

# **Marist Brothers International School**

## **Student and Parent Handbook**

### **2024-2025**

*Disclaimer: The information within this handbook is, as far as possible, accurate and up to date at the time of publishing.  
MBIS, however, reserves the right to make changes to the handbook during the academic year.*





# MARIST BROTHERS INTERNATIONAL SCHOOL

## Our Mission Statement:

We educate students in a nurturing community where relationships and meaningful connections are valued and celebrated. Our students gain knowledge, communicate effectively, develop exceptional character, and become responsible citizens of a global society. We inquire into the world around us through rigorous academic programs that aim to prepare students for life's opportunities.

## Our Vision Statement:

We are a school where exceptional personal character and strong relationships provide opportunities to excel in our areas of interest and affect change in our local and global communities. We are a school where personal, social, and emotional support help build global perspectives. We are a school that embraces diversity, encourages leadership, and respects the values and unifying traditions of the Marist Brothers.

## School Core Values

Excellence: Make excellence and quality a part of each day and seek continuous improvement in all that we do.

Partnerships: Build sustainable and meaningful relationships, embrace diversity, and connect with the community.

Innovation: Seek innovative and creative approaches to problem-solving.

Care: Be a person of good character who is responsible, respectful, reflective, and acts to make the world a better place.

## School Motto

Motivate: Learning is a life-long journey

Believe: Together we can change the world

Inspire: Follow our lead as we pursue our dreams

Succeed: From Japan to the rest of the world

**Open-Minded:**  
We seek to broaden our understanding and appreciation of other cultures and perspectives.

**Balanced:**  
We strive for balance of mind, body and spirit, to develop as well-rounded individuals.

**Knowledgeable:**  
We strive to develop intellectually, physically and artistically.

**Principled:**  
We take responsibility for our own actions, building trust through integrity, honesty, and humility.

**Thinkers:**  
We consistently think critically, ethically, and creatively.

**Marist Expectations**

**Risk-Takers:**  
We take on challenges as active participants and dare to push beyond our comfort zones.

**Caring:**  
We show compassion within our school community and beyond.

**Communicators:**  
We collaborate in a multilingual environment, with confidence and courtesy.

**Inquirers:**  
We engage in research and investigation, becoming self-directed, lifelong learners.

**Reflective:**  
We use past experiences as a guide for future actions.







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## Curriculum Overview

The curriculum at Marist Brothers International School is designed to align with the principles of the International Baccalaureate (IB) framework, as we work towards becoming a full continuum IB World School offering the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Program (DP). While currently offering the DP, our journey from candidacy, implementation to authorization ensures that we are systematically integrating the IB framework into our educational approach. The IB framework emphasizes holistic education, cultivating critical thinking skills, global perspectives, and fostering well-rounded, compassionate individuals in line with our Mission and Vision. It provides guiding principles and approaches that shape our curriculum to meet the needs of our diverse student body. Our curriculum aligns with the Common Core State, Next Generation Science Standards, IGCSE Mathematics, and AERO Standards to ensure students acquire essential knowledge, skills and understandings. We value diversity and multiculturalism, employing teaching approaches that cater to individual student needs, enabling each student to achieve their full learning potential.

In our Lower School, our curriculum follows the key elements and features of the IB Primary Years Programme where students engage in subjects such as Language, Mathematics, Science, and Social Studies. Students also benefit from classes in Art, Music, Japanese, Library, Physical Education and Health, and World Religion. As students progress to the IB Middle Years Programme, they are also able to choose from Visual Arts, Design, and Music courses.

The Upper School offers the IB Middle Years Programme from Grades 6 – 10 and the Diploma Programme from Grades 11 – 12. The IB framework guides the teaching and learning processes in both the Middle Years Programme and Diploma Programme with emphasis on Approaches to Learning (ATL) and Approaches to Teaching (ATT), conceptual understanding, and international mindedness. The MYP offers eight subject groups, language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design, as required by the IB. The DP provides students with a wide range of subject choices, including four options in Group 4 Sciences and four in Group 3 Individuals and Societies, with all subjects available at both Higher and Standard Levels.

The service-learning component of the programmes is emphasized across all grade levels; the tracking of learning outcomes is managed through efficient use of human resources and management systems. The Personal Project in Grade 10 plays a crucial role in preparing students for the more challenging components of the Diploma Programme

College and Career Counseling occurs from Grades 9 – 12, and we have a full-time University and Careers Counselor who offers support in various aspects of students' lives, addressing not only academic and school-related matters but also personal concerns, emotional issues, and mental well-being. The pathways for graduation are:

Pathway One, MBIS Diploma + IB Diploma

Pathway Two, MBIS Diploma + IB Bilingual Diploma

Pathway Three, MBIS Diploma + IB Course Certificate

Pathway Four, Marist Diploma.

Technology integration is a key component of our curriculum, with a 1-to-1 iPad program for Grades K-8 and BYOD from Grades 9 and above facilitating enhanced engagement and understanding across all subjects.





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## Managebac and SchoolsBuddy

ManageBac provides seamless and integrated experience for coordinators, teachers, students, and parents. Teachers use ManageBac to document curriculum planning, communicate with parents, manage assignments, plan units and more.

SchoolsBuddy is a mobile and web-based school-to-home management system for activities, bookings, billing, transport, parent teacher conference & more.

## ATTENDANCE

Only a student's illness, the serious illness of a family member, a religious obligation, or an emergency will be accepted as valid excuses for any absence. A Section Leader 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 are expected to notify the school, through Managebac or by contacting reception by phone (078-732-6266) or email (info@marist.ac.jp) before 8.35 am. 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 the appropriate Section Leader and this must be reflected in Managebac.

Leaving campus before the start of afternoon clubs/activities: If students choose to leave the school after 3.10 pm to go to places such as the bakery or convenience store before after-school activities commence, the school cannot be held responsible for problems or accidents occurring during this time.

## TARDINESS AND FREQUENT ABSENCES

Lateness: Students are late if they are not present by 8:35 am. Students should arrive on campus by the first bell at 8:30 am and be seated in the Homeroom by 8:35 am. When a pattern of frequent lateness or absence begins to develop, appropriate action will be taken to safeguard the academic credibility of the school.

A student who is late without a valid excuse more than 3 times in one quarter may be asked to come into school with his/her parent(s)/guardian for a parent conference to be allowed back into classes. Lateness because of a train/bus delay will not affect a student's record.

A student who is absent for more than 20 days in one school year will be required to meet with the Section Leader and their parents to discuss future enrolment should there be no valid reason for the absences.

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.





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

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

### **CAMPUS ACCESS**

The North Building and Central Building are open from 8:15 am and students must be actively supervised by their parents before this time. Elementary students will be dismissed at 3:10 pm. Provided that parent supervision is always available, the outside field area is available for elementary students until 3.30 pm. Upper school students may remain at school until 4.15pm without supervision should they behave appropriately. Any student may use room 25 to study quietly until 4.15 pm.

Students participating in extracurricular activities (clubs and sports), can use the gymnasium and playing fields until 5:00 pm for MS sports and 5.30 pm for varsity sports.

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

Please note that there is no parking on school premises.

### **MORNING DROP-OFF & AFTERNOON PICK-UP**

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

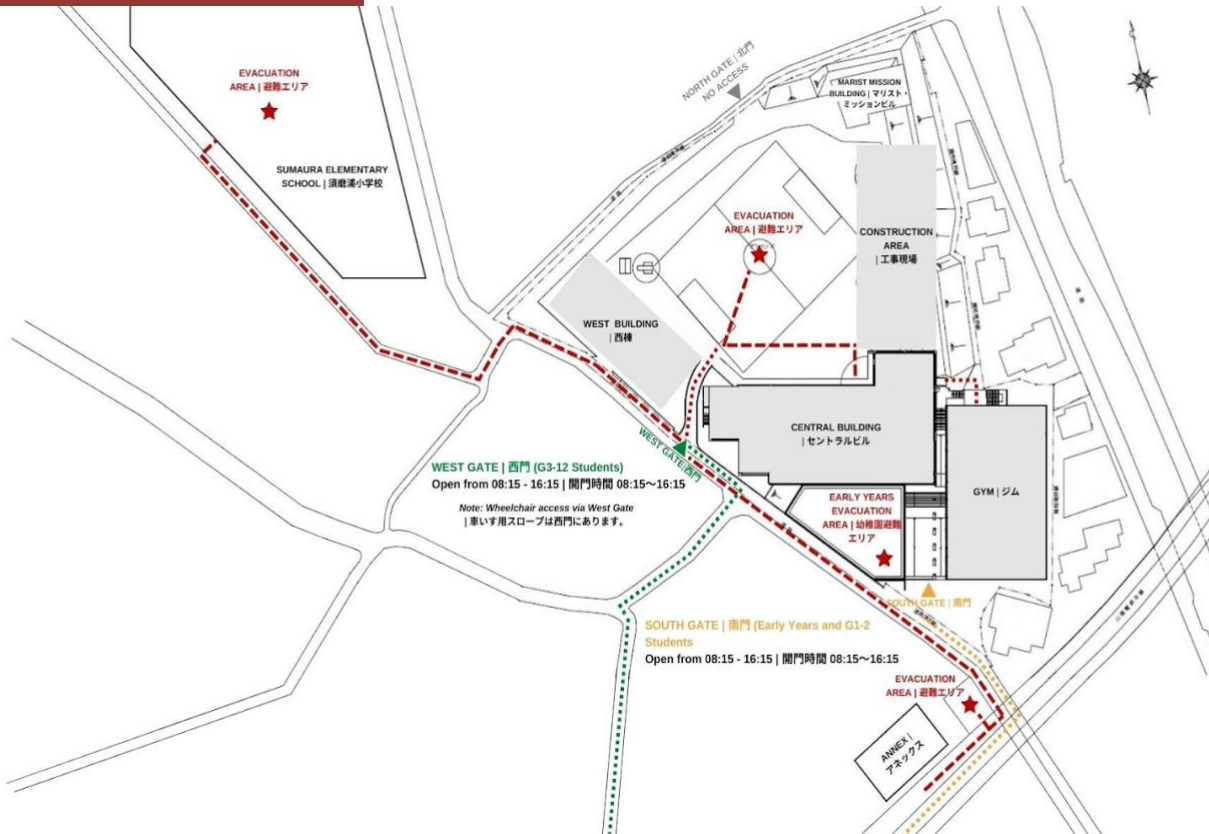
Early Years Parents: Drop-off and pick-up is on the slope in front of the Early Years classrooms. Parents are to quickly escort or collect their child and move their car as soon as possible. This is a no parking area.

Grade 1-12 Parents: No parking at school unless dropping off a child in the Early Years.

Early Years students, Grade 11 and 12 students will use the South Gate.

Grade 3-10 will use the West Gate.





## MBIS SCHOOL BUS SERVICE

Marist Brothers International School provides a service that is optional. The prices are calculated to cover costs. Offering 2 different routes with limited stops, the bus routes cover areas between the school and Ashiya (to the East) and Shioya (to the West). In determining annual bus routes, factors such as cost, time and distance are taken into consideration. Due to annual changes, bus capacity, routes, stops, and travel times are likely to vary from year to year. Taking pertinent legal issues into consideration, we try to accommodate a pick-up/drop off point as close as possible to your home. However, in some cases the implementation of a new bus stop may exceed time and economic constraints of the system and may, therefore, be deemed unfeasible. We strongly recommend that parents discuss bus availability with the Operations Coordinator before establishing residence or when planning to move.







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Children will be provided with bus transportation only after a bus contract has been completed, signed, and returned to school. A maximum of one seat per child can be assigned, i.e. one seat in the morning and/or one in the afternoon. Once a bus contract has been completed and a seat on the bus has been reserved, you will receive your individual bus information indicating the location and time at which he/she is to board and disembark the bus. Please carefully review the bus stop assigned to your child(ren). Based on the number of bus contracts received prior to the beginning of the school year, MBIS commits to ordering the appropriate number of buses for the given year. Contracts with bus companies are signed on an annual basis. Once the routes have been established, it is not possible to alter them. Latecomers can only be assigned a seat if space is still available on the requested bus.

More information regarding the MBIS School Bus Transportation Service Bus Information can be found in this brochure. [HERE](#)

### **DRESS CODE**

The Marist Uniform: the uniform should be worn in a way that reflects pride in ourselves and helps build a positive connection with the community

- 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. Marist Polo shirts do not need to be tucked in.
- Fall/Winter/Spring: gray /shorts slacks/skirt; white dress shirt; school tie; gray sweater, vest or cardigan; school blazer in Grade 10 - 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.
- Shoes and socks must be worn. Socks should be white, black or dark in color. Stockings or tights may be worn instead of socks.
- Winter jackets may be worn over the uniform, not instead of the uniform, to and from school, but not in the classroom, library, or cafeteria.
- The school tie should be worn to and from school, not only on the school campus.
- Hoodies of school organizations may be worn to and from school and throughout the day.
- Kindergarten students do not wear the school uniform.
- Parents should dress them in clothing appropriate for school.

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

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

- Marist polo shirt may be worn in place of the white dress shirt and tie during Quarter 1 and 4. Students may also choose to wear the dress shirt without a tie during Q 1 and 4.





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

- Dress shirts tucked in and not folded under
- Ties should be on straight with the top button fastened
- Skirts should not be folded or rolled at the waist
- Pants should be worn properly; a belt is optional.

Dress Code for Casual Days: Casual days will occur throughout the year. Students will be informed by the Student Council as to what is permissible to wear well in advance of a casual day event.

### **MBIS STUDENT DISCIPLINE POLICY & GUIDELINES**

Implicit and explicit in our curriculum is a strong focus on character education. We expect our students to develop good character and become responsible citizens. We seek to apply remedial rather than punitive responses to disciplinary infractions. We also acknowledge that we must actively protect the integrity of our community and learning environment; the application of disciplinary actions considers not only the student who has committed the infraction, but the safety, wellbeing, and educational rights of the community.

Furthermore, MBIS acknowledges the social expectations of its host country, Japan. We have been granted the extraordinary privilege of operating as an independent international school. In turn, we expect that members of our school community will abide by Japanese Laws and regulations, both on and off campus, at all times. Community members must be mindful of their actions, and aware that they represent not just themselves, but also the school, and the international community in Japan as a whole. In some instances, criminal actions may result in the loss of residency status or even deportation. MBIS reserves the right to determine and apply a range of appropriate disciplinary actions, including suspension and forced withdrawal (expulsion). These may be applied because of an infraction or a sequence of infractions, on or off campus, that are considered detrimental to the welfare of the school and the members of its community.

### **SERIOUS INFRACTIONS**

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

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





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## LOSS OF PRIVILEGES

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

- Exclusion from school events or off-campus activities (e.g. field trips)
- Removal from an athletic team, MUN, Student Council, MHS/NHS, band or similar
- Removal from an executive position (e.g. student organization)
- Loss of Senior Privileges

## FORCED WITHDRAWAL

- Forced withdrawal refers to the permanent expulsion of a student from MBIS. Forced withdrawal may be applied for a single infraction or in the event of repeated, serious infractions. Consequences resulting from persistent violations of school policies will be reviewed and determined by the academic leadership team, on a case-by-case basis.
- Students who have incurred two suspensions will be asked to withdraw if a third suspension is applied. Suspensions are not expunged from a student's file, and there is restriction on date of infraction between the first and final suspension. In the event of forced withdrawal, all school and tuition fees for the current semester are forfeited.

## APPEAL PROCESS

- Should a family wish to make a complaint, please refer to the Complaints Procedures process [HERE](#).

## DISCIPLINARY PROCESSES

- In the case of minor infractions, it is expected that a member of the faculty will review the incident and apply, if necessary, an appropriate response (e.g. detention; verbal warning).
- Faculty are to use professional judgment to determine if the response needs to be escalated. In such cases, the faculty member should record anecdotal notes regarding the incident and share them with the Academic Leadership Team. The faculty member should report the incident to the appropriate Section Leader. The Section Leader will review the incident and respond appropriately. Responses are to be scaled on a case-by-case basis, but may include responses such as, but not limited to:
  - Conferencing with students and/or relevant members of the faculty
  - Conferencing with parents
  - Application of an appropriate disciplinary action (e.g. official warning; probationary contract, loss of privileges; letter of apology)
  - Referral to the Director of Guidance.
  - A further escalation (i.e. notifying the Head of School)





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If the breach of discipline is deemed to be of a sufficiently serious nature, the student will be referred to the Head of School, who will review the infraction(s). In such cases, parents will be contacted and may be asked to come to school for a disciplinary hearing. Subsequent responses may include:

- Conferencing with all relevant parties
- Initiating a formal investigation
- Referral to outside agencies, including law enforcement officials
- Application of an appropriate disciplinary action (Although, the Head of School has sole responsibility for authorizing student suspension or forced withdrawal, this decision is never taken lightly. The Head of School is guided in such decisions through consultation with the Academic Leadership Team and members of the faculty).
- Disciplinary Hearing (Procedures [HERE](#))

The Academic Leadership Team is responsible for collecting relevant documentation and/or generating a report of the incident(s), as appropriate, which can be communicated to relevant parties if required (e.g. outside agencies; Board Chairman). In the case of suspension and forced withdrawal, a formal incident notification will be sent to parents. A copy of this letter will be placed in the student's file. Serious disciplinary infractions are permanently recorded in a student's file. Such records may be requested during application processes with other schools or universities. MBIS will not voluntarily provide discipline records unless they are formally requested and required as part of the application process.

All students must always abide by all rules and laws of the Japanese Government.

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

Leaving Campus: During a school day, no student may leave the school grounds without first obtaining the permission of the Section Leader. 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. Grade 11 and 12 students may go to Lawson or Marui Pan during lunch or study hall while the Annex building is still in use without following the previous outlined procedure. G11 and 12 students should return immediately to school after completing their purchase.

Mutual Respect: Everyone 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 intimidates 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 ride a bicycle to school.





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

Cell Phones and Electronic devices: Cell phones, iPads and any other electronic devices must be turned off before entering the school gate and remain off until 3.10 pm. Students should put their cell phones in their bag or locker so that they are not distracted by alerts and updates during the school day. A teacher may confiscate a phone if it rings or beeps during class. A confiscated cell phone will be held by the appropriate Section Leader and returned at the end of the day. A student having repeated issues with cell phones will result in consequences determined by the Section Leader in line with the levels of disciplinary responses on the following page. Cell phones may be used for academic purposes at the discretion of the classroom teacher. Grade 12 Students may use cell phones in Semester 2 of their final year in Study Hall and lunchtime.

Food and Drink: In an effort to maintain a clean campus, outside of school lunch, no food or drink may be brought into the classrooms, except with the permission of a teacher. No chewing gum allowed on campus.

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 Early Years students are permitted to use the lower playground in front of the Early Years classrooms.

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, it may lead to a forced withdrawal.

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

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

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





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## LEVELS OF DISCIPLINARY RESPONSES

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

warning: student is told of his/her inappropriate behaviour

In school/after school detention: student sits in the principal's office or stays after school, usually for one hour (If a student is asked to stay after school parents will be notified at least one day before this takes place.)

conference: the teacher and or Section Leader 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 behaviour

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.

counselling referral: it may be necessary for a student to receive professional counselling 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 Academic Leadership Team reserves the right to modify this policy, depending upon the nature and intent of the offense.

## HOMEWORK POLICY

The School's Homework Policy can be viewed [HERE](#).

## STUDY TIPS

### STUDY SKILLS:

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

### STUDY ENVIRONMENT:

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





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

### **LONG-TERM ASSIGNMENTS/PROJECTS, ESSAYS:**

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

### **TESTS/EXAMS:**

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

### **ASK FOR HELP:**

Seek help when needed for assignments from teachers, parents, peers, etc. Don't hesitate to ask when you don't understand something. Get help well in advance.

Don't expect friends to do your work for you but have a reliable friend to call when you know you have missed an assignment.

### **SLEEP:**

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





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#### **ATTITUDE:**

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

#### **FURTHER INFORMATION**

#### **CLASS AND SCHOOL SPIRIT**

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 class or group.

#### **COMPUTER USE AND INTERNET ACCESS**

To be able to use any device at school, all students must read and sign the Student Technology Usage Policy and the Student Technology Access Agreement. Please see Appendix I and II.

Students are allowed access to the internet at school. It is understood that misuse of the internet will result in disciplinary action. Misuse means accessing pornographic or gambling sites, using inappropriate language to or about other students in emails, taking photos of peers without consent and sharing the photos widely with other, 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.

To maintain the professional distance between students and teachers, they may not be 'friends' or communicate on social network sites.

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

#### **EXTRACURRICULAR ACTIVITIES**

MBIS offers a range of activities to help support and build the 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.







Activities vary from year to year however, some of the activities usually offered are outlined below:

Student Council	Boys & Girls Soccer	Girls Softball
National Honor Society	Boys Baseball	Jazz Band
Marist Athletic Association	Boys & Girls Basketball	Japanese Club
Boys & Girls Volleyball	Intramural Sports	Cross County
Chess Club	Cooking Club	Stage Make-up
Coding/Drone Club	Tennis Club	Board Games Club
Marist Honor Society	Tea Ceremony Club	

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

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

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

## HEALTH CARE

MBIS maintains a Health Office with a full-time medical officer. Students are referred to the Health Office with a note from their teachers or accompanied by a faculty member. Initial assessments are recorded, and the Health Officer will provide care accordingly. Students are generally allowed in the Health Office for up to one hour. All students will be under the direct supervision of the Health Officer at all times. After an hour, if the Health Officer deems it is in the best interest of the student to be sent home to rest or to be seen by a doctor, a parent and guardian will be contacted for their child to be sent home or be picked up, otherwise the student will return to class. As a general rule, elementary school students will not be sent home alone — even if they commute to school independently — other than in exceptional circumstances. For safety reasons, parents and guardians must call the school to notify of their child's safe arrival home.

## VISITORS

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

## LIBRARY

A qualified, full-time librarian oversees the school library. Students are encouraged to use the library and check out books. The library is not a place to socialize with your friends. The library is open for use by the students from 8:15 am to 3:30 pm, Monday through Friday. Parents may also make use of the library.





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## LUNCH

Online Lunch Orders (Faculty, Staff and Students from Grades 1 – 12 ONLY)

Lunch orders need to be placed via the daily [Online Lunch Order Form](#). Submit your lunch order by selecting one of the options by 9:00am each day. The form will reopen at 2:00pm every day for the following day's lunch orders. Please remember to collect and pay for your lunch near the reception area each day. Please ensure your child has the necessary money to purchase lunch, as the school does not provide money or lunch. It is advisable for your child to carry their lunch money in a small purse, wallet, or pouch, and to keep a spare 500 yen in their school bag. Please also inform your child whether they have a home-packed lunch or if they will be purchasing lunch at school each day. If you have any questions about our cafeteria lunches, please email Ms. Keiko Funatani by email [funatanik@marist.ac.jp](mailto:funatanik@marist.ac.jp)

### Home Lunch

- When preparing your child's lunch and snacks, it is advised to avoid including items like chocolate, cookies, and foods with excessive sugars, such as sweets.
- These options lack nutritional value and do not align with a healthy lifestyle. Instead, it is recommended that most snacks your child brings to school consist of fruits and vegetables. Marist Brothers International School is a Peanut/Nut-aware school. Please refer to the Health Policies and Regulation Handbook for complete information.
- Including a variety of fresh fruits and vegetables in their lunchbox. Opting for whole foods like these will contribute to a balanced and nutrient-rich diet, ensuring your child receives the necessary nutrients for optimal growth and cognitive function.
- To ensure a smooth lunch and snack routine at school, it is important to provide the necessary supplies for your child.

Please take note of the following guidelines:

### Eating Mat (Early Years):

For added cleanliness during mealtime, it is encouraged to provide an eating mat, such as a 'furoshiki,' that your child can spread under their food while eating. This helps maintain a hygienic eating environment. Remember to label the eating mat with your child's name.

### Utensil Identification:

To avoid any mix-ups or confusion, please ensure that each utensil your child brings to school has their name clearly written on it using a permanent marker. This way, it will be easier to keep track of their personal items.

### Glass or Ceramics:

For safety reasons, please refrain from sending glass or ceramic containers or dishes in your child's lunch. Opt for safe and durable alternatives such as plastic or stainless-steel containers that will withstand the school environment.





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The children have lunch in their classroom from 11:13 until 12:04. All children must bring their own filled water bottle to school every day, as well as their own cutlery.

Please note that Early Years uses the paper-based lunch order forms and lunch money pouch.

## PARENT CODE OF CONDUCT

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

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

### Parents Rights

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

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

- Support with words and actions the vision and philosophy of the school.
- Work together with teachers and staff in a respectful manner.
- Spend time talking with your child about their progress and any concerns.
- When an incident arises, listen to your child/ren, there may be different versions of events.
- Cooperate if your child's behaviour has overstepped accepted school standards.
- Maintain a positive and cooperative attitude when interacting with other adults in the community whether they be staff or parents of students.
- Be conscious of the power of social media and any content you may place on such platforms.
- Refrain from approaching other children to discuss their behaviour towards your child.
- Make sure your child has a packed lunch or lunch money each day.
- Expectations for Communication
- To read all letters from school and attempt to reply in a timely manner.
- To communicate any concerns to school in a constructive and appropriate manner.
- To discourage hearsay and gossip by communicating directly with the school administration regarding any concerning issues.
- To abstain from behavior which may be considered harassment such as threatening emails, letters and or phone calls.
- To make an appointment with the appropriate administrator if you would like to discuss any successes, concerns or feedback rather than discussing issues with office support staff. Arrangements for translation will be made by the school, when necessary.
- Potential Action taken against breaches of Parent Code of Conduct





- Parents/Guardians/Caregivers may be asked to leave the school campus.
- Parents/Guardians/Caregivers may be banned from the school campus, temporarily or permanently.
- Serious or continuous breaches of the Parent Code of Conduct, may result in the cancellation of enrollment of your child.

#### マリスト国際学校保護者行動規範

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

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

#### 保護者の権利

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

#### 親/保護者/保護監督責任者へのお願い:

- 学校のビジョンと理念に則った言動を行ってください。
- 先生方やスタッフと敬意あるマナーを持って協力し合ってください。
- 子供の言葉に耳を傾けてください。但し、人によっては問題の解釈が異なる場合があることを理解してください。
- 子供の行動が学校の定める基準を外れる場合があった際にはご協力願います。
- 他人と接する際には相手が保護者、スタッフ、生徒であろうと、前向きで協力的な態度で接してください。
- ソーシャルメディアの力と自身がソーシャルメディア等に投稿する内容に注意を払って下さい。
- 自分の子供への他の子の言動に対して、直接その子と話す行為は控えてください。
- コミュニケーションに関するお願い
- 子どもに毎日昼食代またはお弁当を持たせるようにしてください
- 問題があり学校側と話をする際には建設的で適切なマナーを持って進めて頂きますよう、お願いします。
- 問題があった際にはうわさやゴシップが広まらないように、学校側と直接対話をして下さい。
- 脅迫メールや手紙、電話といったハラスメントと取られかねない行為は控えてください。
- 懸念事項について相談したい場合は、オフィスのサポートスタッフに問題の相談をするのではなく、適切な学校側管理者のアポイントメントを取って下さい。必要に応じて、学校側が通訳者を手配します。

#### 保護者行動規範に対する違反があった際の対応

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





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## EMERGENCY PROCEDURES

### FIRE/FIRE DRILL

1. As soon as the fire bell rings, teachers and staff 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, teachers and staff should move quickly and in silence out of the classroom and offices, 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 and staff 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. Early Years 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 educate 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 evacuating the building in as short a time as possible. If administrators and teachers take the drills seriously, then students will follow our example.





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## EARTHQUAKE

Earthquakes give no warning. Consequently, bells will not sound an alarm. Each teacher and staff member must serve as a 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 – students, teachers and staff

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

**\*Teachers and staff who have access to First Aid kits should bring them when evacuating.**





BELL SCHEDULE

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





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## LOWER SCHOOL

### Seesaw

Seesaw is a platform designed to facilitate communication between teachers, students, and families, strengthening the connection between school and home. At Marist Brothers, we value continuous communication, and therefore, all Early Years and Primary Years teachers, along with specialists, utilize Seesaw to engage with families.

When using Seesaw to communicate with your child's classroom teachers, the focus will be on learning. We encourage parents to utilize Seesaw to respond and engage with teachers regarding various topics such as student work, daily highlights, homework, resources for supporting learning at home, as well as news and reminders. If you have any clarifications, concerns, or wish to schedule a meeting, we encourage you to directly contact your child's classroom teacher through email.

Seesaw also serves as a platform to foster communication among families. Our aim is to centralize information related to events organized by Room Parents through the "Conversations" section on Seesaw. This feature creates a primary channel where all parents can interact with one another and stay connected. By leveraging Seesaw for communication, we streamline our overall approach and significantly reduce paper usage at our school. Seesaw is an exceptional tool for home-school communication, and with your active participation, we can engage in collaborative conversations centered around learning, thereby building trust, support, and providing continuous visibility into the educational journey happening at school.

To keep parents and guardians informed about the activities and events happening at school, monthly newsletters will be posted on Seesaw. Teachers will use Seesaw to inform parents about upcoming events, field trips, homework assignments, and any other relevant information.

### Managebac

ManageBac is used for attendance purposes and is also where parents can find information about their children's curriculum and timetables. School notices are also sent through ManageBac.

### Parent Teacher Communication

As a parent, it is important to establish effective communication channels with your child's school. Here are some guidelines to follow:

1. The Classroom Teacher: Your child's classroom teacher should always be your first point of contact. If you have any questions, concerns, or need information related to your child's education, reach out directly to the classroom teacher. They are the primary source of information and can provide valuable insights into your child's progress, behavior, and academic needs.
2. Communication in Your Native Language: You have the option to communicate with the teacher in your native language. You can email the teacher using your preferred language, and they will have the message translated to ensure clear communication. This ensures that language barriers are overcome, facilitating better understanding and collaboration between you and the teacher.







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3. **Timely Response:** The teacher will make every effort to respond to your inquiry promptly. However, keep in mind that they may have a busy schedule during the school day. If you don't receive a response within a reasonable timeframe, follow up with a polite reminder or consider scheduling a meeting if necessary.

4. **Unsatisfactory Resolution:** If you feel that your question or concern has not been properly addressed by the classroom teacher, you may escalate the matter to the Head of Lower School. The Head of Lower School is responsible for overseeing the educational and administrative aspects of Early Years through Grade 5. They can provide further guidance, address unresolved issues, or connect you with the appropriate resources within the school.

5. **Respectful and Constructive Communication:** When reaching out to teachers or school administrators, maintain a respectful and constructive tone. Clearly state your concerns, questions, or requests, and provide relevant context to help them understand your perspective. Open and collaborative communication fosters a positive relationship between parents and the school community, ultimately benefiting the child's educational experience.

Remember, effective communication between parents and educators is crucial for your child's success. By following these guidelines, you can ensure a smooth flow of information, address any concerns, and work together with the school to support your child's learning journey.

## **Parental Engagement**

### **Room Parents**

At Marist Brothers, we firmly believe that the active participation of parents is crucial to the success of our students and the overall well-being of our school community. To foster parental engagement, we have implemented the concept of class parents.

At the start of each school year, your child's classroom teacher will request volunteers to serve as class parents. These committed parents and guardians will act as representatives for the class.

To ensure effective coordination, the teacher will organize a meeting with the chosen room parents. During this collaborative discussion, the important role of room parents will be explained, along with ways they can support the class. Topics to be covered will include class activities, upcoming events, and opportunities for parents to assist with class projects, field trips, and celebrations. The teacher will make a deliberate effort to involve room parents in class activities and excursions, acknowledging their valuable contributions to the classroom experience.

By promoting the active involvement of class parents, our goal is to strengthen the connection between home and school, enhance student achievement, and foster a sense of community within the Marist Brothers family. Together, we can create a supportive and engaging learning environment for our students.





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**Room Parent Roles & Responsibilities on Field Trips  
including Child Protection and Safeguarding**

**ROLES & RESPONSIBILITIES**

As Room Parents on this field trip, your responsibilities will include:

**Supervision:** Keep a watchful eye on our young learners and ensure they stay safe during the entire trip.

**Assistance:** Provide assistance to the teachers and staff when necessary, helping with tasks such as guiding students, organizing group activities, and addressing minor concerns.

**Support:** Offer a caring and nurturing presence to the children, fostering a positive and enjoyable atmosphere throughout the trip.

**Emergency Procedures:** Be ready to follow instructions in case of emergencies and unforeseen situations.

**CHILD PROTECTION AND SAFEGUARDING EXPECTATIONS**

Ensuring the safety and well-being of our students is of utmost importance. We have clear Child Protection and Safeguarding guidelines in place. As room parents, we expect you to adhere to these expectations:

**Professional Conduct:** Always maintain professionalism and prioritize the safety and well-being of our students.

**Supervision:** Keep children within sight and intervene if any safety concerns arise.

**Communication:** Report any incidents, concerns, or unusual behavior to the teachers and staff promptly.

**Privacy and Boundaries:** Respect the privacy of our students and adhere to appropriate boundaries.

We will provide a brief orientation before head off on our field trip to ensure everyone is aware of the safety protocols and emergency procedures.

If you have any questions or need further information, feel free to reach out.

Thank you for your dedication to the well-being and education of our children.





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## Arrival and Departure

Early Years: Entrance to the Early Years area will be only from the gate by the Early Years classrooms. Please do not use the stairs on the hillside of the Early Years playground. Your child may enter the Early Years Gate carrying his or her own things when greeted by a member of the Early Years staff at 8:30am. Please do not leave your child alone before this time as adult supervision is not available. Encourage independence by allowing your child to enter the building alone; please do not accompany your child into the bathroom/cubby area or the classroom. Parents who are driving and drop off their child are asked to quickly escort or collect their child and move their car as soon as possible.

All children must be accompanied by an adult before and after school. Children will only be released to an authorised adult. If you need to have a different person pick up your child on a given day, ie, someone not authorised on the Contact Form on Open Apply, please provide authorisation in the form of a signed and dated note stating the designated carer's full name and relationship to your child.

Please be aware that all designated carers must provide identification (photo I.D); the Early Year Staff will make a copy of the I.D for our records. If possible, a copy may be sent to school prior to the first visit, along with a photo of your child with the authorised person. You may email this to your child's teacher or provide a paper copy in your child's Communication Folder.

Children will not be released without authorization. In instances where no note is provided, children will be taken to the main school office, where parents/carers will be telephoned in order to confirm the pick-up arrangements. In emergencies or instances when a note is not provided, please contact the school office by telephone to inform of new pick-up plans. If you require that your child be picked up by a designated carer on a regular basis, please complete a new Contact Form or talk directly to Early Years Staff who will update your contact details.

Primary Years (Grades 1-5): The doors to the school will open at 08:30. Students will need to arrive at school on time. Class attendance is taken each morning at 8:35am; if you are late, please stop by the office for a "late slip" before entering the school. Please be aware that the updated campus arrival and departure arrangements are temporarily in place to ensure that all community members have safe access to the campus during the demolition and construction phases of our redevelopments.





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## Departure

Dismissal is at 15:10.

### Early Years

Please remain outside the gate to allow the children to complete their day uninterrupted. For children leaving at 12:50 (after lunch recess), staff will be on the playground at that time unless it is a rainy day. Allow your child time to clean up, gather his or her things, and then meet you at the gate.

Children not picked up by 15:20 will be escorted to the main school office to wait for a parent to arrive. If you are running late, please call the office so we will know what course of action to take.

Proper nutrition plays a vital role in your children's overall well-being, and this extends to their lunch and snacks. It is essential to prioritize healthy and nutritious food choices to support their growth and development. By providing wholesome meals, you can instill lifelong healthy eating habits and reduce the risk of expensive and debilitating

## School Lunch

Lower School Grades 1-5: School lunch is available to order on the Marist website. Lunch must be ordered by 09.00am each day, there is a vegetarian option as well as a choice of accompanying bread or rice. More information about school lunch can be found in the Whole School section of this handbook.

Early Years Lunch: School lunch is available to order daily. The lunch menu is available on the Marist website. Each day, there is a vegetarian option as well as a choice of accompanying bread or rice. A lunch pouch (blue plastic wallet) is sent home at the end of each week with two order forms for the following week; please fill out both order forms if you are ordering school lunch. One copy is for the cafeteria, the other for the Early Years Staff. Be sure to place the correct, full amount of money in your child's lunch pouch. If you are not ordering school lunch, please do not write anything on the order forms; simply return them to school in the lunch pouch so that we can recycle the papers. If you need to make a last-minute school lunch order, please put a note with money for lunch in your child's Communication Folder.

## Field Trips

Field trips are an integral part of the educational experience at our school. They provide valuable opportunities for students to explore and learn outside the classroom, gaining firsthand knowledge and creating lasting memories. We believe that these real-life learning experiences enhance the curriculum and contribute to the holistic development of our students.

## Assemblies

At Marist Brothers, we recognize the importance of assemblies in building a strong sense of community, showcasing student talents, and fostering leadership skills. Each class will lead one assembly per academic year. These assemblies will align with Marist expectations and reflect the values and goals of our school community.





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**Student Involvement:** Assemblies provide valuable opportunities for students to demonstrate leadership and express themselves. Teachers will actively encourage students to take an active role in planning, leading, and participating in assemblies. This involvement may include presenting, performing, leading discussions, or engaging in other activities. By empowering students to actively contribute, we nurture their sense of ownership, responsibility, and confidence.

**Parental Involvement:** We greatly value parental engagement and support. Therefore, we extend a warm invitation to all parents to attend assemblies. These gatherings provide an excellent opportunity for parents to witness their child's growth, appreciate their achievements, and strengthen the connection between home and school. We encourage parents to actively participate and celebrate these special occasions with us.

### **Standardized Tests**

MBIS will administer internationally recognized assessment tests at various times throughout the year based on the student's grade level. In the Lower School i-Ready Reading and Math are administered 3 times a year for grades K-6.

i-Ready Reading and Math diagnostics are conducted to assess students' proficiency and progress in these specific subject areas. The purpose of administering these diagnostics is to gather data on students' current skill levels, identify areas for improvement, and inform instructional decisions.

- The diagnostics provide a snapshot of students' reading and math abilities at a particular point in time. This includes assessing their comprehension, vocabulary, grammar, mathematical concepts, problem-solving skills, and more. By administering these assessments, teachers gain insights into students' strengths and areas where they may require additional support.
- The diagnostic results help teachers create personalized learning paths for each student. Based on the data, teachers can identify specific skills that students need to work on and provide targeted instruction and resources to support their individual needs. This personalized approach helps ensure that students receive instruction at their appropriate level and make progress in their learning.
- The diagnostics are administered periodically throughout the school year to track students' progress over time. By comparing results from different assessment points, teachers can identify growth, monitor trends, and adjust instruction accordingly. This data-driven approach allows educators to ensure that students are making continuous progress and achieving academic growth.
- The diagnostic data informs teachers about students who may require additional support or intervention. It helps identify struggling learners who may need targeted interventions, differentiated instruction, or access to additional resources. By identifying these students early on, educators can provide the necessary support to help them catch up and succeed academically.
- The diagnostic data helps inform instructional decisions and planning. It provides insights into the overall performance of students, identifies specific areas of the curriculum that may need more attention, and guides teachers in selecting appropriate instructional strategies and materials.





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Reporting of iReady Result: The iReady Reading and Math Scores are not sent home with students three times a year. The results of the diagnostics may be complex and require interpretation by educators who can provide context and guidance. This is why at Marist Brothers we have chosen to have teachers discuss the results with students and parents during parent-teacher conferences or individual meetings to provide a comprehensive understanding of the data.

Instead of solely focusing on test scores, we prioritize a growth mindset and emphasize continuous improvement. The emphasis is placed on using the diagnostic results to inform instructional planning and intervention strategies, rather than solely reporting scores to parents.

Not sending home results may be a way to reduce unnecessary stress or pressure on students and parents associated with standardized test scores. This approach allows the school to focus more on supporting students' growth and development rather than focusing on a single assessment outcome.

### **Semester Reports**

#### Communicating Academic and Social Growth

Twice a year, formal Semester Reports are sent to parents through Managebac to facilitate continuous communication between teachers, parents, and students regarding their academic and social development. These semester reports are an integral part of your child's education, reflecting an ongoing process of learning and growth.

To determine the achievement indicators on the Semester Reports, teachers employ a range of assessment tools, including observations, written work, projects, presentations, and reflections. These assessments provide a comprehensive view of your child's progress across various areas of study.

Semester Reports aim to enhance your understanding of your child's academic achievements and provide valuable insights into their social growth. They complement the work you have observed through Seesaw and provide further context or clarification on information shared in monthly newsletters.

We believe that open and transparent communication is crucial in supporting your child's educational journey. The Semester Reports serve as a platform for meaningful discussions between teachers, parents, and students, fostering a collaborative approach to their development.





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## Parent Teacher Conferences

### A Collaborative Discussion

Parent-Teacher Conferences serve as a valuable platform for open and constructive communication between teachers and parents. During these conferences, important aspects of a student’s academic and personal development are discussed, fostering a partnership in supporting their growth.

Conferences provide an opportunity for teachers to share the ways they are actively supporting the student’s growth and development. Teachers share insights into instructional strategies, classroom activities, and initiatives designed to enhance learning outcomes.

Parent-Teacher Conferences are an integral part of our commitment to fostering a collaborative relationship between home and school. By engaging in open dialogue, sharing data, and discussing the student’s progress, we work together to provide the best possible educational experience and support for each child.

## UPPER SCHOOL

### MBIS DIPLOMA REQUIREMENTS

The curriculum of Marist Brothers International School is organized in a two-semester school year that begins in August and ends in mid-June. You are advised to meet with the Head of School, Deputy Head of School or the University and Careers Counselor if you have any questions regarding these requirements.

#### Graduation Requirements (Grades 9 – 12)

All students must receive a passing grade, (3 or higher), to be awarded credit for the completion of the course undertaken. After the successful completion of a core subject (English, Math, Science, Social Studies and Second Language), 0.5 credits per semester, per subject, will be awarded. The total credit requirements for core subjects are listed below. In addition, students must obtain a further 6 credits from any combination of courses to attain the minimum 22 credits required for graduation. Grade 11 and 12 students are required to enrol in Creativity, Activity, Service (CAS), and Theory of Knowledge (TOK). CAS for non-Diploma students must be completed to a satisfactory level as determined by the CAS coordinator with the main focus being on Service. Credit is awarded for the satisfactory completion of TOK.

<u>Course Area</u>	<u>Credits Needed</u>
Languages	7.0
Math *	3.0
Science	3.0
Social Studies	3.0
(Core Subjects Total 16.0)	
Additional Credits required	<u>6.0</u>
Minimum Graduation Requirement Total	22.0 credits





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Electives and credit value/semester:

PE (0.25), RE (0.25), ToK (0.25), Art (0.5), Music (0.5),

\*As of the 2021-22 School Year, Algebra 1 (taken in Grade 8 by some students) may count towards Math credit for graduation

Students who transfer without certain High School credits may receive full credit based on previous academic results and/or an interview with the Deputy Head of School.

### **INTERNATIONAL BACCALAUREATE DIPLOMA REQUIREMENTS**

Please refer to the MBIS IB DP Handbook for specific details regarding the IB Diploma.

### **ADDITIONAL NOTES**

A student may make up credit for required courses they have failed while at MBIS through the University of Nebraska Online School. Enrolment in these online courses, are at the parent's expense. The passing grade for these online courses is 70%. Should students be short credit in Grade 9 and 10, they may not be eligible to take the full Diploma Programme.

Grades will NOT be weighted for courses which may be viewed as more difficult (ie. HL courses).

### **COURSE SELECTION AND CHANGE PROCEDURES**

In the spring of each year, students are given a course selection sheet with the courses available for the following year. To enrol in certain courses (HL level), students may need to obtain permission from the teacher. Students need to consult with their parents regarding course selections and must obtain parental approval by way of signature for all course selections and changes to their course schedule.

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

Course Change procedure:

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

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

Important: The student should continue in their originally scheduled class until they submit the completed course change form to the teacher of the new class.

The Academic Leadership Team retains the ability to make alternative course placements, where the necessity arises.

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## TRANSFER PROCEDURE

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

## TRANSCRIPTS

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

## REQUEST FOR THE PREPARATION OF SCHOOL DOCUMENTS

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

## UPPER SCHOOL HOMEROOM

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

## LUNCH

Grade 6 – 12 students will eat their lunch in the designated room or outside.

## SENIOR TRIP

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

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

## Grade descriptors Grade 6-10

To arrive at a criterion levels total for each student, teachers add together the student's final achievement in all criteria of the subject group. Each criterion has a maximum score of 8 which means a final score is out of 32 points.





MBIS uses the MYP 1-7 scale and boundary guidelines table as follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a 1-7 scale.

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.





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## UPPER SCHOOL ACADEMIC HONORS AWARDS

### Grade 9-10

First Honors: Grades of 6, with a minimum of two grades of 7 in the five core subjects\*

Second Honors: 5 or above in the five core subjects

### Grade 11-12

First Honors: Grades of 6, with a minimum of two grades of 7 in all IB subjects (excluding ToK)

Second Honors: 5 or above in all IB subjects (excluding ToK)

\*Core subjects: Math, Science, English, Japanese, Social Studies

## HOMEWORK POLICY

Within the whole school Homework Policy Upper School specific guidelines can be found within the document [HERE](#)

## LATE SUBMISSION of SUMMATIVE ASSESSMENT WORK PROCEDURES

When students require an extension or have not met the deadline for submission of summative assessments, the Late Submission of Summative Assessment policy will apply. See policy [HERE](#)

## GUIDANCE & COUNSELING

The school has a Guidance Counselor and a whole School Counselor who are available to assist students in all aspects of their personal and academic growth. Students are invited to visit with the counselors and confidentiality to share their concerns, questions, or problems. The School Counselor can assist students with personal issues, while the Guidance Counselor is available to help students with academic and university questions.

Students in Grade 11 -12 have a regularly scheduled guidance period within their class schedule. During this period students explore careers, begin preparation for searching and applying to university and practice learning skills. In grades 11 and 12, students focus on the college search and application process meeting with the guidance counselor as a class and in individual sessions as necessary.

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

UPPER SCHOOL COURSE OFFERINGS: 2024-2025





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Grade 6

Religious Studies  
English  
Science  
Mathematics  
Japanese  
Physical Education and Health  
Individuals and Societies  
Design  
Music

Grade 7

Religious Studies  
English  
Integrated Science  
Mathematics  
Japanese  
Physical Education and Health  
Individuals and Societies (Geography)  
Design  
Options: Art /Music

Grade 8

Religious Studies  
English  
Integrated Science 8  
Mathematics  
Japanese  
Physical Education and Health  
Individuals and Societies  
Design  
Options: Art /Music

Grade 9

Religious Studies  
English  
Integrated Science 9  
Geometry  
Individuals and Societies (World History I)  
Japanese  
Physical Education and Health  
Service Learning  
Options:  
Art /Band

Grade 10

Religious Studies  
English  
Integrated Science 10  
Algebra 2  
Individuals and Societies (World History II)  
Japanese  
Physical Education and Health  
Personal Project  
Options  
Art / Music

Grades 11 and 12

See Diploma Programme Handbook





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## APPENDIX I: STUDENT TECHNOLOGY USAGE POLICY

### STUDENT TECHNOLOGY USAGE POLICY

#### Guidelines for using workstations

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

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

#### Use of Information Technology Equipment

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

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

Use technology for the purpose directed by the teacher in charge.

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

#### School issued Gmail Passwords

- Keep your Gmail password secret. If you suspect that someone may know your password, inform your teacher and it will be changed.
- It is unacceptable to gain, or to attempt to gain, another person's password or personal information.





- When a student has been allocated a password, it is the student's responsibility to remember that password. If a student forgets their password, he/she is to report to Mr. Lipp to have it changed.

### Printing

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

### **THE ROLE OF PARENTS**

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

This school expects that these standards will be in accordance with the School Mission Statement, Student Handbook and other school policies. Parents should actively engage and monitor students' technology usage and regulate the amount of time spent on devices.

### **THE ROLE OF STUDENTS**

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

### **COPYRIGHT**

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

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

### **EQUIPMENT CHARGING**

Students should make sure their device is properly charged each day.

### **EQUIPMENT DAMAGE**

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





### **BREACH OF CONTRACT and POSSIBLE DISCIPLINARY ACTIONS**

Breaches of this policy may result in students being excluded from using the school's equipment and/or other disciplinary action as per the disciplinary actions listed below:

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

1. Teacher reprimand and report to administration.
2. Parents contacted through administration.
3. Loss of access to devices for a period deemed appropriate by administration for the level of offense or repeated offenses. Loss of access may range from 2 days to a permanent loss of access.
4. Suspension from school.
5. Expulsion from school.





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## APPENDIX II: STUDENT TECHNOLOGY ACCESS AGREEMENT

### STUDENT TECHNOLOGY ACCESS AGREEMENT

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

While I have access to the school's technology network, and the different platforms of communication used by the school, 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 and communication platforms.
- Respect the rights and privacy of other users.

#### I WILL NOT

- Reveal any private information such as another person's address or phone number.
- Attempt to retrieve, view or disseminate any obscene, offensive, pornographic or illegal material.
- Contact teachers through Facebook (or any other social networking website) or request to make teachers a 'friend' on Facebook (or any other social networking website).
- Threaten, abuse or harass any other user.
- Send offensive, racist or sexist messages.
- Send anonymous or falsely addressed electronic mail.
- Bring the school into disrepute in any way whatsoever.
- Use file sharing software.
- Allow anyone else to use my account or give my password to anyone else.
- Use another student's account or tamper with another student's account in any way.
- Download or print information without the permission from my teacher.
- 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.







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## APPENDIX III: GRADE 9-12 BYOD POLICY

### RATIONALE

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

We live in a world where information is at our fingertips, and by having access to one's own device at school, we can make best use of the amazing resources the internet provides. In addition to accessing information, a personal laptop will allow students to collaborate in real time, give them the opportunity to create work that was once not possible, and take their learning to a new level in order to better prepare themselves for the workforce.

### VISION

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

### TARGET GROUP

All Grade 9-12 students

### CHOICE OF DEVICE

MBIS recommends Macbooks for students. All MBIS teachers are issued Macbooks, therefore students using Macbooks allows them to have the same software as teachers and assists in avoiding incompatibilities between devices. If a student already owns a device that is not a MacBook, they will need to be confident in the use of their device, and confirm with the school that they can use alternative software where required. Students who buy the latest Macbook will also need to buy an adaptor in order to connect devices that require a USB port (ie. the equipment used for data collection in Physics, Chemistry and Biology).

### TECHNICAL SUPPORT

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

- a. Connect to the internet
- b. Print documents

### GENERAL

Parent's should ensure that any device brought to school is under warranty and insured. Students should ensure that all necessary software required for classes has been installed and tested before it is required for use.

### DAMAGE and THEFT

The school will not be responsible for any damage or theft to a device while it is on campus or being brought to and from school. MBIS recommends that damage or theft insurance is sought from an external provider.





## ACCEPTABLE USE

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

## VIOLATION of ACCEPTABLE USE

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

## STORING YOUR DEVICE and USAGE OUT OF CLASS TIME

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

## BATTERY

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

## SOFTWARE REQUIREMENTS

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

\*Will be downloaded in class with teacher assistance.

\*Please also bring your own headphones.





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## APPENDIX IV: Limited Applications Policy (University Applications)

### Limited Applications Policy

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

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

Quality applications are considered more favorably.

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

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

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

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





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

#### APPENDIX V: POLICIES

- i. [Academic Integrity Policy](#)
- ii. [Admissions Policy](#)
- iii. [Assessment Policy](#)
- iv. [Inclusion Policy](#)
- v. [Language Policy](#)
- vi. [Bullying Policy](#)
- vii. [Student Discipline Policy and Procedures](#)

