stain or damage clothing.) Clothing must also be appropriate for play outdoors in different seasons.

Students are required to wear a change of shoes in the building (this is a Japanese tradition and also helps to keep the school clean). All students must wear a non-scuff sole indoor shoe.

All students are required to change into a HIS blue T-shirt and shorts (not long trousers) for PE classes and sports activities.

Teenage students are expected to dress in a manner which will not cause offence or embarrassment.

D 17. School Buses

The school contracts a local firm to provide transportation to and from the school each day. If parents wish their child to use a school bus please contact the School Office. Note that an additional fee is necessarily charged for this service.

Every attempt is made to provide a bilingual (Japanese and English) Bus Monitor for every bus but this cannot be guaranteed.

All students who ride on school buses must wear seatbelts at all times.

Buses may only collect or drop-off students at prearranged points.

Students are expected to behave responsibly on the buses.

Students who are not scheduled to ride on a school bus may only do so with the permission of their parents and of the School Office.

Copies of the School Bus Policy are available from the School Office.

D 18. Mobile Phones

Students may bring mobile phones to school. However, they must be switched off during classes and in the library unless the student is given specific permission for them to be used in class. Failure to do this will result in the phone being confiscated and only returned at the Principal's discretion.

D 19. Students Driving to School

The Principal may allow students aged 18 years or above to drive cars and students aged 16 years or more to drive motor cycles to school in the following circumstances:

- a. A written application must be completed by the student and his/her parents;

- b. The student must have a valid Japanese driver's license and vehicles must be registered;
- c. Appropriate insurance must be carried;
- d. Students driving motorcycles must wear crash helmets;
- e. Students should drive carefully and cautiously at all times;
- f. Students must park cars/motor-cycles in the school car park. The school accepts no responsibility for loss or damage to vehicles parked in the car park.

D 20. Student Withdrawal

Parents who wish to withdraw their child(ren) should collect a *Withdrawal Form* from the School Office. Only when this Form has been received and all withdrawal procedures have been completed will the school issue Leaving Certificates, Transcripts and Reports.

D 21. Student Placement

Parents sometimes request a particular teacher for their child. It is the school's policy to place children according to the educational needs of all children and not according to parental preferences.

D 22. Short-term Admissions

The school is occasionally asked to accept students for a short time such as a week or two. Each case is assessed individually but the primary concern is to avoid disrupting the education of the permanent students and to ensure that the class teacher is not unduly distracted. We also need to be sure that the school can offer a meaningful educational experience to the temporary student.

D 23. The Use of Photographs of Students

Photographs of classes, individual students, sporting and performance events, and field trips may be published on the school website or in marketing and promotional material. If you do not wish any photograph including your child to be published please inform the Principal in writing. Students whose photographs appear on the website will not be identified by name.

D 24. Complaints

As is the case anywhere, it can happen that parents are unhappy about an aspect of their child's experience at school. In such cases, parents are asked to observe the following guidelines.

Please attempt to resolve the matter at the lowest level possible.

In all cases, the first point of reference for parents must be the class or subject teacher.

If the problem cannot be resolved at that level, parents have every right to take their concern to the Principal.

If, after speaking to the Principal, parents are still not satisfied, they are entitled to request a hearing with the Board of Directors. Such a request must be made in writing to the Director General (Chair of the Board of Directors).

Parents are also asked not to discuss their grievance with other parents prior to meeting with the relevant teacher(s) or Principal.

Please note that as a matter of policy, anonymous complaints or accusations made by e-mail, letter or any other means will not be responded to or acted upon.

D 25. Traffic Safety Before & After School

In order to ensure everyone's safety, we will be implementing the following expectations of all school community members and visitors with immediate effect:

All pedestrians to enter only by the pedestrian gate, and not through the vehicle gate,

All children in Grade 1 and below must be collected by an adult or responsible older sibling from the genkan: they will not be permitted to leave the building on their own, and

Students boarding buses must go directly to their bus from the genkan and not wander unnecessarily in the parking area.

D 26. Library and Textbook Resources, etc.

The school reserves the right to charge the full cost of replacement plus shipping for any learning resources that are damaged or lost due to student or family negligence.

D 27. Parent Volunteers

HIS recognizes the contribution that parent volunteers can make to both classroom learning and school life and for this reason encourages all parents who are able, to volunteer some of their time at HIS. The following opportunities exist at the school:

Classroom support

Field work chaperoning

Library support

After-school activities,

Of course, if you can identify another role you can support the school in we would be delighted to hear from you.

The only requirement for volunteers is that you are prepared to commit to a regular time slot that meets the needs of learning in the target class. The school will support your commitment by providing guidance and training where required, and particularly in respect of managing student behavior.

If you wish to volunteer in a classroom please speak to the classroom teacher concerned, agree a mutually suitable time and go over the expectations of the support role. For volunteer work in the Library, please contact the Library Coordinator, Bryan Mejia.

D 28. Expectations of Student Behavior

This section adds detail to the Code of Conduct outlined in D.15 above.

Behavioral Expectations

- Treat all students, staff, community members and visitors in a respectful manner,
- Respect the *IB Learner Profile* as a guideline for behavior and decision making,
- Assume personal responsibility for his/her studies and behavior in school,
- Arrive to school on time and attend regularly,
- Care for the school facilities and surroundings,
- Strive for the betterment of our school community,
- Participate in school activities to the best of their abilities,
- Follow the school dress code,
- Follow the school rules.

General Expectations

In the hallways and stairwells we must:

- Wipe feet before entering the building and change to indoor shoes as appropriate,
- Walk in the corridors - no running,
- Be quiet and respectful,
- Be polite; hold the door for others, let small children go ahead of us.

In the classrooms we must:

- Follow the rules outlined in any classroom agreements posted in our classrooms,
- Use respectful language at all times,
- Respect the guidance of all teaching staff equally.

On the playground we must:

- Respect the rights of others and look out for their safety,
- Look after younger students,
- Demonstrate fair play and sportsmanship,
- Treat equipment, balls, toys with care,
- Help to maintain the natural environment around the school,
- Inform the teacher on duty if we leave the playground.

In the gym we must:

- Respect the skills and abilities of others,

- Be accompanied by a teacher at all times,
- Wear appropriate active wear including shoes that do not leave black marks on the floor;
- Follow the safety rules outlined by the PE teacher or other member of staff,
- Treat equipment with care,
- Replace equipment in its proper place after use.

In the Library we must:

- Respect all library resources,
- Act appropriately in what is a place of study,
- Not treat the Library as a common room.

On the buses we must:

- Remain seated with seat belts done up properly at all times,
- Respect the guidance and instructions of bus monitors and bus drivers the same as we would teachers.

Students are forbidden to:

- Use physical or psychological violence toward another child, staff or community member,
- Touch another child, staff or community member in a manner that makes them uncomfortable physically or psychologically,
- Use offensive language, particularly with regard to another's race or creed,
- Bring matches, lighters, knives, or fireworks to school or anything that can be used as a weapon, cause damage to the property or distress to members of the school community,
- Smoke or use alcoholic substances,
- Leave the school grounds during the school day without permission,
- Remain on the school grounds at the end of the day unless undertaking an authorized school activity,
- Return to the school premises after leaving at the end of the day,
- Use mobile phones to make or receive phone calls during the school day without permission of the supervising teacher (emergency situations only).

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Inappropriate behavior will be addressed in a supportive manner, providing a learning opportunity for the student. Consequences will be appropriate for each individual student and/or situation and allow for some flexibility. Factors that will be considered include: the student's age, stage of development, special needs, social/emotional needs and level of cognitive functioning. School staff will use their judgment in handling situations.

Possible consequences may include, but are not limited to:

Time out: in the event that a student fails to maintain the school rules, he or she may be referred for a time out. This may take place in the classroom itself, or in an adjoining space such as the library, resource room or office: they will be supervised by an adult. During this time, students will complete classroom assignments or read quietly until they are invited to rejoin class activities.

Loss of Privileges: inappropriate behavior on the playground will routinely result in loss of outdoor time. The amount of time or number of days will be determined by the teacher on duty and reflect the severity of the offense.

Processing: processing is the practice of sending a student out of the classroom for time to reflect on his or her actions. During the period of processing the student is asked to make a plan for better choices in the future. Students will be provided with a pro-forma that guides them in self-analysis of the behavior and in proposing a resolution relative to the incident. Some students, particularly younger ones, will need to go through processing with an adult. An administrator may take on this role if the teacher is engaged in a class and cannot immediately attend to the situation.

Behavior Plan: specific inappropriate behaviors that are identified as ongoing and require targeted intervention in order for the student to appropriately engage in the learning process will be addressed through a Behavior Plan. The plan is developed by a team of teachers aimed at providing support to the student to rectify the behavior. The plan is shared and discussed with the parents and the student in advance of implementation.

In-school Suspension: in the event of serious misconduct by the student, such as aggressive or disruptive behavior against other students or school staff, wilful destruction of the School's property, or any other student behavior that poses a real and obvious threat to the safety of members or property of the School community, the School administration may require the student to spend the school day or multiple days in a school office. The student will be required to complete work from normal classes but will be segregated from the student body.

Stay at Home Suspension: a student can be assigned an out of school suspension for continual behavioral problems such as those listed above or bullying, use prohibited substances, fighting or endangering another child. The Principal will notify the parents of the upcoming suspension. A stay at home suspension is enacted for 1) continuing problems that have not been positively affected by in school suspension or 2) behaviors that are of a more serious nature.

Expulsion: as a last resort on the grounds and according to the procedures specified in the Board of Directors' Policy Manual. Expulsion would be recommended by the Principal but is a decision of the Board of Directors.

Thank You

Parents will be informed of all behavior consequences either a) involving a Behavior Plan or a suspension, or b) where multiple instances of lesser consequences have had to be used.

A follow-up meeting may be called to discuss any future steps that may be required in order to reintegrate the student into the classroom community and to establish a plan of action to support

appropriate behavior in the future. At least one parent is expected to attend such a meeting when requested: failure to attend may result in the student being suspended from school until such time as the meeting is held.

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In the event of damage to school property the school reserves the right to seek full remuneration (including shipping costs where appropriate).

D 29. Parent Education

The school recognizes that the nature of learning at HIS may be significantly different to that experienced by the students in their home countries or previous places of residence, and especially different to that experienced previously by parents. In order to develop the most effective partnership between school and home, HIS is committed to supporting parents in understanding how learning at HIS works. To this end the school will provide parent education through the following means:

Documents

Face-to-face workshops

Downloadable video tutorials

If you have any ideas about how we can most effectively deliver parent education please contact any of the Principal, the Director of Studies or the PYP Coordinator.

D 30. Experiential Learning

HIS organizes a program of experiential learning for students: this takes a number of forms, including:

Field work, and

Residential 'camps'.

Participation in all of this is an expectation of all students in the relevant grades.

D 31. Letters of Recommendation / Testimonials

HIS will provide the following documents to leaving students:

Reports

Leaver's Certificate

HIS will provide letters of recommendation and testimonials for students only when required by a school. These will be confidential and sent directly to the requesting institution, and may take up to two weeks to create, depending on the date of request.

HIS does not provide open letters of recommendation simply because parents want them 'just in case'.