



Hiroshima

International School

HIS Student/Parent Handbook

August 2023



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Mission

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

Vision

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

The IB learner profile



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

IB learners strive to be:

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

Section A : Hiroshima International School

1. Introduction

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

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

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

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

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

Further Information

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

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

2. Legal Status & Governance

The school has **Gakko Hojin** status granted by Hiroshima Prefecture.

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

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

The school is required to have two boards.

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

The **Board of Directors** (BoD) number 8 and meets more frequently. The Chair of the Board of Trustees and the Principal are automatically members of the Board of Directors. Some members are elected to the BoD from the ranks of the BoT (and thus sit on both boards). Further members of the BoD are elected by the Board of Directors from the community at large. The Chair of the Board of Directors is the **Rijicho** ('Director General').

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

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

3. Address

Hiroshima International School

広島インターナショナルスクール

3-49-1 Kurakake

〒739-1743

Asakita-ku

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Fax 082 843 6399

from outside Japan : +81 82 843 6399

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

website : www.hiroshima-is.ac.jp

4. Office Hours

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

5. The School Calendar

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

5. HIS Organisational Structure

HIS Organisational Structure

BOD, BOT, PTA, Alumni & Office

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

Principals supporting IB program coordinators

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

IB Program coordinators supporting teachers

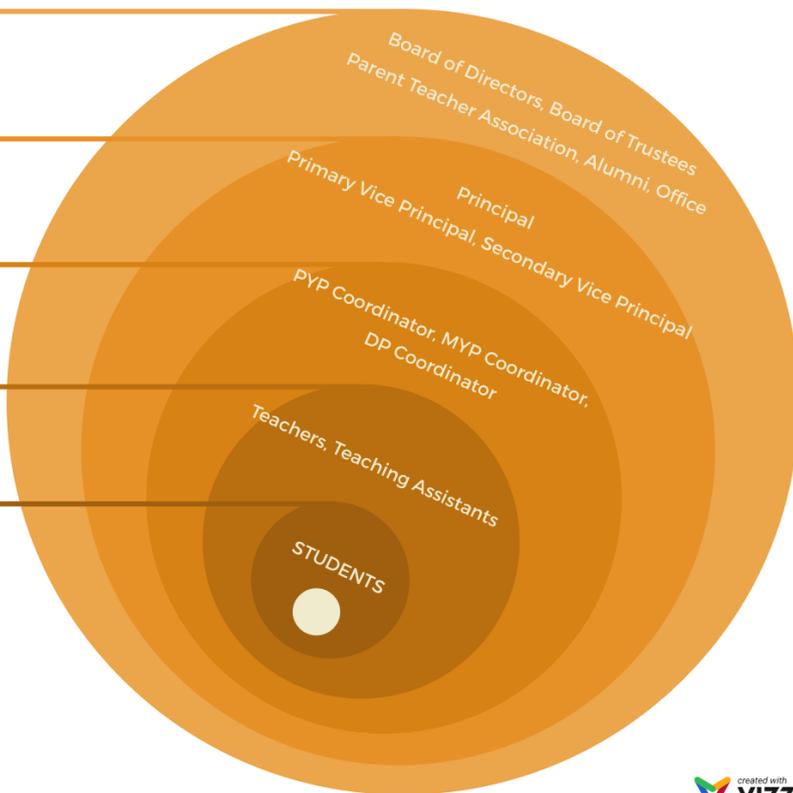
Program coordinators support teachers in the implementation of the IB program requirements to maximize student learning.

Teachers supporting student learning

Teachers create teaching and learning environments that maximize student learning.

Students - independent, lifelong learners

Students take an active role in their learning.



Section B : The Primary School

The Primary School (Elementary School) comprises:

EC/KG and Grades 1-5

B 1. Admission

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

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

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

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

The school attempts to place a student in the age-appropriate grade unless there are reasons to place elsewhere. HIS believes children benefit most by being with their age related peers. Each placement is considered on a case-by-case basis and is confidential. We also consider the ability of HIS to meet the learning needs of each student.

HIS recognizes that all students are unique individuals and therefore all have different needs related to support required in the classroom and that these needs change as students develop. HIS teachers provide support for learners through a process of differentiation in the classroom as a natural part of the teaching and learning process. Teachers work collaboratively to provide as much differentiation as possible. HIS has limited access to learning support and English support teachers. We are a small school. Classroom teachers work together to provide support for students in these areas through differentiation in the classroom, however, there is a limit to the degree of support for various learning needs that we are able to provide. During the admissions process and beyond, we consider the individual needs of students to ensure that we are able to meet their learning needs.

If it is determined that we cannot support a student adequately, they will not be admitted.

B 2. Multi-Age Classes

HIS has a policy of multi-age classes in the Primary School: some subjects in the Secondary school are also taught in multi-age groups.

B 3. Class Teachers and Assistants

Each PYP class has a Class Teacher and are often supported by Teacher Assistants when possible.

B 4. Class Size

The guideline maximum class size for Early Childhood (EC) is 15-16. This number can be increased in consultation with the Principal and ECKG Teachers/Coordinators, if it is determined that proper support can be found based on the needs of the class. ECKG is a combination of Early Childhood and Kindergarten.

For all other Primary School classes there is a ‘soft cap’ of 24. Teaching Assistants help to support larger classes when deemed necessary. Such numbers can be exceeded on a temporary basis due to fluctuations in enrollment.

B 5. The School Day

- Primary classes start at 8:50am.
- Secondary students start the day at 8:40am with a 10 minute homeroom before the first class at 8:50am.
- Primary and Secondary classes finish at 3:20pm.

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

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

C 5. Lateness

Primary students are expected to be in school by 8:40 am. Primary students who arrive after 8:50 am (after Homeroom) must report to the School Office and fill in a *Late Arrival* form which must be signed by one of the office staff.

B 6. Supplies

A list of necessary supplies is provided by the school.

B 7. What Else do Students Need?

Students in the Primary School should have their own:

- Backpack;
- Lunch mat or napkin;
- Water bottle;
- Indoor shoes;
- Gym shoes;
- Extra clothes where appropriate, including a paint shirt;
- Pencil case with HB lead pencils, eraser, pencil sharpener, glue sticks, ruler (cm + inches, if possible), scissors, coloured markers/pens, and coloured pencils;

- HIS Team T-shirt (red, yellow or green); Blue HIS P.E. T-shirt and shorts.
- A hat. (A blue HIS floppy hat is available from the School Office)

Children in the ECKG should also bring:

- A blanket and pillow (for the daily afternoon nap);
- Extra clothes including underwear (in case of accidents!).

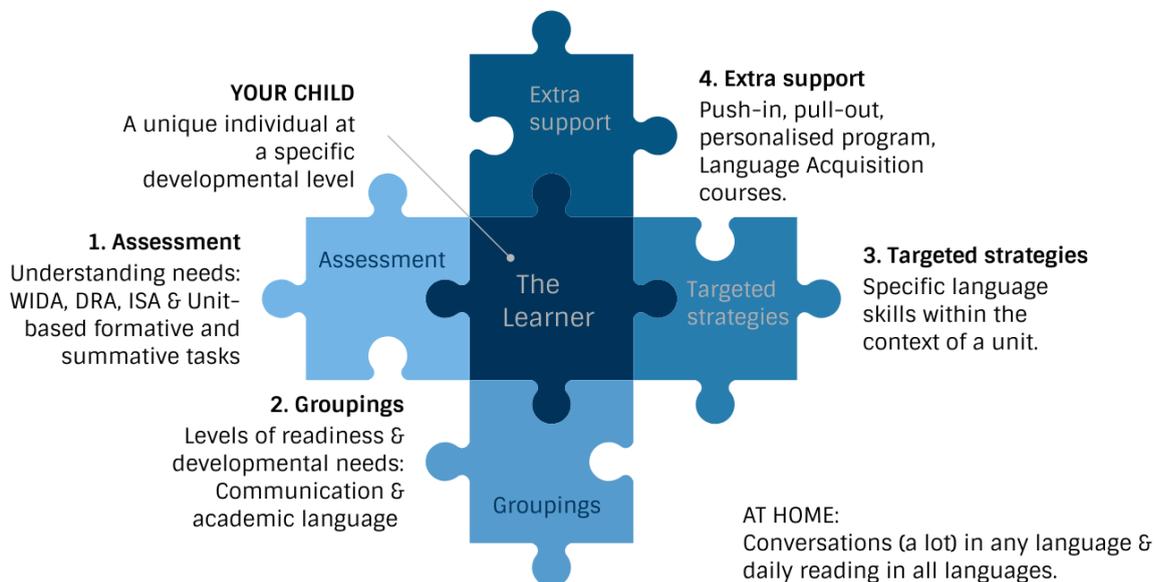
B 8. English as an Additional Language (EAL)

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

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

HIS - English as an Acquired Language (EAL)

Supporting English Language Learning at HIS



Language acquisition is a long-term process. Ongoing support at home is crucial. HIS cannot do this alone.

B 9. Specialist Teachers

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

B 10. Reports

Primary Program

In the primary program, all primary students receive 3 formal reports throughout the year including one interim report in the fall and end of semester report cards. The interim reports enable parents to receive feedback from the teacher to share progress and/or concerns prior to the scheduled face-to-face meetings.

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

- E** Your child's progress in this area exceeds expectations.
- M** Your child's progress in this area meets expectations.
- D** Your child's progress in this area is developing understanding to meet expectations.
- B** Your child's progress in this area is beginning to demonstrate understanding.
- N** Not Applicable

Conferences

HIS hosts Parent-Teacher-Student and Student Led Conferences. There is a Parent Information Session in September and numerous other occasions throughout the year when parents are invited and encouraged to visit the school and see what their children are doing. At other times parents are welcome to arrange individual meetings with their child's teachers by prior appointment.

B 11. The Primary Years Programme

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

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

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

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

The IB itself maintains quality assurance by inspecting and evaluating authorized schools regularly.

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

B 12. Fieldwork

Fieldwork is an integral part of the school's educational programme and it is important that all students participate. Much classroom work will be devoted to preparing for a trip and then following it up. Information about fieldwork will always be sent home in advance. Students should not bring money with them on fieldwork excursions unless specifically asked to do so by the organizing teacher: In some cases, parents may be requested to pay for certain services (e.g. hot lunches at a venue) and will receive a letter ahead of time.

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

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

B 13. Lunch & Snacks

Students can order a bento lunch through the School Office. Order forms are sent home via email. Students can also bring a packed lunch each day. These are eaten in the classroom under the supervision of the Class Teacher or Teacher's Assistant. Children should also bring a small snack to eat midway through the morning. The school encourages healthy eating and discourages foods high in fats, sugars or artificial ingredients. In general, if sugar is one of the first three ingredients listed in store bought food, it is not considered to be a healthy food item. Drinks should be water or tea-based and not of the sugary variety.

B 14. Homework

Homework is set as appropriate in order to:

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

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

B 15. Gifts, Birthdays, Invitations, etc.

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

B 16. Curriculum Communications

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

Section C : The Secondary School

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

Grade 6 for children aged 11 to 12;

Grade 7 for children aged 12 to 13;

Grade 8 for children aged 13 to 14;

Grade 9 for children aged 14 to 15;

Grade 10 for children aged 15 to 16;

Grade 11 for children aged 16 to 17;

Grade 12 for children aged 17 to 18.

C 1. Admission

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

C 2. Class Size

The guideline maximum class size in Grades 6 to 10 is 24 although this may be exceeded on a temporary basis. Subject class sizes in Grades 11 and 12 will not usually exceed 16, though it is possible as HIS continues to grow.

C 3. Leaving School Premises

Between 8:40am and 3.20pm Secondary students may only leave school premises with the prior approval of the Principal. After school, students may not leave the campus and come back without permission.

C 4. Lunch and Snacks

Students can order a bento lunch through the School Office. Order forms are sent home via email. Students can also bring a packed lunch each day. These are eaten in the classroom under the supervision of the Class Teacher or Teacher's Assistant. Children should also bring a small snack to eat midway through the morning. The school encourages healthy eating and discourages foods high in fats, sugars or artificial ingredients. In general, if sugar is one of the first three ingredients listed in store bought food, it is not considered to be a healthy food item. Drinks should be water or tea-based and not of the sugary variety.

C 5. Lateness

Secondary students are expected to be in school, prepared and seated in their Homeroom by 8:40 am. This requires that students manage their time by arriving at school with enough time to do this.

Secondary students who arrive after 8:50 am (after Homeroom) must report to the School Office and fill in a *Late Arrival* form which must be signed by one of the office staff, or Principal.

C 6. The School Day

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

- Primary and Secondary classes finish at 3:20pm.

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

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

After School Hours

The school day for students not participating in a school-organized activity ends at 3:20 pm. It is an expectation that all students will leave the campus at the end of the school day.

If parents are at school with their children after school hours, children must remain inside with their parents at all times. Students are not permitted on the field after school for the following reasons:

- After school, teachers are involved in club activities, staff meetings and after school lessons so there is no supervision of the field which presents behavioural and safety concerns.
- During the day, all students have break times at the same time as noise from the field disturbs classroom learning. Noise from students playing on the field disturbs the after school activities, lessons and staff meetings.
- The HIS English Language Program operates after school and noise from the field disturbs learning in these classrooms.

We encourage students to be active after school and there are many wonderful public areas around Hiroshima that are perfect for running around and playing. We thank you for your cooperation in helping us to maintain a safe and productive learning environment at HIS.

C 7. Books and Supplies

For secondary students, a list of textbooks is published at the end of each year and families purchase their own copy of any of the textbooks requested. A list of necessary supplies is provided by the school.

C 8. What Else do Students Need?

Students in the Secondary School should have their own:

- Backpack (or a similar suitable bag);
- Indoor shoes;
- Gym shoes;
- HIS Team T-shirt (red, yellow or green);
- Blue HIS P.E. T-shirt (available from the School Office) and shorts;
- Pencil case with a black or blue ink pen, HB lead pencils, eraser, pencil sharpener, glue sticks, ruler (cm + inches, if possible), scissors, coloured markers/pens, and coloured pencils;
- Mathematical instruments including a protractor and compass;
- Graphic calculator. Check with the math teacher.

Laptops are Mandatory in Secondary:

The school requires students to have access to a computer and Internet at home. Secondary students are required to bring their own laptops, tablets and smart devices to school for the purpose of learning but these are not to be used for non-academic activities.

C 9. Homework

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

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

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

C 10. Teachers

All teachers at HIS are carefully considered and hired. All teachers at HIS receive ongoing IB related professional development.

C 11. English as an Additional Language

The school supports students with English as an Additional Language (EAL) in a variety of ways. Some Secondary students are withdrawn from regular classes for specific EAL support while others are assisted through in-class support.

C 12. IBDP – the International Baccalaureate Diploma

The curriculum in Grades 11 and 12 is based on the International Baccalaureate Diploma Programme (DP). The IB Diploma is recognised as a university entrance qualification in more than 150 countries.

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

C 13. Reports

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

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

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

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

- E** Your child's progress in this area exceeds expectations.
- M** Your child's progress in this area meets expectations.
- B** Your child's progress in this area is below expectations: please see the comment below.
- N** Not Applicable

Conferences

HIS hosts Parent-Teacher-Student and Student Led Conferences. There is a Parent Information Session in September and numerous other occasions throughout the year when parents are invited and encouraged to visit the school to see what their children are doing. At other times parents are welcome to arrange individual meetings with their child's teachers by prior appointment.

At other times parents are welcome to arrange individual meetings with their child's teachers by prior appointment.

C 14. Guidance and University Entrance

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

C 15. Assessment and Grading

The Secondary School follows the principles of the IB assessment and grading system, based on criterion-referenced assessment culminating in grades on the range 1 – 7. The grades should be interpreted according to the [Diploma Programme Grade Descriptors](#).

C 16. High School Graduation Requirements

**Secondary Student
(Grades 9-12)
Credit Inventory**

Student Name:

Specific Courses Taken						
Subject Requirement (Credits)	9	10	11 DP	11 HIS	12 DP	12 HIS
English (4)	1	1	1	1	1	1
Sciences (4)	1	1	1	1	1	1
Humanities (3)	1	1	1	1	1	(1)
Mathematics (4)	1	1	1	1	1	1
Foreign Language (3)	1	1	1	1	1	(1)
Physical Education (1)	0.5	0.5	Not offered			
Design (1)	0.5	0.5				
Art/Music (2 (DP) or 3 (HIS))	1	1	(1)	1	(1)	(1)
TOK (1)	Not offered		0.5		0.5	
MYP Total = 14 HIS Diploma G11-12 Total = 11 HIS Diploma Total = 25			MYP Total = 14 DP Total = 13 IB Total = 27			

HIS Diploma Expectations

The HIS Diploma is recognised by universities across the world and because of this there must be a consistent standard of rigour in the work required to achieve it. All students undertaking a subject at the HIS Diploma level are expected to be able to complete all external and internal assessments at the IB DP SL level.

However, we understand that students who undertake the HIS Diploma may have additional needs that should be met. As a result, HIS Diploma students may undertake external and internal assessments with appropriate accommodations. These are accommodations that will support the student in being able to achieve their potential in an IB SL subject. Accommodations may include but are not limited to:

- Extra time in examinations
- The use of a word processor
- Having a prompter or reader present
- Allowing the use of supporting materials (open book exams, etc.)

All decisions for accommodations are made on a case-by-case basis at the DPC's discretion in consultation with the Head of School, and related colleagues. It is important to note that no external or internal assessment should be modified to meet the needs of the student. This means that the rigour of the assessments and the assessment criteria, used to assess a HIS Diploma candidate, should be the same as an IBDP SL student.

Predicted grades will also be calculated and reported on in the same way as an SL student. This includes looking at their mock exams, IAs and EAs to influence decision-making for their predicted grade. The report will show that the student is taking the HIS Diploma.

There will be times where students will need to take different academic routes to achieve the credits for their HIS diploma. If a student is unable to complete the SL courses or not able to attend in person, the student may take other approved courses to gain the required credits. If this is the case, a course selection committee (including Head of School, DPC, College Counsellor and other interested parties) will convene to determine which courses in the chosen subject would have equivalency in comparison to the courses offered by the school.

[**HIS Diploma Programme Handbook**](#)

[**Diploma Programme Grade Descriptors**](#)

Section D : The Whole School**D 1. Health Care**

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

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

D 2. Illness and Contagious Diseases

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

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

- Visit the doctor to confirm the diagnosis;
- If confirmed, please contact the school immediately and keep your child(ren) at home for at least five school days from the onset of the symptoms, unless otherwise advised by the doctor.
- A certificate from the doctor with permission to return to school is required before joining classes again. Please give the medical certificate to the office upon return to school. (Students can still be contagious after their initial temperature drops, even if they are feeling better.)

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

D 3. Smoking, Alcohol and other Drugs

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

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

It is important to understand that HIS students represent the school at all times, and therefore, must make responsible decisions. Failure to do so jeopardizes their ability to continue at HIS. HIS has the final right to disenroll any student for poor conduct.

D 4. Fire, Earthquake & Lockdown Drills

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

D 5. Communication

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

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

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

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

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

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

In most cases parents should first contact the subject teacher.

D 6. Weekly Newsletter

HIS regularly publishes a school newsletter called *The Crane* with important news for the upcoming weeks. The Crane is also available on HIS website. A link is emailed to families and posted on HIS social media, as well.

D 7. After School Hours

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

D 8. Absences

If a student is ill or is otherwise unexpectedly absent from school, parents are asked to inform the School Office (843 4111) before the start of the school day.

D 9. Attendance

The School's instructional program is based on regular and consistent attendance of students to allow them to maximize their learning. Irregular or insufficient attendance is regarded as seriously disruptive to the student's studies and the instructional program.

Parents should inform the Vice Principal and School Office, in writing, at least one week prior to an intended absence of more than two days. When parents are considering taking their child out of school for an extended period of time, they should consider the impact that this has on their learning. If cumulative absences are more than 10% (approximately 18 days) by the end of an academic year, this may result in repeating the grade level.

D 10. Unscheduled School Closures

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

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

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

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

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

D 11. Visitors to the School

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

B 21. PTA (PTA Wolfpack based on HIS Mascot = Wolves)

There is an active PTA which raises funds for the school, assists at school events, and helps to promote HIS within the community. PTA committee members are volunteers who contribute significant amounts of their own time to this role.

D 13. Lost & Found

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

D 14. Information Technology

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

Computers play an increasing role in your child's learning every year. Students must have a personal computer at home that is connected to the Internet.

Device Recommendations for Students

All Secondary students are required to bring a laptop to school.

Students in grades 11 and 12 are required to be self-sufficient in technology. They must have a laptop computer, which they bring to every lesson, every day.

HIS uses a number of data points to inform student learning. Student performance is evaluated and tracked for some grades through the International Schools Assessments (ISA), WIDA, and Newsela. DP students use Kognity as the main resource, replacing hard texts. Kognity provides ongoing feedback for teachers to monitor progress and inform teaching.

Google Suite is used consistently throughout Secondary school. Unit planners are stored on TODDLE to document the curriculum.

Cell Phones and Computers

HIS would like to support families in their efforts to help children learn to balance screen time with face-to-face social interactions. This is a challenge for schools and families around the world. In order to help younger students make responsible decisions related to the use of technology:

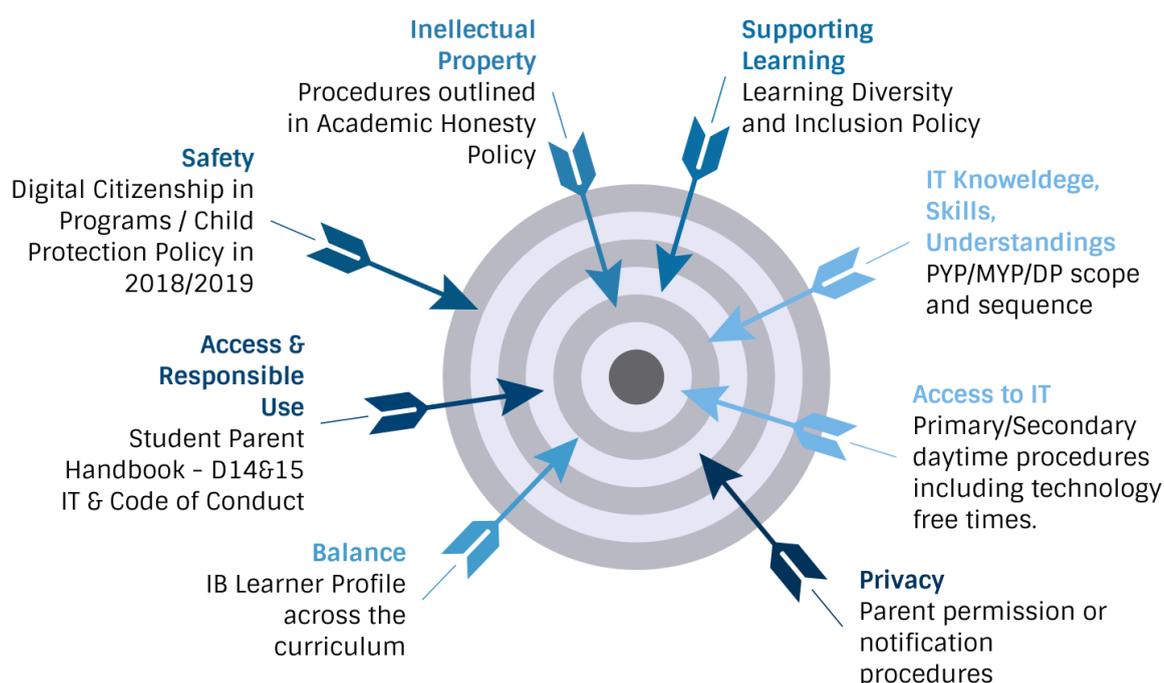
- **Primary and Secondary (Gr6-10)** students are not permitted to use mobile devices or computers, in class, or at break times, without permission from the class teacher.
- **Secondary (G11-12)** students are encouraged to use technology responsibly, including maintaining a healthy balance between screen time and face-to-face social interactions.

Students should observe these guidelines during the school day. Students require teacher permission to use appropriate devices responsibly. HIS has a wireless internet facility for educational use, however, the streaming of online videos (Netflix, for example) and the playing of computer games (online or otherwise) is not permitted at HIS without permission. We would like to encourage non-tech social interactions during the times that our students are gathered here at school.

We will involve the family when we are concerned about a student and their irresponsible technology use.

*Teachers will **confiscate** devices when they are used irresponsibly. A meeting will take place with the student and a teacher/administrator before the device is returned. If the problem persists, a meeting with the student and their parents may be necessary.*

Technology at HIS - Policy & Procedures



The use of Information Technology (IT) impacts a range of areas of school life. For this reason, a number of procedures that you can see in the above diagram support the use of IT at HIS to support learning.

D 15. Student Code of Conduct and Core Values

Students are expected to:

- Always make **responsible** decisions
- **Respect** yourself, others and all property

- Be polite
- Keep the school neat and **organized**.
- Take **pride** and care in your school.
- **Represent** HIS with pride

Anti-Bullying Policy & Guidelines

Rationale

At HIS, our philosophy is to provide a safe, supportive and positive learning environment that meets the social, emotional, intellectual, physical and spiritual needs of each student. We believe that all students have the right to learn in a safe, caring environment without the fear of being bullied.

Aims

- To create a safe and caring learning environment
- To promote in each child respect for themselves and others
- To clarify for all members of the school community that bullying is not acceptable
- To develop an awareness that everyone has a role to play in both preventing and responding to bullying

Definition

Bullying can be defined as behavior by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.

Bullying can take many forms including:

- Physical - hitting, kicking, spitting, or taking belongings
- Verbal - name calling, using insults or making racist remarks
- Indirect - spreading rumors, excluding individuals from social groups, or damaging property
- Cyberbullying - using email, social networking sites or text messages to spread rumors, make malicious comments, or distribute inappropriate photos

In order to prevent bullying, we will promote a common anti-bullying approach through:

- Being supportive of each other
- Role modeling respectful behavior
- Conveying a clear understanding of what we believe is unacceptable behavior and that we do not approve of such behavior
- Raising awareness of bullying and promoting positive relationships based on mutual respect

Procedures for reporting and dealing with bullying incidents

At HIS all staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all those involved while allegations and incidents are investigated and resolved. Appropriate records will be kept of all incidents.

D 16. Student Dress Code

HIS does not have a "uniform", but has adopted established dress guidelines. Students are expected to take responsibility for their clothing based on these guidelines and come to school dressed appropriately.

- **Student Dress Code**

- Students are expected to dress in a relatively modest manner respectful of the diverse range of cultural and personal values existing within our school community.
- For Secondary students, items appropriate in our school community would include:
 - Clothing that covers the shoulders and midriff (the area between the chest and waist).
 - Shorts and skirt length to the knee.
- Clothing should be clean and free of offensive graphics or language, and large holes and tears.
- Students are required to wear a change of shoes in the building This is a Japanese tradition and also helps to keep the school clean. All students must wear a non-scuff sole indoor shoe.
- For Physical and Health Education all students are required to change into HIS T-shirt and shorts (not long trousers) for PE classes and sports activities.
- For other sporting activities students may wear appropriate attire related to the sport while involved in that activity.
- Hats must be worn outside as sun protection. This is often translated as 'no hat, no play'. Hats should be removed inside the classroom.

Supporting choices

It is the responsibility of the student to demonstrate respect for the school community by adhering to the HIS dress code. If students are unable to make these clothing choices independently, parents and the School may need to support student choices in the following ways:

- Parents may need to offer students advice before leaving the house.
- The school may need to request that parents deliver appropriate clothing items to HIS.
- Students may not be able to attend class until appropriate clothing is available.
- Other strategies that suit the individual needs of the student.

We are confident that our secondary students are responsible enough and respectful enough of our school community to make these clothing choices independently. We recognize the variety of perspectives related to modesty that exist in our community and would like to thank you for your cooperation and independence.

D 17. School Buses

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

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

- All students who ride on school buses must wear seat belts at all times.
- Buses may only collect or drop-off students at prearranged points.
- Students are expected to behave responsibly on the buses.
- Students who are not scheduled to ride on a school bus may only do so with the permission of their parents and of the School Office.

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

D 20. Student Withdrawal

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

D 21. Student Placement

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

D 22. Short-term Admissions

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

D 23. The Use of Photographs of Students

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

D 24. Complaints

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

- Please attempt to resolve the matter at the lowest level possible.
- In all cases, the first point of reference for parents must be the class or subject teacher.
- If the problem cannot be resolved at that level, parents have every right to take their concern to the Principal or Vice Principal.
- If, after speaking to the Principal, Vice Principal, parents are still not satisfied, they are entitled to request a hearing with the Board of Directors. Such a request must be made in writing to the Director General (Chair of the Board of Directors).

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

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

D 25. Traffic Safety Before & After School

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

- All pedestrians to enter only by the pedestrian gate, and not through the vehicle gate,
- All children in Grade 1 and below must be collected by an adult or responsible older sibling from the genkan: they will not be permitted to leave the building on their own, and
- Students boarding buses must go directly to their bus from the genkan and not wander unnecessarily in the parking area.

D 26. Library Resources

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

D 27. Parent Volunteers

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

- Classroom support
- Field work chaperoning
- Library support
- After-school activities,

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

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

If you wish to volunteer in a classroom please speak to the classroom teacher concerned, agree a mutually suitable time and go over the expectations of the support role.

D 28. Expectations of Student Behavior

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

Hiroshima International School students are expected to:

- Always make **responsible** decisions
- **Respect** yourself, others and all property
- Be polite

- Keep the school neat and **organized**.
- Take **pride** and care in your school.
- **Represent** HIS with pride
- **Participate** in school activities to the best of their abilities,

School Rules:

In the hallways and stairwells we must:

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

In the classrooms we must:

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

On the playground we must:

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

In the gym we must:

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

In the Library we must:

- Respect all library resources,
- Act appropriately in what is a place of study,

- Not treat the Library as a common room.

On the buses we must:

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

Students must not:

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

Consequences

In the best case scenario, inappropriate behavior will be addressed in a supportive manner, hopefully providing a learning opportunity for the student. Consequences will be appropriate for each individual student and/or situation while allowing for potential flexibility.

Factors that can be considered include: the student's age, stage of development, special needs, and social/emotional needs. School staff will use their best judgment in handling situations.

It is the school's intent to educate students about their conduct. Poor conduct is an opportunity to teach and improve further conduct. The goal is to create excellent citizens in our community. It is accepted that this can be a long process.

Possible consequences may include, but are not limited to:

- Time out: In the event that a student fails to maintain responsible behaviour, they may be required to serve a time out. This may take place in the classroom itself, or in a space such as the library, resource room or office. During this time, students may be asked to complete classroom assignments or read quietly until they are invited to rejoin class activities.

- **Loss of Privileges:** Inappropriate behavior on the playground will routinely result in loss of outdoor time. The amount of time or number of days will be determined by the school and reflect the severity of the offense.
- **Processing:** Processing is the practice of sending a student out of the classroom for time to reflect on their actions. During the period of processing the student may be asked to make a plan for better choices in the future. Students will be provided with guidance that directs them to find an appropriate solution.
- **Behavior Plan:** Occasionally, behaviour plans may be considered for inappropriate behaviors that are identified as patterns. Such plans should be developed by the student in consultation with the teacher. Parents are typically informed of this.
- **In-school Suspension:** In the event of serious misconduct by the student, such as aggressive or disruptive behavior against other students or school staff, wilful destruction of the School's property, or any other student behavior that poses a real and obvious threat to the safety of members or property of the School community, the School administration may require the student to spend the school day or multiple days in a school safe zone. The student will be required to complete work from normal classes but will be segregated from the student body.
- **Stay-at-Home Suspension:** A student can be assigned an out-of-school suspension for continual behavioral problems such as those listed above including bullying, use of prohibited substances, fighting or endangering anyone's safety. The school will notify the parents of the suspension.
- **Expulsion:** According to the procedures specified in the Board of Directors' Policy Manual, expulsion can be recommended by the Principal and a decision is made with the Board of Directors.

Communications

Parents will be informed of severe or repeated behavior consequences.

A follow-up meeting may be called to discuss any future steps that may be required in order to reintegrate a student into the community and to establish a plan of action to support appropriate behavior in the future. At least one parent is expected to attend such a meeting when requested. Failure to attend may result in the student being suspended from school until such time as the meeting is held.

Compensation

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

D 29. Parent Education

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

- Documents

- Face-to-face workshops
- Downloadable video tutorials

If you have any ideas about how we can most effectively deliver parent education please contact us and let us know.

D 30. Experiential Learning

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

- Field work, and
- Residential 'camps'.

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

D 31. Letters of Recommendation / Testimonials

HIS will provide the following documents to leaving students:

- Reports
- Leaver's Certificate

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

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