

MARIST BROTHERS INTERNATIONAL SCHOOL 2017-2018



STUDENT-PARENT
HANDBOOK

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VISION STATEMENT

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

MISSION STATEMENT

We educate students in a nurturing environment based on Catholic values and the traditions of the Marist Brothers. We provide a rigorous program of study that prepares our students for higher education, internationally and in Japan. Our students will gain knowledge, be effective communicators, develop good character and become responsible citizens of a global society.

MARIST STUDENT LEARNING EXPECTATIONS

MBIS students will demonstrate that they are:

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

GENERAL INFORMATION

INTRODUCTION

The Marist Brothers of the Schools, a religious order of Catholic educators, was founded in France in 1817 by Saint Marcellin Champagnat. The Marist Brothers Order has grown since then, directing or serving in hundreds of schools around the world. Among them are two schools in Japan: Marist Brothers International School in Kobe, and Marist High School in Kumamoto.

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

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

M.B.I.S. follows the educational system of the State of California, providing lower and a college-preparatory secondary education to students of all nationalities. The school is accredited by the Western Association of Schools and Colleges and undergoes a thorough periodical evaluation by that organization. The school is also a member of the Japan Council of International Schools and East Asia Regional Council of Schools.

MBIS ACADEMIC INFORMATION

DIPLOMA REQUIREMENTS

The curriculum of Marist Brothers International School is organized on a two-semester, 180-day school year that begins in August and ends in early June. You are advised to meet with the Head of School, Upper School Coordinator or Guidance Counselor if you have any questions about these requirements.

Graduation Requirements (Grades 9 – 12)

All students must receive a passing grade (60% or higher) in each of the following courses in order to graduate from Marist Brothers International School:

<u>Course Area</u>	<u>Credits Needed</u>
English	4.0
Math	3.0
Science	3.0
Social Studies	3.0
Foreign Language*	3.0
Computers	1.0
Religious Studies	1.5
Physical Education	2.0
Other courses	2.0
Total	22.5

* All 3 credits must be in the same language (e.g. grade 9, 10 and 12 Japanese)

COURSES RECOMMENDED FOR UNIVERSITY ACCEPTANCE

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

<u>Course</u>	<u>Years of Study</u>
English	4
Social Studies	4 (including World and US History)
Mathematics	3 (4 for most Canadian College programs)
Science	3 (including Biology and Chemistry)
Foreign Language	3 years of 1 language

Important note for all students:

Please note that these courses are a suggested minimum and may vary depending on the university and/or program that you are hoping to enter (e.g. if you are intending to study science, you should have 4 years of high school science credits). The GPA that you need to maintain, and the other requirements you need to fulfill (e.g. minimum TOEFL and SAT scores) to increase your chances of acceptance to college varies greatly from university to university and country to country. Whether you are planning to attend university in North America or elsewhere, it is your responsibility to find out the requirements of the school you hope to enter. You are strongly advised to discuss

your course selections and future plans with your guidance counselor as early on in your high school career as possible to ensure that you prepare yourself adequately.

ADDITIONAL NOTES

All end-of-year failures in core subjects (English, Mathematics, Science, Social Studies, and/or Foreign Language) or courses required for graduation must be made up. Currently we use the University of Nebraska Online School to allow students to make up credit. Enrollment in the online courses previously mentioned, are at the parents expense. The passing grade for these online courses is 70%.

PROMOTION TO THE NEXT CLASS

1. Promotion from Montessori

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

2. Promotion from Elementary School, grades 1 - 6

A student will be promoted if he/she has demonstrated understanding and mastery of the course of study in grades 1 to 6 provided at each grade level. The course of study involves:

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

Students in Grade 6 who have failures (scoring below 60) in 3 or more core subjects, will result in either the student having to repeat the year, or be forced to withdraw from MBIS.

3. Promotion in the Upper School

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

******Note:** *Plagiarism*, more common now with internet use, can result in a failure in a course. This could jeopardize promotion.

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

COURSE LEVELS

Courses may be offered at the Academic, Honors, or Advanced Placement level. Students may request a course level and/or be recommended for a particular level by a faculty member or administrator. When students' Grade Point Averages (GPA) are calculated, grades are affected slightly by the course level in which a student is enrolled. This is to ensure that students accepting the challenge of an advanced level course do not suffer in regards to their GPA.

Levels:

- **Academic** - a course designed to provide college preparatory understandings and skills in the area under study.
- **Honors** – a course designed to challenge students who have demonstrated high ability in the area under study. ***(Student's weighted average includes a 6.25% increase above the standard academic weighting and is only applicable to students in Grades 9-12)***
- **Advanced Placement** - a course designed to prepare students to take the College Entrance Examination Board Advanced Placement Exam in the subject area. A high passing grade may provide advanced college standing and/or college credit. ***(Student's weighted average includes a 12.50% increase above the standard academic weighting and is only applicable to students in Grades 11-12)***

To get into an Honors Class, or an AP class, the student must have earned a minimum of 85% in the previous (Academic) Course. If the previous course was an Honors class, the student must earn a minimum of 80% to be admitted to the next Honors course.

GRADING POLICY

The Semester grade is determined by the student's academic performance in daily work, reference reading, assigned papers, laboratory work, tests and examinations. 80% of the semester grade will be awarded based on work throughout the semester with the final 20% coming from the end of semester exam. In subjects that do not have an exam, 100% of the grade will be calculated from assessments done throughout the semester.

ACADEMIC HONORS

FOR UPPER SCHOOL:

First Honors: Weighted grades of 90% or above in the five core subjects

Second Honors: Weighted grades of 80% or above in the five core subjects

Core subjects : Math, Science, English, Languages, Social Studies

COURSE SELECTION AND CHANGE PROCEDURES

In the spring of each year students are given a course selection sheet with the courses available for the following year. In order to gain admission to certain courses (honors or AP level), students need to

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

Course Change procedure:

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

Important: The student should continue in his/her originally scheduled class until he/she submits the course change form to the teacher of the new class. It is required that the school administration know the location of every student at all times to the degree possible.

Administration retains the ability to override parent, student and teacher decisions in regards to course selection and changes.

GRADE LEVEL PLACEMENT

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

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

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

POLICY ON MAKE-UP TESTS OR QUIZZES

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

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

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

ACADEMIC HONESTY POLICY

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

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

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

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

WHAT IS ACADEMIC DISHONESTY?

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

Plagiarism

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

- Copying text from a source (e.g. information on a website) and not using a citation to give credit to the original author
- Taking ideas from another source and claiming them as your own (e.g. using answers found online and not using a citation)
- Not using “quotation marks” when copying text word-for-word
- Poorly paraphrasing text from a source (e.g. changing a few words)
- Using information from a source as a script for a speech (without saying where the information came from)
- Copying an entire work (e.g. copying someone’s essay)
- Getting someone else to do the work for you
- Getting someone else to write part of the task for you
- Handing in an assignment that you have already used (e.g. an essay that you wrote for another teacher)
- Copying answers from a friend
- Having a tutor do some/all of your work
- Using images or sound from another source in a project and not using a citation to give credit to the original creator (e.g. images on a presentation).

Collusion

“Secret agreement or cooperation especially for illegal or deceitful purpose”

(“Collusion”). Examples of collusion include (but are not limited to):

- Sharing work with another person (e.g. allowing someone to copy your homework)
- Providing questions/answers to an upcoming assessment task with another person (e.g. giving someone answers to a quiz that you have already taken)
- Completing, rewriting/redone, or contributing to someone else’s work
- Allowing another person to see your answers during an examination
- Communicating with another person during an examination.

Other forms of academic misconduct include (but are not limited to):

- Changing answers on an assessment task, then asking for the grade to be changed
- Making up information for an assessment (e.g. creating your own fake data or information)
- Cheating during a quiz or examination
- Disruptive behavior during an assessment task
- Stealing or copying a teacher’s materials (e.g. taking photos of answers from the teacher version of a textbook)
- Using a teacher’s computer without authorization
- Faking a parent/guardian signature on an official document
- Providing false information on an official document
- Failing to comply with the instructions of a teacher during an assessment
- “[Disclosing or discussing] the content of an [IB] examination paper with a person outside the immediate school community within 24 hours after the examination” (IBO “Handbook” 3).

CONSEQUENCES OF ACADEMIC DISHONESTY

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

- Assessments that have been plagiarized should receive a zero grade
- When students have shared work, all work will receive a zero grade (i.e. the person sharing the work and those who copy will all be penalized)
- Cheating during an examination will result in a zero grade
- Teachers have been instructed to use tools such as electronic monitoring software to check your work
- Your classroom teacher will use his or her discretion to determine the severity of the incident
- Serious incidents will be referred to either the Deputy Head of School or the Head of the Lower School
- In such cases, parents/guardians will immediately be contacted and may be asked to attend a formal meeting.
- Academic dishonesty may result in an IB Diploma not being awarded
- Where required, incidences of academic dishonesty will be reported to the International Baccalaureate Organization

REFERENCING

Clear and accurate referencing is incredibly important for maintaining academic honesty and improving the quality of your work. MBIS has adopted the MLA documentation style. Students will begin to develop proficiency in this style from Grade Seven. It is expected that students will have mastered the use of MLA style before they enter the IB Diploma Programme. The three core elements of this style are:

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

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

MBIS LANGUAGE POLICY & PRACTICES

OVERVIEW

The MBIS Language Policy has been implemented to:

- Emphasize and prioritize the importance of language learning within the international school context
- Support the consistency of language learning across grade levels
- Support the principles of international-mindedness, cultural identity, intercultural awareness and global citizenship; all of which are integral principles of an International Baccalaureate World School

SCHOOL PHILOSOPHY

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

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

SCHOOL LANGUAGE PROFILE

According to 2016 data, there are at least 23 nationalities represented at MBIS. Given that students may come from multicultural family backgrounds, or identify with multiple ethnicities, the school is a rich and diverse linguistic environment. The most prominent languages within the community are English and Japanese. Given the nature of the international school context, a diverse range of mother-tongue and additional languages are utilized by members of the school community. All teaching staff are expected to have either native-level or academically functional levels of English.

LANGUAGE POLICY

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

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

Teachers & Staff:

- Acknowledge that the teaching of language is the responsibility of all teachers
- Help develop language rich environments which embrace and celebrate the diversity of languages, cultures, and perspectives within our school community
- Recognize the complex and often multimodal nature of “language”
- Model language expectations and conventions during classroom instruction
- Integrate language development into unit and lesson planning, where relevant and required
- Implement a variety of teaching strategies/differentiation in order to support all students
- Utilize standardized data, in addition to formal and informal classroom assessment, to provide detailed information on student progress
- Actively monitor and promote the use of English as the core language on campus
- Provide extensive support services to ELLs, on an individual and holistic level
- Refer struggling students to school Administration, who will then evaluate and implement follow-up strategies
- Provide timely and detailed communication to parents and caregivers
- Offer Japanese translations for informational publications, whenever possible
- Judiciously allow students to utilize other languages in the classroom, in order to increase their access to, and success in, the mainstream curriculum
- Encourage the use of English as a common language on campus, beyond the classroom
- Include language development as a focus area for analysis and evaluation during the Curriculum Cycle process
- Utilize the resources and expertise of the community to enhance language learning, where relevant and when possible
- Encourage students to assume responsibility for their own language learning

Students:

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

Parents & Caregivers:

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

SCHOOL PRACTICES

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

- The Parent Forum offers an opportunity for parents and caregivers to discuss school issues in languages other than English

ENGLISH

- The school’s ELL Department provided intensive English language support for students from G1-G8, and offers the following pull-out courses:

ELL		
GRADES 1-3	ELL B	ELL A
GRADES 4-6	ELL B	ELL A
GRADE 7	ELL	
GRADE 8	ELL	

- From 2017, the Upper School English programme will utilize the following streaming:

ENGLISH			
GRADE 7	<i>ELL</i>	English	
GRADE 8	<i>ELL</i>	English	
GRADE 9	English Language	English Literature	English Honors
GRADE 10	English Language	English Literature	English Honors
GRADE 11	Language B	Language A: Language & Literature (SL)	Language A: Language & Literature (HL)
GRADE 12	Language B	Language A: Language & Literature (SL)	Language A: Language & Literature (HL)

- SL and HL classes may be combined or split, due to course requirements or cohort size
- When entering Grade 11, students are required to choose English as either a Group 1 or Group 2 language
- Grade 9 and 10 English Language classes are designed to provide a smooth transition for ELL students entering the mainstream curriculum, and to support struggling students, including those entering the school with lower English abilities. The Language course maintains a strong focus on vocabulary acquisition, grammar, and the writing process
- The English Department is primarily responsible for the placement/promotion of students within the English programme at each grade level. The English Department will consult with the Head of Language Acquisition and/or Administration in such matters, when required. See the ELL Program Exit and Monitoring Policy for further details
- English curriculum aims, scope and sequence, and sequencing is detailed within the school’s Rubicon Atlas curriculum mapping site

JAPANESE

- Japanese streaming begins at Grade 1:

JAPANESE			
K	Japanese		
GRADE 1	Japanese		Advanced Japanese
GRADE 2	Japanese		Advanced Japanese
GRADE 3	Japanese		Advanced Japanese
GRADE 4	Japanese		Advanced Japanese
GRADE 5	Japanese	Intermediate Japanese	Advanced Japanese
GRADE 6	Japanese	Intermediate Japanese	Advanced Japanese
GRADE 7	Japanese	Intermediate Japanese	Advanced Japanese
GRADE 8	Japanese	Intermediate Japanese	Advanced Japanese
GRADE 9	Japanese	Intermediate Japanese	Advanced Japanese
GRADE 10	Japanese	Intermediate Japanese	Advanced Japanese
GRADE 11	Ab Initio/Language B	Language A: Language & Literature (SL)	Language A: Language & Literature (HL)
GRADE 12	Ab Initio/Language B	Language A: Language & Literature (SL)	Language A: Language & Literature (HL)

- SL and HL classes may be combined or split, due to course requirements or cohort size
- Grade levels may be combined to suit the needs of the student body, maximizing the delivery of content and skills to specific levels of language proficiency
- The Japanese Department is primarily responsible for the placement/promotion of students
- Initial placement of newly enrolled students is determined by a diagnostic test developed by the Japanese Department
- Promotion between ability streams is determined by teachers’ formative and summative assessments, include testing adapted from materials published by the Japan Kanji Aptitude Testing Association
- Japanese curriculum aims, scope and sequence, and sequencing is detailed within the school’s Rubicon Atlas curriculum mapping site

PROFESSIONAL DEVELOPMENT

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

CURRICULUM & ASSESSMENT

- MBIS follows the California State Standards from Kindergarten to Grade 12. The preschool curriculum accommodates students aged three through five and is based on

the Montessori educational approach, in which early childhood experimentation and discovery are encouraged. The Common Core Standards for the Elementary Language Arts Curriculum. The Next Generation Science Standards have been adopted for the Elementary Science Curriculum.

- The Reading & Writing Workshop is an integral component of G1-G6 classes
- Standardized examination data is utilized for the evaluation and monitoring of English, including LAS Links (ELL), i-Ready, and PSAT. Additionally, archived Stanford Examinations provide substantial longitudinal data
- The language ability of prospective students may be assessed via LAS Links testing; abbreviated Stanford testing; essay writing; and/or an oral interview. Placement of successful applicants is to be finalized with advice from the Head of English and/or Head of Language Acquisition, when required. See the MBIS Admissions Policy for further details
- Admission to the IB Diploma Programme requires an acceptable level of competence in English. Students wishing to attempt the Bilingual Diploma require an acceptable level of competence in English and Japanese. In both cases, the Diploma Programme Coordinator will consult with Administration and relevant staff members during the selection process

RESOURCES

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

MARIST BROTHERS INTERNATIONAL SCHOOL ASSESSMENT POLICY

Note: This review document contains the chapter “Assessment Policy, Guidelines & Practices” from the MBIS IB DP Handbook. The chapter outlines the specific assessment policy and also provides a broader range of assessment-related content.

ASSESSMENT POLICY, GUIDELINES & PRACTICES

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

Teaching within the DP should be:

1. Based on inquiry

2. Focused on conceptual understanding
3. Developed in local and global contexts
4. Focused on effective teamwork and collaboration
5. Differentiated to meet the needs of all learners
6. Informed by formative and summative assessment

Approaches to Learning “are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment” (IBO, “Approaches”). Teachers are expected to teach not only the “what” and “why” of content, but also “how to learn”. The following skills make up the ATLs:

1. Thinking skills
2. Communications skills
3. Social skills
4. Self-management skills
5. Research skills

Furthermore, teachers are asked to be mindful of the following (Hattie’s signposts towards excellence in education):

1. “Teachers are among the most powerful influences in learning.
2. Teachers need to be directive, influential, caring, and actively engaged in the passion of teaching and learning
3. Teachers need to be aware of what each and every student is thinking and knowing, to construct meaning and meaningful experiences in light of this knowledge, have proficient knowledge and understanding of their content to provide meaningful and appropriate feedback such that each student moves progressively through the curriculum levels.
4. Teachers need to *know the learning intentions* and success criteria of their lessons, know *how well they are attaining* these criteria for all students, and know *where to go next* in light of the gap between students’ current knowledge and understanding of the success criteria of “Where are you going?”, “How are you going?”, and “Where to next?”.
5. Teachers need to move from the single idea to multiple ideas, and to relate and then extend these ideas such that learners construct and reconstruct knowledge and ideas. It is not the knowledge or ideas, but the learner’s construction of this knowledge and these ideas that is critical.
6. School leaders and teachers need to create schools, staffroom, and classroom environments where error is welcomed as a learning opportunity, where discarding incorrect knowledge and understandings is welcomed, and where participants can feel safe to learn, re-learn, and explore knowledge and understanding” (Hattie 238-239).

ASSESSMENT

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

FORMATIVE ASSESSMENT - ASSESSMENT FOR LEARNING

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

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

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

SUMMATIVE ASSESSMENT - ASSESSMENT OF LEARNING

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

CRITERION-RELATED ASSESSMENT

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

RECORDING/REPORTING DP ACHIEVEMENT

With each semester report, DP students will receive IB subject marks *in addition* to their official MBIS subject grade. This IB mark (from 1-7, see below) indicates a student’s progress in achieving the learning goals in each DP subject, relative to IB assessment rubrics. While this score reflects a student’s performance in that subject, it is not part of GPA calculation, included on official transcripts, or part of MBIS graduation requirements. These marks only indicate how that student is likely to perform on official IB examinations.

IB mark descriptors for reporting:

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

OVERALL REPORTING OF STUDENT ACHIEVEMENT

MBIS reports are issued at the end of each semester. A percentile grade is calculated from internal assessments (including, but not limited to: official IB internal assessments, MBIS examinations, projects, quizzes and homework).

TEACHER RESPONSIBILITIES

MBIS DP teachers are expected to:

- Successfully complete Category One training in their subject area(s)
- Demonstrate a willingness to undertake further IB training, acknowledging and modelling the concept of learning as a 'lifelong process'
- Explicitly integrate IB philosophies, such as the Learner Profile, within their curriculum, assessments, and instruction
- Ensure that IB assessment objectives systematically and consistently guide classroom teaching and learning and assessment work
- In subject outlines and major assessment tasks, provide, and explicitly instruct, subject specific:
 - Aims and Objectives
 - Rubrics and related criteria
 - Grading descriptors/mark schemes
 - Relevant standards for internal assessments
 - Deadlines
 - General expectations and rules
- Use a range of formative and summative assessments
- Where required, differentiate instruction/assessment for HL, SL, and non-IB students
- Regularly update Powerschool grades (fortnightly, or as advised by Administration)
- At the end of each semester, calculate a 1-7 IB score for each DP student
- For MBIS grade assessments that utilize IB-specific rubrics, convert IB grades into percentile scores
- Complete and maintain thorough and accurate Managebac curriculum mapping
- Read, understand and follow the rules and guidelines provided in the MBIS Academic Honesty Policy
- When practical, use Turnitin to detect plagiarism
- Judiciously assign homework - being mindful of cumulative student workloads
- Utilize past exam papers for formative and/or summative assessment
- Read, understand and follow subject-relevant information outlined in the *Handbook of Procedures for the Diploma Programme*
- Keep up to date with IB-publications and resources, such as Teacher Support Materials, Subject Reports (especially sections providing advice for teaching future candidates), and marking schemes for past papers
- Oversee the Internal Assessment (IA) requirements for their subject area(s)
- Complete and submit all IA paperwork to the DPC before the deadline date
- Provide predicted course grades to the DPC before the deadline date
- Actively support students with their extended essay and/or CAS projects

Teachers are encouraged to use online tools, such as Drive, Moodle, and teacher blogs/websites, as instructional and informational hubs for students, parents, and colleagues.

EXTENDED ESSAY SUPERVISION

Teachers may be asked by students and/or the DPC to perform the role of Extended Essay (EE) supervisor for individual students (particularly if they have selected a topic from the teacher's subject area). In such cases, teachers:

- May decline the request, if they are already supervising three other students
- Will familiarize themselves with the IBO's rules and regulations concerning the EE
- Will be expected to provide between three to five hours of one-on-one, in-school supervisory support (including three mandatory reflection sessions)
- Will be required to fill out all necessary supervisory paperwork, including supervisory commentary
- Will ensure that students complete their required paperwork
- Will collaborate/liaise with the DPC during the supervision process
- Will utilize Managebac during the supervision process

The supervisor should:

- "Mentor the student with advice on the skills of undertaking the research process
- Encourage and support the student throughout the research and writing of the EE
- Guide the student in formulating a well-focused research question that satisfies appropriate legal and ethical standards
- Ensure that the student understands the importance of using credible/accurate sources.

The supervisor is **not** responsible for verifying specific content within the student's EE. The supervisor **is** responsible for verifying that the essay is the student's own work and that the student has properly acknowledged all her or his sources" ("Pedagogical Support").

Supervisors should support the essay writing process, but not edit the student's work or provide specific questions or topics.

TEACHER COLLABORATION

A collaborative approach to teaching is vital to successful teaching and learning at MBIS. The faculty strive to maintain and strengthen curricula connections between subjects and grade levels. Effective collaborative strategies include:

- Regular faculty and departmental/PLC meetings
- Taking a structured, student-focused, data-driven approach to collaborative meetings
- The development of shared assessments and teaching strategies that strengthen connections vertically and horizontally, including pre-DP courses
- The use of quantitative and qualitative data to reflect on and continually seek to improve practice

- A dedication to shared, ongoing external and on-site professional development
- When practical, working with other subject-area teachers to develop cross-curricular connections
- Working with the TOK teacher to integrate TOK content into other subjects
- A faculty-wide approach to regulating student homework loads and scheduling
- Acknowledging that all faculty are language teachers, systematically integrating language instruction into all subject areas

IB DP STUDENT RESPONSIBILITIES

All IB Diploma students are expected to:

- Undertake and complete *all* work assigned by their teachers
- Attend all classes, unless excused due to documented medical reasons or prior permission
- Understand that significant absence will heavily affect their chances of fulfilling DP requirements

Students with unexplained absences and/or who fail to submit/complete assessments may be removed from the Diploma Programme.

HOMEWORK

Homework is designed to support in-class learning objectives. Although workloads will differ due to subject selection and individual ability, Diploma Programme students can expect to complete approximately 12 hours of homework per week. Students who know they will struggle to meet a deadline must discuss the issue with the subject teacher well in advance of the due date. An extension may be granted, at the discretion of the teacher. MBIS internal assessment deadlines and late penalties are set by subject teachers and published in subject outlines. Official IB assessment deadlines are published on the assessment calendar and are non-negotiable.

Self-discipline and self-management are essential to student success:

- Use a homework diary
- Schedule your homework time well in advance
- If you procrastinate - you WILL be overwhelmed by the workload
- After receiving an assignment, start it as soon as possible - break it down into manageable chunks
- The Extended Essay is a requirement for the awarding of the IB Diploma - start early and leave yourself plenty of time to redraft and perfect it
- Be proactive - talk with your teacher if you need extra support

PARENT/GUARDIAN EXPECTATIONS

The IB Diploma is a rigorous and highly challenging curriculum. Parents/Guardians play a crucial role in ensuring student success. Parents/Guardians are encouraged to:

- Regularly check Powerschool to monitor their child's progress
- When possible, attend scheduled parent-teacher conferences and consult with subject teachers. Individual appointments with teachers, the Diploma Programme Coordinator, or the Guidance Counselor, can be arranged when necessary - please contact the School Office in such cases
- Provide proactive support to enable effective learning:
 - Help students with scheduling and time-management

- Establish a routine for homework
- Encourage good work habits (self-discipline is essential for IB success)
- Promote a healthy, balanced lifestyle
- Encourage adequate periods and patterns of sleep
- Monitor screen time
- Look for signs of stress
- Take a positive approach to criticism/feedback
- Reward success

IB DIPLOMA RETENTION POLICY

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

AWARDING OF THE IB DIPLOMA

Following completion of the final year of the programme, official grades are supplied by the IBO. Final grades are determined by two types of assessment: *internal* and *external*.

INTERNAL ASSESSMENT

All subjects have an Internal Assessment(s) (IA) organized and graded by the subject teacher. While these assessments are graded by MBIS teachers, student samples are sent to the IBO for external moderation. Teachers and education professionals in schools around the world check the grading. This process has been put in place to improve grade consistency between IB schools around the world. Students are not told their IA score, as it is subject to external moderation, but will receive feedback and guidance related to the marking criteria.

Each subject has specific types of assessment; examples include presentations, portfolios of work, laboratory projects, and mathematical investigations. Internal Assessment deadlines are published on the school calendar.

Failing to submit an Internal Assessment will result in an N grade (no grade) and zero score for that component. Students receiving an N grade will not receive an IB Diploma.

EXTERNAL ASSESSMENT

All subjects include external assessments which are graded externally by official IB markers. These assessments, such as the Extended Essay, are carried out at school, then uploaded or mailed to the IBO. The largest DP grade component (50-80% of the overall IB grade) for each subject is the final exam, which is held during May for Grade 12 students. Results are published by the IBO in July.

Final examination fees are to be paid for each student registered in the full programme or those taking individual subjects. Parents/guardians are responsible for examination fee payments. Examination fees are determined by the IBO and subject to change.

OFFICIAL IB DIPLOMA GRADING

Students receive a 1-7 grade for each of their six subjects. A further 3 bonus points may be awarded for TOK and the EE, leading to a total possible score of 45.

A Diploma Points Matrix is used to determine the awarding of bonus points. Both TOK and the EE are assessed using an A to E grade score. A failing grade (E) in either subject will mean the student will NOT be awarded an IB Diploma.

DISTRIBUTION OF REPORT CARDS

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

Report cards will be released only to those whose tuition payments are up to date. Grades appearing on reports for all marking periods for students taking AP and Honors classes, will be the weighted grade with the appropriate percentage increase as explained on page 7. Academic Honors will be awarded based on these grades.

OTHER ACADEMIC REGULATIONS

1. A student who decides to change his/her program of studies or to withdraw from a course must consult with the instructor and obtain permission from the Deputy Head of School within the first two weeks of the semester. As part of this process, the student must fill in and submit the "Change of Course" form to the Office.
2. All classes for which a grade of "incomplete" has been assigned will be recorded as "F"s on final transcripts, unless these "incompletes" have been properly cleared within two weeks of the grading period in which they have been given.
3. When a student intends to withdraw from the school or to transfer to another school, the parents should notify the school through the completion of the Withdrawal Form and complete all necessary arrangements prior to withdrawal. All financial obligations must be taken care of before records can be forwarded to the new school.

COUNSELING

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

The guidance counselor will endeavor to confer with each student in Grades 11 and 12 at least once a year. The counselor sees students in other grades as considered necessary in order to support their academic, social, and emotion needs.

In addition to the counseling and guidance services offered by the Guidance Counselor, members of the faculty are also available to offer professional recommendations and to assist students in setting their educational goals and interpreting test results.

TRANSCRIPTS

In cases of transfer, a transcript will be sent on request providing that there are no outstanding payments due to the school. Any student who requires a transcript must complete a document request form available from the office. A minimum of ten days notice is necessary for the printing of a transcript.

DAY TO DAY REGULATIONS

ATTENDANCE REGULATIONS

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

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

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

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

TARDINESS AND FREQUENT ABSENCES

Lateness: Students are late if they are not present by 8:35 a.m. If a student arrives at school after 10:00 a.m., the lateness is considered a half-day's absence.

When a pattern of frequent lateness or absence begins to develop, appropriate action will be taken to safeguard the academic credibility of the school.

Tardiness without a valid excuse will warrant an automatic detention after school.

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

Lateness because of a train/bus delay will not affect a student's record if the student gets a "late train/bus notice" from the Station Master indicating a train/bus delay of at least 10 minutes.

When a student misses a test/quiz for whatever reason, a teacher will require a note from the parent/guardian asking that a makeup test/quiz be administered. The note should indicate the reason for the absence, and should also clearly indicate for which subject(s) the make-up test is/are requested. This note should be presented within 3 days of returning to school.

NOTE: In a 45 day quarter, being present 36 days means an attendance rate of 80%

A STUDENT WHO IS ABSENT (EXCUSED OR UNEXCUSED) MORE THAN 9 DAYS IN A QUARTER WILL RECEIVE A MAXIMUM GRADE OF 50% FOR ALL SUBJECTS FOR THAT QUARTER.

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

Exceptions can be made due to:

A. serious illness verified by a doctor's certificate or an official receipt from the doctor or clinic/hospital.

B. religious obligations.

A student who knows he/she will be absent for an extended period of time due to family obligations (not extended vacations) must make **prior** arrangements with all his/her subject teachers so that no work is missed. Parents should notify the school of such an upcoming extended absence at least one month in advance of the absence. During Semester Exam week, ALL students are expected to take the exams on the days they are given. A doctor's note will be required in order to make up a semester exam.

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

CAMPUS ACCESS

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

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

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

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

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

Please note that there is no parking on school premises.

Morning Drop-off and Afternoon Pick-up

Parents who drive their children to school are to follow the following guidelines.

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

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

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

DRESS CODE

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

1. At all times, students must look neat and respectable.
2. Summer: gray slacks/skirt; white dress shirt or Marist polo shirt. Students may wear a plain white T-shirt underneath their uniform shirt. Students may not wear any T-shirts with lettering or images as their undershirt.
3. Fall/Winter/Spring: gray slacks/skirt; white dress shirt; school tie; gray sweater, vest or cardigan); school blazer in grades 10 to 12. The exact dates from which the school tie, sweater and blazer must be worn will be announced, varying from year to year, depending on the weather.
4. Skirt hemlines are to be no higher than 5 cm above the top of the kneecap.
5. Shoes and socks must be worn. Shoes suitable to the uniform should be worn. Socks should be white, black or dark in color. Stockings or tights may be worn instead of socks.
6. Winter jackets and Marist athletic jackets may be worn over the uniform, not instead of the uniform, to and from school, but not in the classroom, library, or cafeteria.
7. The school tie should be worn to and from school, not only on the school campus.
8. Sweatshirts of any kind (without zippers/with zippers/without hoods/with hoods) may not be worn to school or in school, except during P.E. classes. In cooler weather, students should wear gray sweaters and/or a blazer, not sweatshirts.
9. Kindergarten students do not wear the school uniform. Parents should dress them in clothing appropriate for school.
10. Earrings should be sleepers/studs or small in size. Earrings that dangle well below the earlobe are unacceptable.
11. Hair styles should be neat and tidy. Mohawks, bright colored hair or extreme hairstyles are unacceptable.

Note: Uniforms must be purchased from the school uniform supplier at Daimaru department store in Motomachi.

Dress Code for Interscholastic Sports

All Marist athletes shall wear the school uniform to and from all interscholastic games, including home games, day trips and overnight trips.

The uniform will consist of the following:

- White dress shirt
- Marist tie
- Marist gray pants or skirt
- Black shoes (solid black sneakers are acceptable)
- Long dark blue or black socks (girls)
- Black belt (boys)

* The black shoes and dark socks policy does not apply to middle school athletes

The following modifications to the dress code will apply during **hot** seasonal weather:

- Marist polo shirt may be worn in place of the white dress shirt and tie. However, if a white dress shirt is worn, it must be worn with the Marist tie.

The following modifications to the dress code will apply during **cool** seasonal weather:

- Marist blazer (gr.10-12)
- Gray Marist sweater for 9th graders who do not possess a Marist blazer.
- Other types of outer wear may not be worn in place of the Marist blazer or sweater.

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

Students must wear the uniform properly at all times. Expectations include:

- Shirts tucked in and not folded under
- Ties should be on straight and snug to the neckline
- Skirts should not be folded or rolled at the waist
- Pants should be worn properly and belt secured at waistline

Dress Code for Casual Days

Casual days will occur throughout the year. On these days students should wear respectable clothing. Students wearing any of the following will be asked to go home and change:

- Short shorts
- Spaghetti strap shirts
- Clothing that has offensive language

RELATIONSHIPS WITH TEACHERS

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

BUS SERVICE

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

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

School Bus Rules (for those who ride the school bus):

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

BEHAVIOUR GUIDELINES

I. TEASING AND BULLYING

"Teasing" connotes a rather common and normally harmless aspect of school life. Teasing, however, can escalate to forms which are hurtful. It can even become "bullying", which sometimes has profound negative consequences to those who are its targets.

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

II. ENGLISH ON CAMPUS

More than twenty nationalities are represented in the student population of MBIS. MBIS celebrates the great diversity represented in its students, parents and faculty. It respects bilingualism, and multiculturalism. For that reason the school as a community chooses to use English as the language of instruction and social discourse throughout the school day. The use of English promotes a unifying atmosphere within the school, and allows us to communicate fairly, and openly. Using languages other than English emphasizes differences within the school, isolates various nationalities, and can cause misunderstanding and mistrust.

One of the main reasons parents send their students to this school is to make them competent in the English language. Competency will naturally increase the more English is spoken. It is the policy of the school that English is the only language permitted inside the classroom, except in language classes and in an extreme emergency.

Students are also expected to use English while moving around the school, in the cafeteria, and on the playground. Students whose English is fluent are expected to encourage less fluent students by including them in informal conversation in non-academic situations.

Students are strongly encouraged to read books and magazines in English regularly. This "automatically" helps to improve English. Watching English language TV and movies is also helpful, but reading is more helpful.

Teachers are not "language police" – the responsibility for speaking English belongs to each student. However, each teacher has the right to talk seriously with any student not using English to communicate, to remind that student of the positive and negative long term results of communicating – or not – in English. Should students persistently choose to speak using languages other than English, in and outside of the classroom, for the purpose of social discourse they will be disciplined using the criteria established in the section below.

III. HELPFUL REMINDERS FOR STUDENTS

Here at MBIS we believe that the best form of discipline is self-discipline. With that fact in mind we offer the following helpful reminders to students and parents.

NOTE: We are guests of the Japanese Government. All students must abide by all rules and laws of the Japanese Government at all times.

Student Behavior: Both in and away from school, each student is a representative of M.B.I.S. to the public and he/she should always act in a courteous and considerate way. When traveling between home and school on public transportation, Marist students are expected to exercise courtesy, restraint, and respect

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

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

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

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

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

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

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

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

Cell Phones and Electronic devices: Cell phones must be turned off during the school day. Ipods, MP3, and any other music players or toys, such as DS and mini key-chain games, should also be turned off during school hours. **The first time a cell phone is confiscated, it will be returned after school that day. The second time a cell phone is confiscated it will be held by Administration for 3 days, a third offence will result in the cell phone being confiscated until the end of the school year unless a parent comes to personally collect the phone in school hours. This rule applies to all electronic devices and is continuous throughout a student's entire school life ie. First and second offences carry over into following school years.**

A student may use their cell phone in the library after school if it is for academic purposes. If it is obvious that a student is using their phone for purposes other than academics, the phone may be confiscated.

Food and Drink: In an effort to maintain a clean campus, no food or drink may be brought into the classrooms, except with the permission of a teacher. Lunch must be eaten in the cafeteria. Chewing gum on campus is not allowed.

Emergency Procedures: Become familiar with the Emergency exit paths from the classrooms and procedures. Fire and earthquake drills will be held regularly.

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

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

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

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

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

IV. LEVELS OF DISCIPLINARY RESPONSES

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

- **warning:** student is told of his/her inappropriate behavior
- **after school detention:** student stays after school, usually for one hour (Parents will be notified at least one day before this takes place.)
- **Saturday detention:** student reports to school at 9.00 AM on Saturday morning for a two and a half hour detention. (Parents will be notified at least one day before this takes place.)
- **conference:** the teacher and or administrator will confer with the student and parents/guardians in person or by phone
- **contract:** a formal written contract may be instituted specifying reasonable consequences for inappropriate behavior
- **in school suspension:** a student is excluded from all classes for the period of the suspension. All work which is normally covered in classes that day are provided to the student to complete. Homework, class work, tests and quizzes are counted.
- **out of school suspension:** a student is not permitted to attend school. A student gets a 0% on all homework and tests/quizzes during the suspension.
- **counseling referral:** it may be necessary for a student to receive professional counseling in order to remain in school
- **forced withdrawal from school:** a student is asked to leave school permanently

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

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

DETENTION POLICY

Guidelines for Detention and Responsibilities of Students, Staff and Parents

1. Purpose:

At Marist Brothers International School we pride ourselves on high standards of behavior and self-discipline. To create a safe and nurturing environment in which all students feel safe and capable of performing to their potential, certain behavior will not be acceptable at school.

2. Unacceptable Behavior:

Teachers at Marist Brothers International School demand the best behavior possible from their students. **Teachers will use their discretion** in deciding whether or not classroom behavior warrants detention. Some common behaviors that may result in detention include, but are not limited to: chewing gum, uniform violations, rough housing, tardiness, disrupting class, bullying, use of cell phones etc.

3. Documentation:

If a teacher decides to give a student detention the teacher will complete a detention slip and pass it to Administration. The detention slip is in triplicate. Once Administration has completed the slip it will be sent home with the student for the parent to complete. The student should then return the teacher and Administration slips to the office where a copy will be placed on file. A copy will also be returned to the teacher.

4. Detention (Tasks/Length/Precedence)

The teacher who assigned the detention will be responsible for assigning and supervising detention tasks. Preferably, these tasks should be constructive in nature ie. reflective essays, self analysis of student behavior or one on one discussions with the teacher. There will be times when teachers may require assigning other tasks, however, the afore mentioned activities should be the first option.

The length of the detention should be **45 minutes** and should happen as close as possible to the date that the paperwork is finalized.

Detention takes precedence over all other school activities including sports, music, club and school organization meetings.

5. Repeated Detentions

Students who receive numerous detentions (whether it be for the same offense or a different offense) will be subject to the following escalating consequences:

First Offense:	Detention
Second Offense:	Detention and student meets with teacher and Upper School Administrator.
Third Offense:	Detention and student meets with teacher, Upper School Administrator and Head of School
Fourth Offense:	Call home to parent
Fifth Offense:	Parent Interview
Sixth Offense:	Suspension
Seventh Offense:	Administrative Discretion

MISCELLANEOUS INFORMATION

CLASS AND SCHOOL SPIRIT

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

UPPER SCHOOL HOMEROOM ORGANIZATION

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

ENGLISH LANGUAGE SUPPORT (The ELL program)

The goal of the Language Arts program at MBIS is to ensure that students who graduate from the Lower School (Montessori to Grade 6) are proficient in all aspects of English -- conversation, writing, reading and comprehension. A dedicated language support program is in effect for those students whose basic English language proficiency is low. This program is staffed by the ELL Department whose aim is to give each child the skills needed to function at his or her grade level.

The ELL program for upper school students is only offered in Grade 7 and 8.

COMPUTER USE AND INTERNET ACCESS

In order to be able to use any of the computers at school, students from grade 4 to grade 12 must read and sign the Computer Usage Policy. Please see Appendix A. Students are allowed access to the internet at school. It is understood that misuse of the internet will result in disciplinary action. Misuse means accessing pornographic or gambling sites, using inappropriate language to or about other students in e-mails, using chat rooms or downloading material which is not directly related to a school assignment. Parents are cautioned to monitor their child's use of the internet at home and to be particularly careful as to who their child is talking to in chat rooms. Everyone should be aware that people on chat lines are not always who they claim to be. In order to maintain the professional distance between students and teachers, they may not be 'friends' or communicate on social network sites.

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

EXTRACURRICULAR ACTIVITIES

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

Student Council	Boys & Girls Soccer	Girls Softball
National Honor Society	Boys Baseball	Band
Marist Athletic Association	Boys & Girls Basketball	Japanese Club
Boys & Girls Volleyball	Intramural Sports	Skateboarding Club
Middle School Sports	Elementary Sports	

At 5:30, all activities and varsity sports end and all students are required to leave the campus.

To represent Marist Brothers International School as a member of a school team, club or organization is to present the reputation of the school and fellow students to the public. This is both a privilege and an honor.

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

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

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

USE OF THE SCHOOL BUILDINGS

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

HEALTH CARE

See Health Policy and Regulations available on the school website.

VISITORS

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

LIBRARY

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

CAFETERIA

Lunch must be eaten in the cafeteria. Students may bring their own lunch or purchase the school lunch served in the cafeteria. The menu changes daily and is announced two weeks in advance, indicating the availability of both vegetarian and non-vegetarian meals.

Occasionally a teacher may organize lunch for a special reason in another room. If a different menu is being provided, e.g. pizzas, the cafeteria personnel must be told 2 weeks in advance.

TEXTBOOK POLICY

Textbooks are issued at the appropriate grade level for students of that grade. E.L.L. students are generally not issued textbooks that are the same as the mainstream class.

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

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

HOMWORK – GENERAL GUIDELINES

What is Homework?

Homework is purposeful *out-of-class* learning that seeks to enhance the extent to which each child benefits from the school's educational program. The main purpose of homework is for children to practice independently new things they have learned through the day, so as to consolidate that learning.

Homework is Important Because It :

- provides a link between school and home;
- extends learning;
- reinforces and strengthens skills and concepts introduced in class;
- extends, challenges and provides creative thinking opportunities;
- strengthens research skills and production of long-term projects;
- develops responsibility.

Classroom Expectations and Procedures

In the Upper School you can expect to receive a handout from each subject teacher explaining classroom expectations and procedures regarding homework, grading etc. Elementary classroom teachers will provide a similar handout for each grade level.

Grades 1- 2 - Students can expect to do approximately **20 minutes** of homework per weeknight.

Grades 3 - 4 - Students can expect to do approximately **40 minutes** of homework per weeknight and approximately 40 minutes of homework over the weekend.

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

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

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

Note : Students in **AP** or **honors courses** will receive **additional work** as needed.

Recommendations for students

Note that the estimated times listed will vary per student taking into account study habits, language ability, study environment and time management skills. Should you find that you are consistently spending more time than suggested, first see the teacher for the subject or subjects in question. If AFTER seeing the subject teacher, you feel the situation remains unresolved feel free to arrange an appointment with an administrator to discuss the issue.

Students in the Upper School should schedule a **minimum of twenty minutes per subject** for each day the class meets regardless of whether or not homework is to be handed in. Such time should be used for review of the day's work: chapter, unit etc.;

review for tests; completion of long-term assignments, or general organization in that subject.

Weekends / Holidays / Breaks

To allow students to spend time with their families, homework over extended breaks/holidays will be the same length in total as expected for any one night of the week.

STUDY TIPS FOR STUDENTS

STUDY SKILLS:

Most students already have an idea of study skills and habits of successful students; however, such habits need to be practiced over and over to become successful at them. Here is a list of things to keep in mind when preparing to become a successful student. Be honest with yourself, students rarely excel in all areas and most students have to work in some areas more than others.

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

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

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

ASSIGNMENTS When you have finished an assignment do the following:

- Proofread, check your work and ask yourself...Have I done my best? Is there anything more I can do to improve on it?
- Put the assignment aside while finishing other work and review, reread it prior to handing it in and look for clarity, grammar and spelling errors.
- If your assignment isn't finished make a list of items that you will need to complete it.
- Prioritize your assignments by doing that which you like least first, or according to due dates, time needed to complete assignments, or begin with the easiest or hardest depending upon when help is available if needed for difficult assignments.
- Review feedback from teachers on current or previous assignments.

LONGTERM ASSIGNMENTS/PROJECTS, ESSAYS Set yourself some short term goals for writing, reading (especially long passages) and project work. If you work on

items a little at a time it will most likely be better than waiting until the last minute to prepare it.

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

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

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

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

STUDY ENVIRONMENT

- Pick a fairly quiet study area with lots of light and supplies close by.
- A desk in a bedroom is nice, or an area in the family room or dining room will work just as well.
- Remove distractions. Turn off the television, refrain from social telephone calls and non-homework related computer use, especially "chatting on line."
- Have supplies and resources such as pencils, pens, erasers, writing paper, an assignment book, and a dictionary close at hand.
- Work to formulate good organization, such as an assignment calendar, book bag, and folders.
- Some students need music to help them, however music with lyrics (words) can be a distraction. If music distracts you, turn it off.

TIPS FOR PARENTS ABOUT HOMEWORK

Parents should not find themselves having to teach content to their children, but should act as a guide to encourage and motivate them. You are encouraged to develop positive responses to their efforts. Where difficulties occur, you are asked to communicate this to the teacher.

- Help your child prepare an appropriate study environment. In addition to textbooks; they will need writing utensils, paper, ruler, etc, dictionaries or other reference books. A calendar at home can be used to keep track of long-term assignments and set short-term goals for completing assignments.
- Help your child set a homework schedule taking into consideration other activities and alternatives. Each night might need to vary. Have your child write it up and help them to stick to it or make necessary adjustments to make effective choices.
- Help your child make a list of procedures for doing homework. This is a sort of checklist that he or she can use as reminders as to what needs to be done in

preparation for homework. This can include such things as turning off the radio, stereo, television, electronic gadgets, computers (except when needed to complete an assignment), collecting necessary books and materials. Procedures are most effective when written down and practiced over a period of several weeks until they become habit. Occasionally procedures need to be reviewed for effectiveness and adjustments made. Children need routine and procedures help them to focus on what needs to be done and to be able to do it efficiently.

- You may wish to set procedures for such things as preparation for getting ready for school to be completed before bedtime like putting homework and books in school bag, selecting lunch items, getting special items needed (e.g., gym clothes, library books, etc). Or for preparing to leave school, such as checking assignment to verify that they have all books and supplies needed to complete homework before leaving school. If your children are involved in making the procedures they will be more apt to stick to them.
- Look over homework, but do not do the homework for them. It is not necessary to check every item either.
- Monitor studying by checking what your child is doing during his or her study time. This is especially important when their study area is out of your sight and there may be other distractions which may tempt him or her.
- Monitor television viewing and **computer use**. Studies show that more than two hours per night of TV on school nights can lead to low achievement. Moderate television viewing, especially when supervised by parents, can help children learn. Help them to select the programs they want to watch. Such programs can be taken into account when setting homework schedules and may need to be adjusted for special programs.
- Monitor your child's use of the internet, including time spent in text chatting, e-mailing, and using social network sites.
- Questions you can ask your child about his or her homework:
 - ✓ What are your assignments today?
 - ✓ Are the assignments clear?
 - ✓ When are they due?
 - ✓ Do you need any special resources (e.g., trip to library or access to a computer)?
 - ✓ Do you need special supplies (e.g., graph paper, poster board, etc.)?
 - ✓ Have you started today's assignment? Finished it?
 - ✓ Which assignment will you do first?
 - ✓ Is it a long-term assignment (e.g., science project, term paper, essay, etc.)? (If so, then you may need to help them set some personal goals, write out the steps for completing the project if the teacher hasn't already given some interim deadlines—or in addition to such deadlines to keep your child on track.)
- When your child is absent from class remind him or her to see the teacher immediately regarding missing work and make provisions for completing it.
- When a problem arises send a note to the teacher or contact him or her regarding the situation.

Informal Homework Recommendations

- ❖ Spend time talking with your child about their day: school, holidays, clubs, etc.
- ❖ Spend time involving your child: house chores, watering plants, shopping, etc.

- ❖ Turn everyday activities into learning opportunities: shopping, catching the train, safety, etc.
- ❖ Involve you family in regular literacy events: writing letters, making and sending greeting cards, reading bills, etc.
- ❖ Watch a TV program together: discuss what happened, feelings, what might happen next program, etc.
- ❖ Value your child's work: post it, save it, point out special parts you like.
- ❖ Help your child to organize themselves: develop routines and procedures, have them write them down, refer to the often
- ❖ Try to maintain your child's first language: as school we speak English, at home they should be allowed to do things in their first language, being bilingual or trilingual does not have to mean replacing a language
- ❖ Tell your own stories
- ❖ Turn the TV off one day a week
- ❖ Make up jokes and rhymes
- ❖ Walk and talk
- ❖ Read a book together
- ❖ Discuss current events and topics in the news
- ❖ Family outings and vacations are a field trip, lots for everyone to learn from

Important Note for Parents Regarding Student Work

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

UPPER SCHOOL HOMEWORK POLICY

Guidelines for the Assignment and Grading of Homework and Assignments including the Responsibilities of Students, Staff and Parents

I. Purpose:

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of the Marist Brothers International School staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence.

Homework assignments include:

- **Practice** exercises to follow classroom instruction.
- **Preview** assignments to prepare for subsequent lessons.
- **Extension** assignments to transfer new skills or concepts to new situations.
- **Creative** activities to integrate many skills toward the production of a response or product.
- **Independent** work that includes: research, writing and preparing for individual or group major projects.

II. Time

Actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. A detailed description of the amount of time to be spent on homework can also be found on 23. If your child is spending an inordinate amount of time doing homework, you should contact your child's teachers. Students are encouraged to pursue non-assigned, independent, leisure reading.

III. Late Homework Policies

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

1. All students will turn in homework assignments on the given due date at the beginning of the student's assigned class period.
2. Students who miss homework because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent to turn in their work. It's the students' responsibility to get work missed due to illness or absence.
3. Students who miss class due to other school commitments, such as MAA duties, band performances, sports tournaments etc. are solely responsible for the homework they may miss.

4. Students who turn in late homework assignments will receive the following consequences based upon individual teacher discretion or grade level policy:

	Grade	Outcome
Middle School	7 & 8	<ul style="list-style-type: none"> • Students who submit late homework <u>one day</u> past the due date can earn up to 90 % on the late assignment. • Students who submit late homework <u>two or more</u> days past the due date can earn up to a 50% on the late assignment. • No late homework will be accepted within <u>5 days</u> of the end of the quarter and will result in a 0 for the assignment.
High School	9 - 12	<ul style="list-style-type: none"> • Students who submit late homework <u>one day</u> past the due date can earn up to 80 % on the late assignment. • Students who submit late homework <u>two or more</u> days past the due date can earn up to a 50% on the late assignment. • No late homework assignments will be accepted within <u>5 days</u> of the end of the quarter and will result in a 0 for the assignment.
High School	12	<ul style="list-style-type: none"> • No late homework will be accepted, without prior approval from the student’s teacher. All late homework will receive a grade of zero.

IV. Major Projects

Major projects include: research reports, book reports, labs, major essays, and other assignments teachers designate as major projects. Work on these projects may exceed the maximum homework minutes per night.

1. All students will turn in major projects on the given due date at the beginning of the student's assigned class period.
2. Students who miss an assignment due date because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent to turn in their assignment. It’s the students’ responsibility to get any assignment missed due to illness or absence.
3. Students who turn in late major assignments will receive the following consequences based upon individual teacher discretion or grade level policy.
4. Students who miss class due to other school commitments, such as MAA duties, band performances, sports tournaments and team trips should hand in assignments beforehand if not otherwise arranged with their teacher.

	Grade	Outcome
Middle School	7 & 8	<ul style="list-style-type: none"> • Students who submit late assignments <u>one day</u> past the due date can earn up to 90 % on the late assignment. • Students who submit late assignments <u>two or more</u> days past the due date can earn up to a 50% on the late assignment. • No late assignments will be accepted within <u>5 days</u> of the end of the quarter and will result in a 0 for the assignment.
High School	9 - 12	<ul style="list-style-type: none"> • Students who submit late assignments <u>one day</u> past the due date can earn up to 75 % on the late assignment. • Students who submit late assignments <u>two or more</u> days past the due date can earn up to a 50% on the late assignment. • No late assignments will be accepted within <u>5 days</u> of the end of the quarter and will result in a 0 for the assignment.
High School	12	<ul style="list-style-type: none"> • No late major projects will be accepted, without prior approval from the student's teacher. All late submissions will receive a grade of zero.

Responsibilities of Staff:

- Assign relevant, challenging and meaningful homework that reinforces classroom learning
- Give clear instructions and make sure students understand the purpose
- Give feedback and/or correct homework
- Communicate with other teachers
- Involve parents and contact them if a pattern of late or incomplete homework develops

Responsibilities of Parents:

- Set a regular, uninterrupted study time each day
- Establish a quiet, well-lit study area
- Monitor student's organization and daily list of assignments in their agenda
- Help student work to find the answer, not just get it done
- Be supportive when the student gets frustrated with difficult assignments
- Contact teacher to stay well informed about the student's learning process

Responsibilities of Students:

- Write down assignments in the "Marist Brothers International School Student Agenda"
- Be sure all assignments are clear; don't be afraid to ask questions if necessary
- Set aside a regular time for studying
- Find a quiet, well-lit study area
- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work.
- Make sure assignments are done according to the given instructions and completed on time.

ADVANCED PLACEMENT COURSES

Entry requirements:

In order for students to enter A.P. classes, MBIS requires the following:

- ✓ student interest
- ✓ teacher referral
- ✓ suitable past performance in the subject - a cumulative G.P.A. of 85% at the highest level in that subject area in the previous year.

Administration discretion will apply in all cases.

Student Accountability and Place on Student Transcript:

- ✓ At the beginning of the A.P. course students will be given 2 weeks to make the decision to commit to A.P.
- ✓ A student may withdraw from an A.P. course but will not be credited with A.P. on their MBIS transcript in that subject.
- ✓ Students should expect to spend one hour of study per night for each AP subject.
- ✓ Students' progress will be closely monitored at the end of each quarter to ensure their suitable continuance in an A.P. course.
- ✓ If you take an AP course it is compulsory to take the final AP Exam at your own expense

Cost: At present, approximately 13,000 Yen for each A.P. examination.

EXTERNAL STANDARDIZED TESTS

(For Parents and Students)

MBIS will administer internationally recognized assessment tests at various times throughout the year based on the student's grade level. Some of these tests include:

- *i-Ready (3 times a year for grades 1-9)
- *LAS test for English language proficiency
- *PSAT for grades 10 and 11

Purpose of the testing

MBIS will use the results of the testing for the following purposes:

- to measure the students' academic progress from year to year
- to highlight students' strengths
- to alert to students' weaknesses
- to look for class trends – areas of strength or limitations for a Grade generally
- to assess teaching content – do curriculum areas need to be reviewed? are there gaps or weaknesses in the curriculum?
- to assess teaching methods – review and modification of teaching styles
- to assist the teacher to set personal goals
- to assist with grade placement of new and existing students

Reporting to Parents

In line with the educational ethos of MBIS, results will be sent to parents. A note will be included stating that if there are questions the Guidance Counselor may be contacted.

COLLEGE ADMISSIONS TESTING

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

For further information please refer to the following websites:

www.collegeboard.com

www.xap.com

www.foreignborn.com

www.toefl.org

[www.dir.yahoo.com/Education/Higher Education/](http://www.dir.yahoo.com/Education/Higher_Education/)

www.act.org

www.geowww.wibk.ac.at/univ/

www.ielts.org

www.studyinaustralia.gov.au

www.ouac.on.ca

www.fastweb.com

www.petersons.com

www.internationalstudent.com

PSAT/ NMSQT: Preliminary SAT/ National Merit Scholarship Qualifying Test.

Sponsored by: Co-sponsored by the College Board and National Merit Scholarship Corporation.

Purpose: Measures critical reading, math problem solving and writing skills.

Gives first hand practice for the SAT 1 (Reasoning Test) and SAT 11 (Writing skills – Subject Test in Writing).

It provides students (U.S. citizens) with a chance to qualify for a scholarship and recognition program.

Scores: Mailed to Head of School and Counselor

(This test is given to all enrolled 10th and 11th grade Marist students)

SAT

Purpose: Standardized College entrance exam. SAT scores can tell admission staff how a student compares with other students who took the test. There are two sections to the test – verbal and math. Each section score is reported on the 200-800 scale, for a composite score out of 1600.

SAT I measures verbal and math reasoning abilities (understanding, analyzing written material, drawing inferences, differentiating shades of meaning, drawing conclusions, and solving math problems) developed in school and in outside reading and study. It is not reliant on texts used.

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

Developed by: Educational Testing Service produces the questions for the SAT test. These exams are conducted off campus.

SAT's value for Marist: The SAT provides an external indicator or benchmark of the standards achieved by our students.

ACT

Name: American College Test

Sponsored by: ACT Inc., an independent, not for profit organization that provides assessment and research services in the area of education.

Purpose: The ACT Assessment is designed to assess high school students' general educational development and their ability to complete college-level work.

The tests cover four areas: English, mathematics, reading, science reasoning.

Test is based on courses studied – it is not an I.Q. test. The highest possible ACT score is 36. The national average ACT score for 2001 was 21.

ELPT

Name: English Language Proficiency Test.

Sponsored by: The College Board. Part of SAT II: Subject Tests.

Purpose: Designed for students whose best language is not English - ESL students.

To assess understanding of spoken and written American English.

Scores used for purposes of admission by Colleges and Universities in U.S.

TOEFL

Name: Test of English as a Foreign Language.

Developed by: Educational Testing Services.

Purpose: To evaluate the English proficiency of people whose native language is not English.

Scores used for purposes of admission by Colleges and Universities in U.S. and Canada.

The computer-based TOEFL test was introduced in July 1998. Marist is one of the TOEFL test centers, and administers this test almost once a month. Students need to register for this test by going to the TOEFL website.

The test has four mandatory sections: listening, structure, reading, writing, & speaking.

IELTS

Name: International English Language Testing System

Sponsored by: The University of Cambridge Local Examinations Syndicate (UCLES), The British Council and IDP Education Australia: IELTS Australia.

Purpose: IELTS tests the complete range of English language skills, which will commonly be encountered by students when studying or training in the medium of English.

British, Canadian, Australian and New Zealand academic institutions accept IELTS.

American academic institutions are increasingly accepting IELTS for admissions

purposes. The Australian Department of Immigration requires IELTS for Student Visas.

JAPANESE UNIVERSITIES

Language Proficiency Test and Admissions Examinations

Entrance requirements for Japanese Universities vary in the required level of language proficiency and in academic requirements.

If students are interested in attending a Japanese University they need to ensure that they have familiarized themselves with the entrance requirements of those universities in which they are interested.

REQUEST FOR THE PREPARATION OF SCHOOL DOCUMENTS

Transcript and report card requests will be handled within 1 week. All other document requests require at least 2 weeks notice (not including school vacations. A request for over 5 sets of documents requires at least 4 weeks notice. The Preparation of School Documents forms can be found on the school Moodle site (<http://moodle.marist.ac.jp>) underneath Student Resources.

FIRE DRILL PROCEDURE

Before the day of the fire drill, teachers should be familiar with escape routes from their classroom (both primary and secondary routes). These routes are posted in each classroom.

1. As soon as the fire bell rings, teachers need to take full control of their class. All students should be seated immediately. Students and teachers are NOT TO MOVE from their classrooms until there is a PA announcement to do so. Students, however, should be told to close the classroom windows.
2. ONCE THE ANNOUNCEMENT HAS BEEN MADE, students and teachers should move quickly and in silence out of the classroom, via the assigned staircase, to the center of the playground and line up in homeroom classes.
3. Waiting for the PA announcement is Japanese policy. The purpose for the delay is to determine whether any stairways are blocked. If, however, there has been no announcement after the passage of thirty seconds from the sounding of the fire bell, teachers and students should evacuate the building, teachers using their own judgment as to which stairways to use on the basis of smoke conditions or other discernible factors. If possible, turn off classroom lights as you leave a room.
4. In case of a traffic backup on the stairways, teachers are expected to step in and solve the problem quickly, acting promptly according to their best judgment. Classes/teachers who arrive first at double doors (such as the glass doors of the main lobby, and the doors near the 1st floor restrooms) should make sure to open both doors WIDE for easy flow of students following.
5. Montessori and Art Room classes will evacuate to the sloped area, just inside the accordion gates. P.E. classes in the gym will exit via the southern door to the bus parking area. The teachers will then bring their classes to the field to join their homerooms using the safest route.
6. Homeroom teachers (or designee) are to take an attendance check after evacuation. As part of Japanese law, teachers are required to bring their class registers with them when vacating the building. When supervising a drill (or in the case of an actual fire), the Fire Department will ask teachers to fill out a form stating how many students left the room and how many are in line. The Fire Officers will ask for the teachers' class registers.
7. Homeroom teachers (or designee) are to report their attendance to the Head of School (or designee). Teachers must also confirm their own attendance with the Business Manager (or designee).
8. Teachers are to remain on the playground with the students. Students and teachers are to remain silent.
9. Fire drills should be thought of as an educational process. We need to ingrain in the students that in the case of a fire elsewhere, either at home or in a shopping center, etc, it is of paramount importance to get out of the house/building without panicking or stampeding. Time is of the essence because of the danger of falling unconscious due to smoke inhalation. Part of the drill is practicing to evacuate the building in as short a time as possible. If administrators and teachers take the drills seriously, then students will follow our example.

EARTHQUAKE PROCEDURE

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

Initiation by Anyone

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

Emergency Announcement (if safe and possible)

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

Initial Response to an Earthquake by Everyone

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

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

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

Actions for In-class teacher

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

Once the "all-clear" is given, please return to class with your students.

Upper School Course Offerings
2016-2017 School Year

7th Grade

Religious Studies
English
Life Science
Math Course 2
Geography
Japanese/French
Physical Education
Health

Options

Art /Band/Study

10th Grade

Religious Studies
World Literature
Biology
Geometry/Algebra 2
World History II
Japanese/French
Physical Education
Computer Studies

Options

Art /Band/Study/DTP

8th Grade

Religious Studies
English
Physical Science
Pre-Algebra/Algebra 1
U.S. History
Japanese/French
Physical Education
Health

Options

Art /Band/Study

11th Grade

Religious Studies
American Literature /
AP Language and Composition
Physics/AP Physics 1
Algebra 2 / Pre-Calculus
U.S. History/AP Comparative
Government
Japanese /French
Physical Education

Options

Art /Band/Study/DTP

Electives

Forensic Science
AP Computer Science
Law/Business

9th Grade

Religious Studies
World Literature
Chemistry
Algebra 1/Geometry
World History I
Japanese/French
Physical Education
Computer Studies

Options

Art /Band/Study

12th Grade

Religious Studies
British Literature
Marine Biology/AP Physics
AP Calculus/ Pre-Calculus
Economics/ US Government
Japanese /French
Physical Education

Options

Art /Band/Study/DTP

Electives

Forensic Science
AP Computer Science
Law/Business

BELL SCHEDULE

Regular Schedule	
8:30	Bell
8:35-8:47	Assembly/Prayer
8:50-9:35	First Period
9:35-9:38	
9:38-10:23	Second Period
10:23-10:28	
10:28-11:13	Third Period
11:13-11:16	
11:16-12:01	Fourth Period (lower school lunch ends – 12:08)
12:08-12:46	Elementary 5 th Period
12:01-12:46	Fifth Period (Upper School Lunch)
12:49-1:34	Sixth Period
1:34-1:37	
1:37-2:22	Seventh Period
2:22-2:25	
2:25-3:10	Eighth Period
3:10	Students dismissed
4:15	Students not involved in school activities must leave campus
5:30	Varsity Sports training ends

APPENDIX A: STUDENT TECHNOLOGY USAGE POLICY

Guidelines for using workstations

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

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

Use of Information Technology Equipment

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

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

- ❖ Use technology for the purpose directed by the teacher in charge.
- ❖ Do not tamper with the computer system. It is unacceptable to seek access to restricted areas of the computer network.
- ❖ Do not bring memory sticks into the computer room unless you have permission from the teacher.
- ❖ Do not consume food or drink when using technology equipment.
- ❖ Do not enter a computer room unless a teacher is present.
- ❖ Do not swap around any equipment. That is, no changing of keyboards, charging cables, mice or other equipment from one piece of technology to another to another.
- ❖ Report all equipment faults to your teacher immediately.

School issued Gmail Passwords

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

Printing

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

The Role of Parents

Parents and guardians are ultimately responsible for setting the standards that their children should follow when using media and information sources, and ensuring that these standards are met.

This school expects that these standards will be in accordance with the School Mission Statement, Student Handbook and other school policies.

The Role of Students

Students are responsible for good behaviour on the technology network as detailed in the school's Student handbook relating to general school behaviour. They must comply with specific technology rules. Communications on the information networks are public and general school rules for student behaviour, conduct and standards will apply. Individual users of the school technology networks are responsible for their behaviour and communications over those networks. It is presumed that students will comply with school standards and will honour the agreements they have signed.

Copyright

Students are expected to respect and adhere to the laws concerning copyright and other people's ideas.

Get permission before copying files from another user. Copying files or passwords belonging to another user or author without their permission, may constitute plagiarism or theft.

Breach of Rules

Breaches of this policy may result in students being excluded from using the school's technology equipment and/or other disciplinary action as per the Behaviour Management Policy. Where technology use is a course requirement, students will have to show cause as to why they should remain in the subject.

Student Computer Access Agreement

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

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

I WILL

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

I WILL NOT

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

I understand that if the school decides I have broken this agreement, I may be prevented from using the school's Technology for a period of time.

(Student Name)
(Date)

(Grade)

(Signature)

Parent or Guardian

- I understand that technology usage can provide students with valuable learning experiences. I also understand that, although unlikely, it may give access to information that is illegal, dangerous or offensive.
- I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information must depend upon responsible use by students.
- ***I give permission for my child to use the school's computer network. I understand that students who break the school's computer usage policy may be prevented from using schools computers.***

(Parent or Guardian Signature)

(Date)

Student iPad User Agreement

As a borrower of a Marist Brothers International School iPad:

- I will follow the policies established in the Marist Brothers International School Acceptable Use Policy.
- I will follow the guidelines listed below for proper care of the iPad.
- I will report to the school any problems/issues I encounter while using the iPad.
- I understand that the primary use of the iPad is as an instructional tool.

Guidelines for Proper Care of the iPad

1. The iPad will not be loaned to anyone.
2. I will not remove labels, stickers, or screen protectors already placed on the iPad by the Technology Department.
3. I will not write on or place any labels or stickers on the iPad or the school issued case.
4. Proper care is to be given to the iPad at all times, including but not limited to the following:
 - Keep food and drink away from the iPad.
 - Do not expose the iPad to extreme heat or cold.
 - Do not attempt to repair a damaged or malfunctioning iPad.
 - Use the appropriate iPad A/C adapter to charge the iPad.
 - The device must be housed in a protective case at all times.
5. Proper security is to be provided for the iPad at all times, including, but not limited to, the following:
 - Do not leave the iPad unattended in an unlocked classroom, locker, or at an extracurricular activity.

iPad Management

- Do not sync the iPad to personal or school computers (Contact the technology staff if necessary)
- School-purchased apps will be installed on to student iPads using the school's MDM software.
- To protect the students and the school from loss of an iPad, the "Find My iPad" service must remain on at all times.

I understand that the iPad, equipment, and/or accessories that Marist Brothers International School has provided to me are the property of Marist Brothers International School . **I agree to the terms outlined in the Student iPad User Agreement and the Acceptable Use Policy.**

I understand that I will report any damage, loss, or theft of the iPad to Marist Brothers International School personnel immediately. In addition, I understand that my parent/guardian may be held responsible for reimbursement for loss, damage, or repair of the iPad issued to me, which may have occurred at school or at home, or while the mobile device was being transported, in accordance with the policies outlined in the iPad User Agreement. I understand that failing to return the iPad, equipment, and/or accessories that have been issued to me when I cease to be enrolled as a student constitutes theft.

I have read and understand the Acceptable Use Policy and am committed to **maintaining appropriate online behavior, upholding the school's core values, and preventing cyberbullying or misuse of social networks.**

I understand that a violation of the terms and conditions set out in the Student iPad User Agreement and the Acceptable Use Policy will result in the restriction and/or termination of my use of a Marist Brothers International School iPad, equipment, and/or accessories.

Student Name: _____

Student Signature: _____

Grade Level: _____

Parent Name: _____

Parent Signature: _____

iPad Hardware & Usage Agreement

Parent collaboration is a crucial piece of ensuring the success of the iPad initiative at Marist Brothers International School. We encourage you to be actively engaged with your children and participate in the process as they move into the twenty-first century classroom. As parents, students, and teachers undertake this work together, we become a stronger learning community, thereby, creating greater opportunities for our students to become successful.

FINANCIAL RESPONSIBILITY

Ownership

Marist Brothers International School has legal title to the property at all times. The user's right of possession and use is limited to and conditioned upon full and complete compliance with this agreement and the Acceptable Use Policy.

If the iPad is damaged as a result of irresponsible behavior, the parent will be responsible for the full replacement cost.

MOBILE TECHNOLOGY PRECAUTIONS

Handling and Care of the iPad

1. Keep the iPad in the school-issued or approved case.
2. Keep iPads and cases free of any writing, drawing, stickers, or labels that are not applied by Marist Brothers International School.
3. Use the iPad on a flat, stable surface.
4. Do not set books on the iPad.
5. Do not have food or drinks around the iPad.
6. Wipe surfaces with a clean, dry soft cloth.
7. Avoid touching the screen with pens or pencils.
8. Do not leave the iPad exposed to direct sunlight or near any heat or moisture sources for extended periods of time.
9. "Find My iPad" must be turned on at all times

Power Management

1. It is the user's responsibility to recharge the iPad's battery so it is fully charged.
2. iPads with no battery life may be charged in the designated charging station. The student forfeits use of the iPad for the entire time it takes to charge the iPad
3. All class work missed because of uncharged batteries must be made up on students' own time.

Monitoring and Supervision

1. Do not leave the iPad unattended in an unlocked classroom, lockers, or during an extracurricular activity.
2. Do not lend the iPad to a classmate, friend, or family member.
3. Students are responsible for the safety and security of the iPad and any activity on the device.
4. Marist Brothers International School may disable the iPad remotely to protect the device and/or data on the device.

NOTE: Failure to follow these precautions could result in a student being charged full replacement cost in the event of a lost, stolen or negligently-damaged iPad.

Marist Brothers International School - School iPad Hardware and Usage Agreement

- **I have reviewed the Student Technology Usage Policy and understand the rules and guidelines outlined in the iPad Hardware and Usage Agreement:**
- **The student is responsible at all times for the care and appropriate use of technology. I understand if my child violates the guidelines agreed to in the Acceptable Use Policy, his/her privilege to use technology may be restricted or removed and he/she may be subject to disciplinary action.**
- **I understand that I may be held responsible for reimbursement for damage, or repair of my child's mobile device.**
- **The mobile device remains the property of Marist Brothers International School. Students agree to return the mobile device to the school in the same condition it was issued to the students less reasonable wear. Failure to return the mobile device constitutes theft of Marist Brothers International School's property.**

Terms of Agreement

As the parent or guardian of this student, I have read the Acceptable Use Policy. I understand that technology is provided for educational purposes in keeping with the academic goals Marist Brothers International School and that student use for any other purpose is inappropriate. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network or via the device. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school.

I understand that we are accepting responsibility for any damage, destruction, or loss of the assigned iPad. We have read and reviewed the iPad insurance options and understand that we are responsible for the total cost of replacing a damaged, destroyed, stolen, or lost iPad. I understand and will support my student in adhering to the Acceptable Use Policy. I am aware that if my child breaks this agreement, the consequences could include suspension of technology privileges and/or disciplinary action. I also understand the school network, e-mail accounts are owned by Marist Brothers International School and that Marist Brothers International School has the right to access any of the information used through the mediums provided through the school at any time. I hereby give permission for my child to use technology resources at Marist Brothers International School.

Student Name: _____

Student Signature: _____

Grade Level: _____

Parent Name: _____

Parent Signature: _____