

Progress through Education



ELEMENTARY STUDENT & PARENT HANDBOOK

**FROM AUGUST 2025 ONWARD
EARLY CHILDHOOD TO GRADE 5
YANGON CAMPUS**

Website: www.yismyanmar.com / www.yis-yangon.edu.mm
Facebook: Yangon International School
Instagram: @yangoninternationalschool

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YIS Administration

2025-26 Administration, Coordinators and Student Services

Director	Mr. Mike Livingston
Elementary Principal	Mr. James Joubert
Secondary Principal	Dr. Hugh Schoolman

Coordinators and Student Services

Counselor	Ms. Crista Everette
Athletic Coordinator	Mr. Chris Cronin
Technology Coordinator.....	Mr. Alberto Oqueli
EAL Teacher ((Grade 1 – 5)	Mr. Adam Kanonczyk

Administrative Support Staff

Director's Administrative Assistant	Ms. Amethyst @ Naw Thynn Lei Aung
Elementary Administrative Assistant.....	Ms. Mary @ Khin Thu Thu San
Admissions Officer	Ms. Thet Su Swe
Admissions Assistant	Ms. Ye Sandar Naing
Accounting / Cashiers	Ms. Lin Lin Su Kyi Ms. Pyae Phyo Aye
Athletic Dept. Admin Assistant	Mr. Michael @ Law Ki Boi
Main Campus Receptionist	Ms. Cindy & Mr. Wai Hlyan
Uniforms	Ms. Hnin Mon Aung
School Doctor	Dr. Su

Elementary School Teaching Team - YIS Yangon Campus

Early Childhood	Mr. Teddy Mercer
Kindergarten	Ms. Chandra Moon
Grade 1	Ms. Harriet White
Grade 2	Ms. Karson Anderson
Grade 3	Ms. Sandhya Tamang
Grade 4	Mr. Steven Stover
Grade 5	Mr. Henry Hall
Myanmar Studies EC - Grade 2	Ms. Tina
Myanmar Studies Grade 3 – 5	Ms. Twel Tar Tun
Myanmar Music & Dance	Ms. Mya Thida
Physical Education	Ms. Thu Wathon Htun @ Thu Thu
Art	Ms. Belinda Van Der Watt
Music	Mr. Wessel Beukes
Library	Mrs. Abby Oqueli
Technology	Ms. Ruchi Mahale

Teaching Assistants

Early Childhood	Ms. Michelle Zaw
Kindergarten	Ms. Aye Mya Thant Sin @ Andrea
Grade 1	Ms. May Myat Phyo
Grade 2	Ms. Htet Htet Ei Hlaing
Grade 3	Ms. Zue Zue
Grade 4	Ms. Khin Chan Myae Kyi
Grade 5	Ms. May Snow
Physical Education	Ms. Thandar Soe
Art	Ms. Nyein Nyein Htwe
Music	Ms. Thwe Thwe Thein
Library	Ms. Kaythi Zaw & Ms. Naw Precious Paw Khu
EAL	Ms. A T Mo

Welcome Message from Principal



Welcome to the 2025-2026 school year at Yangon International School Elementary! At YIS, we develop leaders and believe in progress through education. We take pride in our school mission and our responsibility of fostering the development of the whole child as a participating global citizen and lifelong learner. Our dedicated faculty and staff provide an exemplary standards-based educational program and a robust after-school activities program in the elementary school. Our teachers are committed to helping each child achieve academic and personal success.

Parent partnership with school is a critical component of a child's educational success. To this end, we welcome working with you throughout the school year for your child. We are happy to discuss your child's education or social development with you and value your input and involvement in their education.



Mr. James Joubert

Elementary Principal

We strongly encourage you to participate in opportunities to learn more about your child's education and work closely with the teachers throughout the year.

This handbook is intended to provide a quick reference guide for our students and their parents. Please take time to discuss the handbook with your child. Additional details and specifics can be obtained by contacting your child's teacher or the elementary school office.

Mr. James Joubert
Elementary Principal
Yangon International School

School Overview



School Purpose

The primary purpose of Yangon International School is to serve the educational needs of Myanmar and expatriate children living in Yangon.

Mission Statement

Yangon International School is a college preparatory school that seeks to foster the development of the whole child, who is a participating global citizen and lifelong learner: one who is academically well-prepared, socially responsible, culturally sensitive, and personally fulfilled.

The primary purpose of Yangon International School is to serve the educational needs of Myanmar and expatriate children living in Yangon.

Philosophy Statement

The goal of Yangon International School is to provide an educational environment through staff, program and setting in which students can continue to grow in academic competence, self-discipline, social and environmental responsibility, appreciation of their own and others' artistic and cultural heritage, and personal fulfillment.

It is our belief that the excellence of the teaching and administrative staff, and the personnel and logistical support of ILBC are the necessary resources for the provision of a quality education that will enable students to transfer to other international schools and/or matriculate at their appropriate academic levels.

Yangon International School considers the development of skills in reading, writing, and mathematics as the foundation of the curriculum. Children's growth in these skills is central to the mastery of the specific content area within language arts, math, social studies, and science. Students will display competency in technology related to real world applications. The unique talent and potential of each student is given further opportunity for expression in the arts, physical education and extracurricular activities offered at the school.

Yangon International School is based on an American curriculum and primarily utilizes materials from the United States. Additional materials from other international resources are used to meet the needs of the program and students. The school also offers a program in local Myanmar culture, music, and language and encourages members of the community to share national customs and traditions from around the world.

The ongoing growth and development of each child in academic skills, in responsible self-expression, and as a global citizen are the heart of the purpose of Yangon International School. It is the school's goal to provide an education to enable students to attend international colleges and universities. We believe that the accomplishment of these skills and goals enables us to provide the kind of education that satisfies the students, their families, and the companies who use our school.

Accreditation

Thanks to the hard work of many teachers and the community, YIS is fully accredited with the Western Association of Schools and Colleges (WASC). We received a six year term of accreditation and completed a mid-term visit in March, 2018 for the Pre-K-12 program. As part of the accreditation process, there is an extensive action plan that needs to be completed for continuous improvement. Teachers may be required to work on various committees to complete the action plan and WASC recommendations in a timely manner.

Expected Schoolwide Learning Results (ESLRs) for the Elementary Grades EC-5

When students leave Yangon International School, we expect them to be prepared for their next educational experience by being:

Academically well prepared

- I am ready to work hard and do my best in everything.
- I ask questions and seek answers.
- I communicate clearly and effectively.
- I am an active learner.

Socially responsible

- I am a good citizen.
- I am responsible and trustworthy.
- I care about others and help those in need.
- I solve problems in appropriate ways.

Culturally sensitive

- I appreciate that everyone is unique.
- I treat all people fairly and respectfully.
- I respect that people have different backgrounds and belief systems.
- I appreciate Myanmar culture.

Personally fulfilled

- I set goals and work hard to reach them.
- I see my mistakes as opportunities to learn.
- I take care of myself and feel good.
- I like to learn and I am curious to know more.

Expected Schoolwide Learning Results (ESLRs) for Secondary Grades 6-12

When students leave Yangon International School, we expect them to be prepared for their next educational experience by being:

Academically well prepared

- Reach their potential in all curricular areas.
- Be effective problem solvers and critically analyze information.
- Be effective communicators.
- Demonstrate inquisitiveness and curiosity.
- Be responsible, independent learners and thinkers.



Socially responsible

- Demonstrate honesty and integrity.
- Demonstrate social and environmental responsibility.
- Work cooperatively and collaboratively with each other as a team.

Culturally sensitive

- Understand and respect cultural and individual differences.
- Develop a global citizen perspective.

Personally fulfilled

- Be self-confident, open-minded, and adaptable.
- Develop healthy habits and lifestyle.
- Work toward their development of talents and interests.
- Value effort as a means to accomplish goals.
- Gain a better understanding of self.
- Display attributes of a lifelong learner.

YIS Early Childhood Program

Our early childhood program provides a research based multi-age format where students gain a solid foundation for lifelong learning and future academic and social-emotional success. The YIS Early Childhood program seeks to fulfill the school mission by providing a nurturing play-based and inquiring learning environment where children feel comfortable, safe, and willing to take risks. Learning experiences in the classroom encourage curiosity, exploration, and problem solving and growing independence in an atmosphere of warmth, affection, and respect for each child. Our program fosters the development of the whole child.

YIS Early Childhood students learn through active exploration in an environment which is rich in materials and opportunities to converse, socialize, work, play, and connect with others. Play is a way of learning for children. During a typical early childhood day there will be structured and unstructured periods enabling children to learn through at their own rate. Our teachers plan collaboratively for student learning based on children's needs and interests through developmentally appropriate educational concepts and experiences.

YIS Elementary School Program

At YIS, we develop leaders. Our goal is to provide academic excellence that fosters a love of and a thirst for learning that lasts a lifetime. We are committed to providing a rigorous, structured, world class program that prepares our students for future success as contributing global citizens. The elementary years are a time where the foundation for learning is strengthened. Creativity, collaboration, critical thinking and communication skills are developed. The school mission is fulfilled through the provision of an excellent program that stimulates student curiosity, is engaging, and appropriately challenging for all children.

Our strong, standards-based program is grounded in research-based best practice for curriculum, assessment and instruction. The standards-based program is supported by teachers through engagement in collaborative practices that are data-driven and focused on student learning. Our curriculum engages our learners. Our teachers form strong relationships with their students and differentiate instruction to meet each child's learning needs, academic levels, and interests. In most cases, instruction is provided by both a classroom teacher and a teaching assistant through a variety of flexible grouping and instructional strategies. Students assume responsibility for their learning through goal setting and are encouraged to reach their full potential in all academic and specialist areas.

At the elementary level, we develop the whole child through a balanced education that includes English language arts, mathematics, science, social studies, art, music, physical education, media/library, information technology, Myanmar studies, Myanmar dance, and music. All our programs are supported by current educational resources and materials. Field trips, after school activities, and enrichment programs complement and extend classroom learning.

Student Adjustment to New School

Children take differing amounts of time to settle into a new school. Even when the adjustment time is exciting and fun, it can still be stressful. It is important to give children a lot of support during this time and stay in contact with teachers. Some children come to school full of confidence and enthusiasm and after a time (three to four months), they become unhappy. In a month or two they rebound and are again happy and begin to settle more solidly.

High schoolers are required to become more diligent about coordinating their activities and studies. They learn about themselves and how to be strategic in their academic and personal endeavors. This allows them to develop habits that will benefit them immensely at the university level.

Student reports--both Progress Reports and Report Cards--focus on academic standards, with a separate set of marks provided for “AtL's” (Approaches to Learning). High school students work with our Secondary Counselor in identifying their academic as well as their social and emotional needs to meet with success at YIS, in college and in life after university.

School Timings

Grade	Arrival	Class Begin	Class End	Dismissal
EC AM classes	7:30 – 7:55 am Classroom	8:00 am	11:00 am	11:00 – 11:10 am Ground Floor (main building)
EC PM classes	11:45 – 11:55 am Classroom	12:00 am	3:00 pm	3:00 – 3:15 pm Ground Floor (main building)
EC Full Day	7:30 – 7:55 am Classroom	8:00 am	3:00 pm	3:00 – 3:15 pm Ground Floor (main building)
Kindergarten To Grade 5	7:30 – 7:55 am Classroom	8:00 am	3:00 pm	3:00 – 3:15 pm Ground Floor (main building)

Student Arrival Procedures and Expectations

Parents are required to arrive early enough to park and escort their child into the building. Once your child is safely in school, please return to your vehicle and drive on so others can use the parking space. The same procedure is used for student arrival and dismissal.

For security reasons, students should arrive between 7:30-7:45 a.m. Students who arrive earlier than 7:30 a.m. must wait under the supervision of an adult (parent, relative, sibling, driver, or caregiver) in the cafeteria on main campus or the gymnasium waiting area at gate 2 on the lower (123) campus. There is no adult supervision on either campus until 7:30 a.m.

LOWER ELEMENTARY ARRIVAL

- Upon arrival at school, students place their bags in a designated location near their class.
- Students go directly to their classrooms or cubbies.
- All teachers or their assistants should arrive by 7:30 a.m.
- At 8:00 a.m. a Morning meeting takes place every day.
- A morning activity will take place.

P.M. early childhood students should arrive between 11:45 a.m. - 12:00 p.m. and must remain under the supervision of an adult (parent, relative, sibling, driver, or caregiver) until the supervising teacher or assistant scheduled for duty is available.

UPPER ELEMENTARY ARRIVAL

- Upon arrival at YIS, students in grades 3-5 move directly to class.
- Students are not permitted to go to their classrooms or cubbies before 7:30 a.m.
- Teachers or their class assistant will arrive in the classrooms at 7:30 a.m.
- At 8:00 a.m. a Morning meeting takes place every day.
- A morning activity will take place

Student Dismissal Procedures & Expectations

Adults Waiting for Student Dismissal: Parents/guardians are asked to wait for their student in the MPR (Multi-Purpose Room) area on the main campus. Younger siblings are to remain with the parent/guardian while waiting for older siblings.

GENERAL DISMISSAL PROCEDURES AT BOTH CAMPUSES:

- A Yangon International School Elementary Student Pick-Up form is completed by the parent, indicating the three family members or designees authorized to pick up a child from school.
- Should an older sibling be responsible for picking up a child, they would need to be one of the individuals listed on the Pickup form.
- Staff will have access to physical copies of the form at the school reception. Digital copies of the form will be accessible to all YIS teachers, assistants, and admin staff.
- The family will be issued Pick-Up cards for the three individuals listed and the family member or designee must present this card to the teacher when picking a child up from school.
- In the event that the parent or designee has forgotten the pickup card, they must first present themselves to the school reception. School staff will verify their identity and authorization to pick up the student. YIS will then issue a one-time Pick-Up Pass to be presented to the class teacher at dismissal.
- In the event, the family wishes to have their child picked up by someone other than those authorized on the Student Pick-Up form, written notification (note, sms, email, or Seesaw message) must be sent to the school by the parent. This may be verified with a phone call by the school.
- Students will not be released to individuals other than those authorized on the Student Pick-Up form without the written verification. The individual will be asked to report to the secretary's office and the parents will be contacted by the school for verification.
- Students must be picked up from the designated dismissal location at the end of the school day.
- When a student is picked up early, the student must be collected from the elementary office.
- Students are dismissed by the school to the family member or designee only upon presentation of the Pick-Up card.

- 20 minutes following dismissal, students not yet picked up will be delivered by the teacher or assistant to the elementary office for pick up by the parents or their designee.
- Assistant teachers are responsible for supervision in the elementary office of those students who have not been picked up.
- ASA teachers, coaches, and club sponsors are responsible for the dismissal of their activity students from the designated dismissal location.

ELEMENTARY SCHOOL DISMISSAL

- Teachers and their assistants, club sponsor or ASA teacher will bring their students to the designated dismissal area for dismissal.
- Students must be picked up from the designated dismissal location (IMPR)
- At dismissal, classes line-up and teachers dismiss students systematically, checking ID in an orderly process.
- Any students left unsupervised on campus at the end of the school day will be escorted to the principal's office by the teaching assistant or class teacher.
- Once a student is dismissed, they should depart from the school immediately.
- ASA or Club sponsors are responsible to stay with students until all children have been collected.

Late Pick Up of Students

Students who are not picked up within 20 minutes of dismissal time will be escorted to the campus elementary office. Students picked up late will be supervised until 3:55 p.m. At that time the student will be placed under the supervision of the campus guard. A conference will be scheduled with parents by the principal when a child is habitually picked up late (after 7 occurrences).

IN THE EVENT, A PERSON IS NO LONGER AUTHORIZED TO PICK UP A STUDENT, THE PARENT MUST NOTIFY THE SCHOOL OF THIS CHANGE IMMEDIATELY. IT IS THE RESPONSIBILITY OF THE PARENTS TO COLLECT THE PICKUP CARD FROM THESE INDIVIDUALS.

IN THE EVENT, A CARD IS LOST, THE PARENT WILL NEED TO NOTIFY THE SCHOOL AND SUBMIT A PASSPORT PHOTO FOR A NEW CARD TO BE MADE.

Student Attendance

YIS believes that classroom attendance is related to and affects a student's performance achievement and grasp of the subject matter. Absences from school can be extremely disruptive to the learning process. Studies have shown that students who attend school on a regular basis earn better grades than those who are frequently absent. Thus, all students are expected to attend school regularly and to be on time to classes in order to derive maximum benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. Consequently, students who miss 15% or more of any given class or grade level during the academic year will be in jeopardy of having to repeat that class or grade level. Attendance is recorded on the student report card.

The school will monitor student attendance and notify parents of excessive absences and tardies. If a child is sick, for example has a high fever, excessive coughing, diarrhea or vomiting, the student must be kept home. Students are expected to make up any and all work missed. It is important for parents to communicate with the school office the reason for their child's absence. A doctor's note for student absences related to student illness should be provided for absences of 3 or more consecutive school days.

Attendance Management

Excessive Absences

1. Approaching 5 days: The classroom teacher will contact the parents to discuss attendance concerns.
2. After a student is absent 9 days: A letter will be sent home from the elementary counselor office outlining the school's concern about attendance citing school policy. A meeting will be held with the classroom teacher and counselor.
3. After a student is absent 18 days: The school will contact the family and arrange a parent conference with the classroom teacher, elementary counselor, building coordinator/and or principal to discuss the student's absences, the attendance procedures, and what the school can do to assist.
4. After a student is absent for 27 days: A parent conference will be held with the parent, counselor, principal, and the school director to notify parents that the student may be repeating the grade level for the following academic year.

Excessive Tardies

Students are expected to arrive at school on time.

1. Approaching 5 days: The classroom teacher will contact the parents to discuss attendance concerns.
2. After a student is tardy 9 days: A letter will be sent home from the elementary counselor office outlining the school's concern about attendance citing school policy. A meeting will be held with the classroom teacher and counselor.
3. After a student is tardy 18 days: The school will contact the family and arrange a parent conference with the classroom teacher, elementary counselor, building coordinator/and or principal to discuss the student's absences, the attendance procedures, and what the school can do to assist.
4. After a student is tardy for 27 days: A parent conference will be held with the parent, counselor, principal, and the school director to notify parents that the student may be repeating the grade level for the following academic year.

Please note that students need to be in their first period classes by 8:00 when attendance is taken. If arriving later than 8:00, students should get a student pass at the Elementary office and go to their classroom. Elementary students arriving after 9:30 a.m. are considered to be a ½ day absent.

If a student needs to leave school before 3:00 p.m. the parent must contact the Elementary School Office. The Principal will not approve an early dismissal without receiving a request from the student's parent or guardian, stating the reason and means of transportation by which the student will leave. Telephone requests for early dismissal of a pupil shall be honored only if the caller can be positively identified as the student's parent or guardian. A "Student Pass" will be issued to the student, which must be presented to campus security upon leaving campus. Teachers will be notified by the office. Elementary students leaving school before 1:30 p.m. are considered a ½ day absent.

Closed Campus Policy

With the very important goal of keeping students safe and accounted for, YIS has a closed campus during the school day—from the time of student arrival in the morning until dismissal in the afternoon. Students may not leave the school grounds at any time without signed permission from a school administrator and accompanied by a parent or guardian. This permission note, written in both English and Myanmar, will be requested by YIS guards at our campus exits, allowing departure. A violation of this policy can result in serious disciplinary action.

Appointments:

Whenever possible, please arrange appointments for times other than school hours. In cases where this is not possible, please inform the elementary office and the teacher of the time you will pick your child up and the approximate time he/she will be returning back to school. In all cases, students should be picked up at the elementary office and signed out by a parent/guardian, if the child is returning to school on the same day they are required to check in at the office.

Attendance and Quarterly Grades

As a general rule, students should take no longer than two days to do makeup work for each day missed. The student will need to work closely with their teachers to make sure that all requirements are met. A student may receive the code of (I) indicating that there is insufficient evidence to assess the student's level of proficiency due to incomplete or missing work on the report card.

Holidays – Make-Up Work

Families are expected to plan trips according to the school calendar. If this is not possible, teachers are not responsible for preparing assignments in advance. All missed assignments are the responsibility of the student. As a general rule, students should take no longer than two days to do makeup work for each day missed.

Homework/Home learning

Homework assignments are an important reinforcement of the learning of new concepts and skills, and help to build desirable work and study habits. Homework may be used to allow students to finish work not completed in class, to provide enrichment and greater understanding of the material currently being studied, and to develop research skills. Additionally, teachers have the expectation that students read every night.

The amount of time that students spend on doing homework will vary from day to day, by grade level, and with the ability and diligence of the individual student. Generally, you can expect that the children will have more homework as they get older. The classroom teacher will communicate the expectations for homework. We ask that parents give support and encouragement for their child in developing good work and study habits by:

- Talking with your child about what she or he is learning and doing in school
- Establishing a nightly homework routine
- Providing a quiet place to study
- Answering questions once the child has tried to work things out
- Reviewing complete work
- Informing the teacher when problems arise
- Spending time reading with your child every day.
- Encouraging them to do their best.

*Giving the children all the positive support you can; ask questions, demonstrate a skill (e.g. using a dictionary) but resist the temptation to do the work for them. Remember, too, that learning progresses at an uneven pace and guard against becoming impatient or over critical.

Suggested Homework Timetable:

Grade	General Homework	Reading Homework	Total Minutes
EC - KG:	No homework. Parents are encouraged to read with their child.		
Grade One	10 minutes	10 minutes	20 minutes
Grade Two	10 minutes	15 minutes	25 minutes
Grade Three	15 minutes	15 minutes	30 minutes
Grade Four	20 minutes	20 minutes	40 minutes
Grade Five	25 minutes	25 minutes	50 minutes

Communication with School

Effective communication is critical for a positive and productive partnership between home and school and is important to us. We make every effort to keep you informed. A crucial part of this process is having up to date information regarding telephone numbers and email addresses. When parents change any contact information, they are required to notify the main office.

General Communication

If you have questions about...

- Student issues (specific to a parent of a student under that teacher's charge)
- A parent conferences
- Questions about their child's grades or behavior
- Assessment(s) specific to their child
- Questions about specific activities related to their child's classroom
- Curriculum specific to their child's classroom
- School-wide events
- Their child(ren)'s attendance

Please speak directly with your child's teacher.

If you have questions about...

- School programs, policies, and procedures
- School curriculum/resources
- Schoolwide assessment and data
- Unresolved issues after teacher contact
- Security or safety related to school or student
- Feedback and/or suggestions about school-wide issues
- Facilities
- Student Admissions
- Job positions within our organization
- Marketing
- School calendar

Please speak first with the Principal.

Face-to-Face Meetings

Often the best and most effective means of communication is talking. In order to foster a positive climate on the campus, it is always best to first discuss any concern or issue with the individual(s) involved. This approach usually resolves issues more effectively. The teachers will encourage you to contact them and make arrangements to meet when it is necessary.

Sometimes teachers will contact you to schedule a meeting. If you want to meet with teachers, please contact them by telephone through the respective elementary office to make an appointment time.

We have an open-door approach and encourage people to see us no matter how small or big the concern or question may be.

Telephone

Teachers are encouraged to get in touch with you on any important issue that involves your child. We recognize that if you do not hear anything then you will assume that all is well. If your telephone number changes at any time during the year it is crucial that we find out as soon as possible to keep the communication channels open.

ClassDojo and Class Communication

ClassDojo is primarily used for parent communications from the classroom teacher in the elementary school. Y.I.S. realizes that hand-carrying information home is a big responsibility for children and asks that parents assist the school in the communication process by checking their child's bookbag daily. Communication may be in printed form, via ClassDojo, or by email.

Letters from the Administration

The school sends home specific topic letters from the administration throughout the year. In these documents, you will receive information about things that occurred in the school and about upcoming events.

Parent Partnership

Open House

At the beginning of each school year, we have an Open House. The details of the Open House are sent home before the event. During the event parents meet their child's teachers. Curriculum information, classroom expectations, grading policy and activities that will happen throughout the year are shared. The teachers also talk about communication since this is an important element in supporting your child. We encourage all parents to attend this event. If you cannot attend, then feel free to contact the school or the teachers to see them at a mutually convenient time.

Conferences

These are scheduled twice a year. After the first quarter in early November a traditional parent/teacher conference is held. In the first part of May, a student-led conference is held. Students must attend the student-led conference with their parents. In addition, a parent or student may request a private conference as needed.

Parent Information Sessions

A series of parent education sessions will be held throughout the year to enhance understanding of the school programs, child development topics, and ways to support your child with their learning. Parent suggestions for future sessions are welcome and may be submitted to the elementary school office.

Parent/Principal Teas and Coffee Mornings

Each semester, the elementary principal hosts a time designed to discuss upcoming events, information giving and gathering parent feedback. These are generally held to encompass grade level bands. Invitations are sent to parents.

YIS Code of Conduct

The YIS Code of Conduct ensures a safe learning environment that supports academic learning. It is essential that all students, teachers, and parents are aware of the school's Code of Conduct to maintain the smooth and efficient operation of the school.

YIS has established the following expectations to represent the most important values of the school:

1. All students are to be honorable and will demonstrate integrity. Therefore, lying, cheating, swearing, or stealing will not be tolerated.
2. Students will show respect to all individuals in the school community. Inappropriate verbal comments or language, inappropriate gestures, or physical abuse will not be tolerated.
3. Students will show respect to property; their own, the property of others, and to the school facilities and furnishings.
4. Students will show respect to all cultures. Students will abide by all laws and customs of the host country.
5. Students will behave for their own safety and that of others.
6. Students will not possess, consume, or use substances which are illegal or harmful to their bodies. These substances include all illegal drugs, inhalants, alcohol, and all tobacco products.

Teachers have high expectations for student behavior and are responsible for workshopping and communicating those expectations to ensure an optimum learning environment for all. Therefore, in addition to the following school rules, each classroom has established class rules that are unique to the successful functioning of the class.

Student Dress Code

All students are required to wear a uniform that can be purchased at school. There are separate uniforms for the elementary and secondary levels. Young girls in elementary school have the option of purchasing shorts to wear under their skirts. All students are required to wear gym wear consisting of a school T-shirt and shorts. Students must bring swimsuits and a waterproof swim cap for swimming days.

- Students must wear the uniform each day except on special designated days.
- Students may not alter their uniforms.
- Students are expected to keep themselves well-groomed and neatly dressed at all times. Shirts should be tucked in.
- Appearance that is distracting or disruptive is not allowed.
- During all school activities, we maintain respectful toward Myanmar culture related to modest dress.
- Female students must wear one-piece swimsuits for swimming classes. Males must wear swim trunks.
- Students must wear appropriate black shoes (not sandals) for school and non-marking gym shoes for PE classes.
- Shoes must be at least 90% black to be acceptable.
- Wearing caps, hats, or head coverings inside school is prohibited during school hours.

The following items are not allowed:

- Dyed hair or hair with highlights.
- Spiked, mohawk, or distracting hair styles etc.
- Boys are not allowed to wear long hair. Hair must come above the ears and sideburns must be no longer than halfway down the ear.
- Excessive or expensive jewelry may not be worn. The school is not responsible for lost jewelry items.
- Piercings are allowed for girls' earrings only and are limited to one modest pair. For safety reasons, the earrings should be the small stud-type style. Large, dangling earrings are not permitted. Boys are not allowed to wear earrings. No other body piercing is allowed.
- Long fingernails are not allowed, and fingernails must not be painted.

Should any student arrive at YIS and fail to meet the YIS dress code, they will not be allowed to enter the school until the appropriate YIS dress code is met. The students will wait in the visitor waiting area until they are brought the proper YIS dress code attire.

If a student's hair does not meet the YIS dress code requirement, the issue will be addressed by the YIS Administration, and the student will be given an initial warning to comply with the YIS dress code—with a phone call made to make the family aware of this situation. If compliance is not achieved by the next school day, the student will not be allowed into the school.

Student Behavior Guidelines

A disciplinary consequence depends on the level of the offense, the age of the student, and the student's disciplinary record. Offenses are classified into 4 Levels: Levels 1-4. The level system allows the school to broadly categorize offenses of school rules and regulations, and the level of offense determines the initial intervention taken by the school. The levels are described below. Committing a documented offense at any level, for repeated infractions, may result in elevation to the next level, unless specific consequences for certain behaviors have been defined in other parts of the handbook.

- **Level-1 Offenses:** These offenses are those that do not result in damage to property, do not jeopardize others' safety, and do not offend or harm others.
- **Level-2 Offenses:** These offenses are those that result in the insult to others, jeopardize the safety of others without resulting in direct harm and any academic dishonesty. A Level -2 offense warrants an automatic referral to the Division Principal or Dean of Students.
- **Level -3 Offenses:** These offenses are those that result in harm to other students and include the possession of illegal or dangerous items on school grounds. Any unexcused departure from school grounds is also considered a Level-3 Offense. A Level-3 Offense warrants an automatic referral to the Division Principal or Dean of Students and a parent conference.
- **Level-4 Offenses:** These offenses are extremely serious. They include physical assault of staff members and the use of dangerous items with or without harm being inflicted. A Level-4 Offense warrants an automatic referral to the Division Principal or Dean of Students, Director, and a parent conference.

Examples of behaviors classified by Levels are listed below. This list is meant to serve as a guideline and the final classification of the infraction and consequence will be determined by the school administration, except a decision to expel a child. An expulsion decision rests with the school owner or his designee.

	Examples of Level 1 Offenses	Potential Consequences
LEVEL1	<ul style="list-style-type: none"> • Dress code violations • Disruption or interference with classroom teaching and learning • Leaving the classroom without permission • Disruptive and inappropriate behavior on campus or school-sponsored event • Refusal to comply with staff instructions, classroom or school rules • Inappropriate / unauthorized use of electronic devices 	<ul style="list-style-type: none"> • Verbal warning by teacher • Phone call, email, or note home to parent by teacher • Conference with teacher • Detention (lunch or after school) • Loss of recess / flexibility during free time • Other consequence as defined elsewhere in Parent-Student Handbook
	Examples of Level 2 Offenses	Potential Consequences
LEVEL2	<ul style="list-style-type: none"> • Documented academic dishonesty (one warning before becoming a Level-3 Offense) • Providing false documents (e.g., forging parent signature) • Cutting class (defined as purposely missing over fifteen minutes in a class without permission) • Repeated disruptive and inappropriate behavior on campus or school-sponsored event • Obscene/profane language or gesture(s) • Disrespectful behavior to community members • Repeated refusal to comply with staff instructions, classroom, or school rules • Lying / dishonesty • Sale or distribution of any item without authorization • Inappropriate personal displays of affection or unwanted touching (one warning before becoming a Level-3 offense) 	<ul style="list-style-type: none"> • Conference with teacher • Conference with Division Principal • Parent conference • Detention • 1 or 2 days in-school suspension • 1 or 2 days out-of- school suspension • Short-term travel ban • Letter in permanent file

	Examples of Level 3 Offenses	Potential Consequences
LEVEL3	<ul style="list-style-type: none"> • Posting or distributing (in-person or electronically) material / literature that is disrespectful, demeaning, humiliating, or damaging to one or more students and/or staff members • Unauthorized departure from school grounds • Verbal or written insults, graffiti, name calling, sarcasm, spreading rumors, ongoing teasing of a student or staff member • Threats of physical aggression or harm • Physical aggression: i.e. pushing, kicking, hitting, slapping, tripping, punching or any use of violence • Extortion • Tampering with hardware or software that compromises or threatens the security of the school • Possession <i>and/or</i> use of tobacco products, alcohol, or illegal drugs at school or any school-sponsored event • Possession or distribution of printed or electronic pornography • Vandalism, theft, or destruction of property 	<ul style="list-style-type: none"> • Student and parent conference with Division Principal or Dean of Students • 1-5 days in-school suspension • 1-5 days out-of- school suspension • Disciplinary probation • Travel ban for an extended period of time • Letter in permanent file • Recommendation for expulsion

	Examples of Level 4 Offenses	Potential Consequences
LEVEL4	<ul style="list-style-type: none"> • Repeated harassment, bullying, or cyber bullying • Arson or attempted arson • Vandalism, theft, or purposeful destruction of property • Possession, use, or selling of an illegal substance on campus • Jeopardizing the safety of others with a dangerous item • Any intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or threatens to cause severe physical injury, substantial disruption or obstruction of any lawful mission, process, or function of YIS • Possession of dangerous or prohibited items - includes weapons 	<ul style="list-style-type: none"> • Student/Parent Conference with Director and Division Principal • Extended separation from the school community • Multiple days out-of- school; extension upon investigation as deemed appropriate) • Disciplinary Probation • Travel ban • Letter in permanent file • Recommendation for expulsion

Physical Displays of Affection

Because so many cultures and age groups coexist at YIS, it is important that students demonstrate attitudes and behavior regarding interpersonal relationships that are acceptable to people of various cultural and ethnic backgrounds. The school recognizes that genuine feelings of affection may exist between students; however, public displays of such affection on campus are not acceptable. Students must refrain from inappropriate behavior such as intimate and prolonged embraces, kissing, and similar actions offensive to the public on campus, on school transportation, and at school events. Inappropriate behavior, or repeated infractions will result in parent notification, detention or suspension.

Harassment and Bullying

It is expected that all community members will be free to learn, teach and work in a safe, secure and non-threatening environment based on mutual trust and respect. This includes respect of personal feelings, the traditions and customs of religions and cultures, and gender. Each member of the community is expected to be responsible for his/her own behaviors, to exercise self-discipline, and to refrain from behaviors, which interfere with other members' right to learn and work in a safe and healthy environment.

Harassment is defined as any behavior or comment that is known, or should be known, to be inappropriate, unwanted, demeaning, or cruel that makes the victim, or target, feel uncomfortable, embarrassed, threatened or humiliated is considered harassment. It can include negative comments or messages (written or via technology), putdowns, sexual references, gestures, name calling, humiliation, mean tricks or any negative action/communication.

Bullying is a form of harassment characterized by repeated and escalating incidence of **purposeful and hurtful actions**, either direct or indirect, that make it harder for the victim to escape. Victims live with fear and anxiety, not knowing when or how serious the next 'attack' will be. Bullying is a distinct form of aggressive behavior where the "bully" is perceived to have more power than the victim. Bullying may be physical, verbal, social, sexual, gender, or cyber/technology based.

Any form of harassment or bullying will not be tolerated. Any such incident will be reported to the teacher, counselor, and principal.

Students who are found to be guilty of harassment or bullying will be subject to appropriate disciplinary action depending on the circumstances of the case and mandatory counseling.

Off Campus Behavior

The behavior of students off campus is fundamentally the responsibility of the individual student and parents. Students must continually be aware, however, that they are always the representatives of YIS while in the wider community and should conduct themselves in such a manner. If it can be verified that students in an off-campus setting have engaged in illegal behavior or behavior in the eyes of the administration which is unbecoming to an YIS student, the school reserves the right to take disciplinary action it deems appropriate, including suspension or expulsion.

Suspension

A suspension is a punishment for behavior that is either so serious that the student needs to receive a strong reminder never to do it again, or the student has been warned about it many times but has not corrected the situation. The number of days of suspension will be determined by the administration.

There are two types of suspension. Most commonly, an in-school suspension will be given. Out of school or at-home suspension may be used if it is felt that it is in the best interest of the school and the student to not be on campus. It is the student's responsibility to make up any tests, quizzes, or work missed during the time of suspension.

Disciplinary Probation

The YIS Mission Statement will provide the foundation for all decisions regarding disciplinary probation in order to uphold our goal of encouraging and promoting students who are socially responsible and culturally sensitive.

A student will be placed on disciplinary probation if he/she is consistently in violation of school rules and regulations or if he/she has done something so seriously wrong it warrants further attention, but not to the degree of expulsion.

The administration will decide the length of the probation on a case-by-case basis. If the student continues to have a discipline problem during the probationary period, he/she will not be allowed to continue at YIS for the following semester. The parents and the student will be informed of this in writing and with a conference.

Expulsion

Expulsion, refers to the removal or banning of a student from Yangon International School due to persistent violation of Yangon International School Code of Conduct and Behavior Guidelines, or in extreme cases, for a single offense of marked severity.

Technology Use and Guiding Principles

YIS's technological resources are dedicated to furthering the school's mission and educational pursuits of the school community – its students, faculty, and staff. The school offers students access to the school's computer network for educational purposes. This access is limited and subject to school policies, rules, and regulations, which may be revised as needed. While the intent is to make Internet access available to further educational goals, students may find ways to access other materials. The school seeks the help of parents to support the standards students should follow when using IT at YIS.

The use of Yangon International School's network services is a privilege, not a right. Students must exercise the same level of appropriate behavior while using school computers that they exercise elsewhere on campus. Communications on the network are often public in nature. General school rules for behavior and communications apply. All communications are automatically archived and are retrievable in the event of disciplinary action.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance. All users are responsible for their actions and online activities.

Technology Acceptable Use Policy (AUP)

Yangon International School is a community whose members are expected to act in ways that support the school's core values and mission statement. Learning requires a willingness to be open and to contribute to an atmosphere of trust and encouragement for all community members. Such an atmosphere must be created and re-created through individual acts each day. Every action that affirms the core values builds the kind of community the school seeks.

Network Use Policies

Below are specific expectations that will help to ensure the integrity of the community and the personal health and safety of each individual:

Any user of the Yangon International School network should keep in mind that he or she is, in a very real sense, a representative of Yangon International School. In this spirit it is imperative that users be courteous, respectful, and responsible in all electronic communications.

- When using the school's computers or their own laptops on campus, students must always be respectful of the work going on around them or in nearby classrooms and contribute toward a quiet atmosphere that supports classwork and individual study.
- Tampering with operating systems, administrative software, computing functions, and the YIS network is prohibited.
- YIS's electronic resources exist to support educational pursuits. Activities such as non-educational games, peer-to-peer and/or social networking (MySpace, Facebook, etc.), and other activities on our network not specifically related to schoolwork are prohibited unless under the direct supervision of a teacher.

- Students unsure of the proper way to include these citations in their research should ask their teachers or the librarian.
- Students are required to keep their passwords confidential

Acceptable Use Expectations

This policy does not state all the required behavior by students. The following is a general list of some of the uses of technology resources that are unacceptable:

- Sending or retrieving material unrelated to the educational objective for which access is granted.
- Creating or using objectionable language or images in electronic documents and communication.
- Harassing, insulting, or threatening others, cyber-bullying.
- Damaging, destroying, removing, or abusing equipment, including, but not limited to, computers, computer systems, computer networks, printers, and software
- Using another's user ID or password.
- Trespassing in another's folders, work, or files.
- Sending "chain letters," "broadcast" messages, or junk/spam mail to lists or individuals.
- Misusing and/or damaging school computer equipment.

Violations may result in a loss of access as well as other disciplinary action.

Internet Access

In order to prevent inadvertent access to inappropriate material on the Internet, Yangon International School employs filters and other methods of denying access to particular websites on all on-campus computers (including students' laptops when accessing the Internet through the school's network.) Should a student find a site blocked necessary for a school assignment, the technology department staff can temporarily unblock it.

The school's network may not be used to access websites that are in violation of the school's values or expectations. Exceptions may be made for material accessed in the context of an academic assignment. Students should not reveal their own or another's personal information, log-in information, including name, address, telephone number, and/or photos.

Electronic Resources

Please be aware that there are practical limits to the capacity of all the school's electronic resources including web pages, server folders, etc. The school reserves the right to limit network resources or require a user to remove excess files, even if educationally oriented. A user will be required to remove non-YIS resource files which take up significant storage space or bandwidth and that are not specifically for YIS academic use.

Cell phones are to be turned off upon arrival to school. Should a student need to make a call he/she should go to the Elementary School office to ask for permission. Use after 3:00 p.m. is unrestricted. Should a teacher ask a class or student, to use the phone or its applications, this is permitted. If a student does not comply with these expectations, teachers will confiscate the phones and deliver them to the principal. The principal will then meet with the student to review the expectations. Should the student repeat the offence, the parents will be called in to discuss the matter before the phone is returned to the student.

Safety Guidelines and Rules

The goal of YIS is to provide a supportive and safe environment to promote learning. Students' personal safety is of prime importance in the daily use of the campus facilities.

General Safety Rules

- Walk in the buildings.
- Stay out of and off areas not intended for students.
- Remain in supervised areas.
- Use school equipment as intended.
- Use physical fitness equipment under the supervision of a staff member.

Hallway/Stairway Conduct

Hallways and stairways are considered quiet zones. Students are not permitted to run or play while in these areas. Voices should be low. Students walk on the right hand side of the hallway/stairway.

Elementary Recess

Recess is scheduled in the morning and then again after the lunch period. Students will be supervised during play in the gym or on the playground during recess periods. If ball should roll out of gym (through main door not playground door) students should ask a teacher to retrieve it. Students must ask to use the restroom and require permission to see the doctor.

Indoor Recess

In the event of rain or extreme heat, it will be necessary to hold indoor recess. If the gym is available students may have indoor recess in the gymnasium under the supervision of the scheduled supervisors. In the event that the gym is unavailable, classroom teachers and their assistants will be responsible for supervising students in their classroom.

General Recess Rules

- I will show respect by following the directions of supervisors.
- I will show respect for others by playing fairly and using respectful language.
- I will be responsible and ask the teacher for help if someone is hurt, has a problem, or needs help and I can't solve it on my own.
- I will be responsible and ask for permission to leave a supervised area.
- I will be safe and play my recess games in the correct area.
- I will be safe and use all equipment and play games appropriately.

Rules for Safe Use of Equipment

Slide Safety

- Use the stairs to go up.
- Stay inside guardrails.
- Sit feet first going down the slide only.
- Slide one person at a time.
- Stand up and walk away when you reach the ground.

Monkey Bar Safety

- These are for hanging and climbing.
- Do not sit on the bars.
- Hold on with your hands.
- Move single file, hand over hand and rung to rung.
- Never hang by your legs.
- Take turns one at a time.
- Climb on and off safely.

Soccer Safety:

- Stay on your feet.
- Ball must stay low.
- Do not show the bottom of your shoes, (high kicking).
- Soccer is a NO contact sport.
- Play whole recess for the same team.
- Demonstrate sportsmanship.

Cafeteria/Lunchroom Rules and Procedures

- All food remains in the cafeteria/lunchroom.
- Students must request permission before leaving their seat.
- Students must receive permission to visit the main campus canteen (lunch finished/hand raised).
- Students must ensure the area is clean after eating.

Elementary Cafeteria Behaviour Protocol

- I will stay seated at my assigned table.
- I will speak English.
- I will use a quiet, respectful voice.
- I will clean my area before leaving.
- I will listen to the supervisor.

Myanmar Studies

The Myanmar Studies program is offered four days per week in a six-day schedule in grades early childhood – five.

Philosophy: The school believes that Myanmar students should have the opportunity to continue learning their mother tongue and to understand their cultural heritage to the best of their ability. The Myanmar language will be treated as a whole and will be learned in a context that is both meaningful and purposeful. We believe in the wholeness of language wherein skills are not always taught in isolation but are investigated through the curriculum.

What students learn in Myanmar Studies: The Myanmar Studies program emphasizes an understanding and appreciation of the Myanmar language and culture. This will be achieved by taking advantage of the school's local environment and Myanmar's geographical and cultural history. For Myanmar students the program of study will allow them to be fluent in all aspects of the Myanmar language and to have a clear understanding of their cultural heritage. For non-Myanmar students the vocabulary and phrasing chosen for instruction is planned to help students' entry into the local culture and everyday life.

Students will have a variety of opportunities to experience actively the Myanmar language in its many forms. The curriculum is structured in eight themes that are introduced sequentially over one year: Introductions, Family, School, Shopping, Food, Community, Travel and Getting Around, Leisure, Myanmar Holiday and significant events provide thematic focus. The integration of the processes of listening, speaking, reading and writing is stressed.

The children will:

- Develop awareness and appreciation for the language and culture of Myanmar.
- Develop a better understanding of one's own culture.
- Develop an appreciation that different cultures see and express life and values in different ways.
- Develop a wider perspective from which to view the world.
- Communicate in Burmese Language developing skills for speaking, reading, writing, and listening.
- Have an awareness of the link between language and culture.

Educational Field Trips

Field trips are planned and organized by the teacher. Occasionally, parents will be asked to volunteer to chaperone the trips. Educational field trips are an integral part of school instruction. Field trips enable students to expand their learning beyond the walls of the classroom. These excursions will provide YIS students with experiences that cannot be duplicated in school. YIS likes to think of field trips as living laboratories in which learning is acquired through active hands-on experience with rich resources of the local community

Field trips benefit our students by increasing student knowledge and understanding of a subject and add realism to the topic of study. Kindergarten through grade five classes are encouraged to take a minimum of two educational field trips during the academic year. A signed parental permission form is required for all field trips. Students with medical conditions must submit an additional medical form to express wishes for handling their needs.

Service Learning in the Elementary

YIS elementary students develop ownership of the service-learning initiatives and become stewards by helping others in need within the broader community. YIS teachers foster student initiative to address and find solutions to real community challenges. YIS elementary has developed long standing relationships with the following organizations. Students engage in learning activities throughout the year in support of these initiatives.

After-School Activities and Clubs (ASA)

The opportunity to participate in after-school activities and clubs is a privilege extended to students of Y.I.S. These are designed to help develop the minds, bodies, and spirits of our Y.I.S. students through activities that enhance social, emotional, physical, and cognitive development. Students are permitted to attend one ASA or Club per semester, providing space is available. Students who choose not to attend after-school activities or clubs must leave campus by 3:15 p.m.

Student Services

School Clinic Services

A health clinic is located on the main campus. The clinic is run by a Myanmar doctor. Basic first aid and wellness services are provided at the school clinic by the school doctor. Responsibilities include assessment and basic first aid treatment, health screenings, verification of immunizations, infectious disease reporting, communication with parents and administration, referral to physicians, and provision of prescribed care.

Parents are required to update health information with the clinic, should a change in a child's health status occur.

Medical records: Each student must have a medical file containing all relevant medical information such as immunizations, allergies, medical conditions, and a record of each visit and treatment. This is stored in a computer and hard drive in addition to the student file.

Medications: In general, all prescription medications are not to be distributed by the clinic. In emergency situations, Benadryl may be given prior to consent, and parent/guardian will be contacted immediately. Tylenol, paracetamol, aspirin, or Motrin will only be given to students with signed consent forms in their student records. Prescription medications brought to school must be delivered to the clinic by the parent/guardian and left with the clinic with clear instructions on administration. All medications must be kept in the clinic.

Over-the-counter medicines/vitamins provided by the parent such as cough syrup, antihistamines, decongestants, etc. may be given at school if absolutely necessary and if the parent brings the medicine in the original container, labeled with the student's name, to the school nurse/aid with instructions (dose & time). They will be administered for a maximum of 5 days, after 5 days, the child will be referred to his/her physician for further evaluation. We do not encourage giving medicine at school when doses can be given at home or if it will make students drowsy or impaired.

Sore Throats: A very common complaint. Students should not be sent to the clinic during class, unless other symptoms are present as well. (i.e.: temperature, vomiting, rash, strep odor) They may be assessed by the clinic doctor at break, recess, or lunch. If reddened or sinus drainage is observed, fluids may be encouraged. If strep throat is suspected, the parents should be called to take the child to their regular doctor and the proper antibiotics can then be prescribed.

Stomach aches: This is a very frequent complaint, often exaggerated, and difficult to medically evaluate. It can become a very time-consuming evaluation for the student, school doctor, and teacher. If the student has been in the clinic for 30 minutes or more without fever, vomiting, or diarrhea, they may return to class. If the stomachache continues, the parent/guardian should be called to take the student home. Upon initial complaint to the teacher, the student should be given the opportunity to use the bathroom or eat a snack. If a child has a medical condition that causes frequent stomach problems, it should be reported to the doctor or principal so that a Plan of Care can be written, and special arrangements can be made.

Simple cuts, bruises, and scrapes: The doctor can treat them with a disinfectant and then band aides or bandages can be applied as needed.

Eye infections: If pink eye is suspected, it is very contagious. The child will be sent home and referred to their family doctor for evaluation & treatment. If it is diagnosed as pink eye, they may return to school after 24 hrs. of treatment with appropriate medicated eye drops.

Serious wounds: Students with draining wounds that cannot be covered with appropriate bandages will not be allowed at school. The family should be called immediately to take them to their family doctor or hospital.

Head Lice: If lice are visible, the student will be sent home immediately. They may be excused one day from school for treatment. Upon return to school, a parent/guardian must accompany the child to the clinic and have the doctor check the head for lice. If no lice are found, the child may stay at school. If lice are still present, they will be sent back home. The child will be checked every 3 days for any further signs of lice. The principal must be notified.

Fever: The student will be sent home with a temperature above 100 degrees F or 38 degrees Celsius. They may return the next day if there is no fever. If it is during flu season, then they must be fever-free for 24 hrs without the use of a fever-reducing medication.

Head Injuries: All head injuries will be reported to the parent/guardian immediately. The students will be sent home if needed. The parents are advised to observe the child for any continued swelling, bleeding, dizziness, or complications. If these symptoms are present the parent should take the child to their personal doctor. The principal must be notified.

Visible sores and infections/ Ringworm: Students will be sent home if ringworm is present. They may return to school after appropriate medical treatment is started. Two treatment applications are preferred. Other infections should be checked by the family doctor.

Chickenpox: All students with open/draining lesions will be excluded from school. They may not return until ALL lesions are crusted & healing. The principal must be notified.

Scabies: If scabies is suspected, your child will be sent home and referred to a medical professional for diagnosis. They may not return to school until treated and released by doctor.

Rashes: If allergic reaction is suspected and student is at risk for respiratory difficulty, your child may receive Benadryl and be sent home or to a medical facility immediately. If it is not life threatening, they may receive Benadryl with their parents' permission and remain at school if the parent chooses. Rashes of unknown origin will be reported to the parent and further treatment is advised.

Headaches: If a student complains of a headache, and there are no other symptoms, they may be asked to remain in the clinic for observation. Exceptions to this would be diagnosis of migraines or other medical condition that includes frequent headaches. Parents should be advised accordingly.

Earaches can be a common complaint, especially among the elementary age. Unless it is a chronic pain or drainage is apparent, the child may be kept in class until break. The school doctor can check for inflammation and drainage, but cannot diagnose an ear infection; therefore, the child may be referred to a physician for further evaluation. Most children with earaches and without temperature can stay at school, some do very well with Tylenol or Motrin.

Common cold: The student should be sent home if there is constant coughing, sneezing and a runny nose. The parent should seek out the proper medications or take the child to their family physician for further diagnosis. The child should definitely stay home if there are flu-like symptoms.

All visits to the clinic are logged by the doctor.

All the above are general guidelines. The doctor uses their best judgment for all treatments. Parent communication is essential, so each clinic requires an up-to-date student database of cell phone numbers, land lines, and emails

Elementary School English as an Additional Language (EAL) Services

The Yangon International School EAL program is designed to support student success in the mainstream program while developing their English language ability. Students eligible for English language services are provided specialized instruction using various research-based EAL methods. The EAL curriculum develops the skills of understanding, speaking, reading, and writing in English through the study of English phonics, vocabulary, grammar and pronunciation to enable the students to communicate effectively and be successful in the content area instruction and school environment.

YIS offers two types of EAL programs at the elementary level – Content Based Integrated and Content Based Pull Out. The goal of both Content Based Integrated and Content Based Pull Out approach is the acquisition of English and grade level academics so the ELL student can succeed in an English only classroom. Both approaches have the following features:

- 1.All instruction is provided in English; English is taught through reading, language arts, math, science, and social studies;
- 2.A strong English language development (ELD) component is in every lesson;
- 3.Acquisition of English takes place in a structured, non-threatening environment in which a student feels comfortable taking risks;
- 4.Lessons include controlled vocabulary while students acquire the necessary language skills to succeed academically

When a student attains acceptable English proficiency in the areas of listening, speaking, reading, and writing, as determined by the classroom and the EAL teacher, he/she will exit from the program.

Elementary Counseling Program

The elementary guidance program supports students, staff, and parents to maximize each students' potential through the delivery of a program that is comprehensive and supports student academic, social-emotional well-being and social responsibility. The elementary counselor serves the needs of all elementary students to help them develop academically, socially and emotionally. A variety of services are provided:

Guidance Classes: Regularly scheduled classroom lessons are provided to all students in grades early childhood through five. The elementary guidance curriculum is both child-centered and developmental in that the characteristics and needs of each age and grade level inform the program. The curriculum encourages students to:

- Develop a positive self-image.
- Become more aware of the relationships between themselves and others.
- Recognize their own needs and goals.
- Develop problem solving strategies.

Individual Counseling Services: Elementary school counselors meet individually with students to provide support for school-related issues. The counseling strategies vary with each student's needs and are provided on a short-term basis as determined by the school counselor. Students can refer themselves to the counselor or can be referred by parents, teachers, or other school staff.

Group Counseling Services: Elementary school counselors meet with small groups of students on various topics. Topics may be determined by the needs and interests of the children.

Library Services

The YIS libraries house over 12,800 titles available for check out by YIS students, families, and staff. The library collection includes fiction, non-fiction, and more and is updated and expanded annually. The library uses Destiny, a database that includes all of the school library resources. Students, families and staff can also access Destiny and online resources that are appropriate for elementary age students at home. The Yangon International School Libraries provides a diversity of high-quality materials that will foster in each child a lifelong love of learning.

The library curriculum promotes inquiry through information literacy instruction that enhances and reinforces classroom content. The library follows the standards of the American Association of School Libraries (AASL). In order to meet the standards, the librarian will:

- Encourage and foster a love of reading.
- Continue to update and expand print, non-print, online resources, and technology.
- Introduce and integrate emerging technological advancements into the curriculum.
- Plan using Understanding by Design.
- Collaborate with colleagues to design a library curriculum and purchase resources that support the learning of all students.
- Maintain a welcoming and productive atmosphere in the Library.

Students and parents may visit the library before and after school. Members of the YIS community are encouraged to check out books from the library. Depending upon the grade level, students may borrow up to five books at a time for three weeks:

- Early childhood through 1st grade: 1 book
- 2nd through 5th grade: 3 books
- Secondary school: 5 books
- Parents: 7 books

Students can check out books for three weeks. Students may renew their books once. Parents of students whose books are overdue will receive:

- An overdue notice via Seesaw
- A Lost Book Form

Students will not be allowed to check out additional books until the remittance is received. These procedures will take place monthly.

Student Expectations in the Library

In order to create and facilitate an atmosphere conducive to learning and growth, and a space for sustained focus and concentration, the library expectations are:

- Be respectful and considerate to everyone in the library.
- Speak quietly so that you do not disturb others.
- Eating in the library is prohibited.
- Maintain proper arrangement of tables/chairs before leaving.
- Return books to their proper place.
- Cell phones need to be on silent.
- Make way for students as they enter and leave the library.
- Students will remain seated in the library as they study and work quietly.

- The number of students in the library will be limited to the amount of chairs available (50).
- Lying/sitting on the floor is not allowed.

Students who do not comply will be asked quietly to leave the library.

Promotion, Probation and Retention Criteria

A student will be promoted to the next grade in elementary school if his/her year's subjects are completed successfully. If a student consistently receives low evaluations, the child will be referred to the Student Success Team (SST). The classroom teacher, counselor, and administrators will review individual cases to plan services and to provide special help. A meeting will be held with the parents. Parents may be asked to consider a tutor or to provide additional help. The school may also advise a change of class or additional English Language Learner support after the child's abilities have been thoroughly assessed, observed and noted.

If a student continues to receive low evaluations, he/she will be put on academic probation that could result in retention or not being able to continue at YIS for the following school year. The parents and students will be kept informed throughout the process.

Students will generally be promoted through the grades in elementary and middle school with their appropriate age group unless the counselor, homeroom teacher and administrator have strong evidence that the student is more than one year below the academic standards of his/her peer group.

All decisions will be made in the best interests of the students, with the goal of meeting student needs and providing opportunities for them to develop to their full potential.

How Parents Can Help in School

- Teachers welcome information you can provide that will help them better understand and work with your children. It is particularly helpful to share any areas of concern at home that may be affecting a child's performance.
- Learning is enhanced when parents and teachers are recognized as partners in education, exercising different roles and responsibilities in pursuit of a common vision. Two-way communication is evident when parents feel comfortable in coming to the school, sharing ideas and voicing concerns. Staff welcomes parent input and uses it.

- Parents are encouraged to become involved by attending special school celebrations, special assemblies, holiday celebrations, whole-school or class performances, sports activities, and becoming part of the Parent Advisory Committee.

Safety and Security at School

In any emergency situation we will take care of your children until they can be safely returned to you. Our first action in any situation is to assure the safety of all students and staff. Initially, this will be in the classrooms with classroom teachers responsible for their students. When appropriate, the gymnasium will become the “safe” gathering area for all students if we should need to bring them together in one area. These locations have easy access to restrooms and water. As soon as feasible and if required, we will contact parents to come and collect their children. We have internal procedures established for parent notifications. In an emergency situation, we will only release children to parents or an adult who has been designated by the parent. It is very important that the school always has your current phone number, email address, and hand phone number if you have one.

Safety Drills

Safety drills will be held throughout the instructional year to practice for fire, security, or earthquake emergencies. At the sound of an alarm, students will evacuate the buildings to positions in the gymnasium. If the gym is not accessible, we will use the soccer field.

Security

Security personnel will be available at the school gates and will be monitoring the campus to ensure the safety of the students.

Visitors to Campus

Parents, guardians, or any non-student guests during the instructional school day must:

- Enter through Main Reception
- Sign in at the receptionist desk to enter the school
- Wear an assigned visitor or parent name tag
- Remain in designated area indicated at sign-in
- Remain in cafeteria (main campus)
- Return name tag upon exiting.

General Information

If Parents Are Away

If you are going away and leaving your child with a friend, the school should be notified in writing stating the dates involved and the name and telephone number/s of the guardian. Be sure to have a signed medical permission slip should your child need medical attention while you are away.

Personal Belongings of Value

Valuables should be left at home unless required for classroom use. If brought to school, they should be properly safeguarded. The school is not responsible for lost, damaged, or stolen items.

Lost and Found

Many articles of clothing and personal items end up in the lost and found each year, only to go unclaimed. To prevent this from happening, please make an extra effort to label your child's clothing and personal effects with his/her name. Please check the lost and found frequency. All unclaimed articles will be donated to a local charitable organization at the end of the school year. The lost and found is on the ground floor of the school's main building. Students may come to collect their personal effects before or after school.

Textbooks and Resources

Students are responsible for all books issued to them. Books and resources are very expensive and should be treated with the utmost care and respect. No writing is permitted in books. In case of loss or damage, fines will be imposed to fund necessary replacements for classroom and library books. Fines must be cleared in the Cashier's Office before formal student report cards will be released.

Housekeeping

Students in grades EC-5 are capable of accepting responsibilities to assist in tidying up their classroom and lunch area each day. If every student helps in some way, both in the classroom and around the school, our elementary school will be an attractive building and inviting to all.

Birthday Parties

Students will often celebrate their birthday by bringing treats. This is not an expectation. If your child chooses to celebrate his/her birthday in class, please contact your child's teacher several days in advance. Birthday celebrations at school will be held at the discretion of the teacher. Parents must request a celebration. To minimize loss of instructional time, birthday celebrations are held either during break or at the end of the school day and should not be elaborate or take more than 15 minutes. A joint celebration should be held when two children in a class celebrate on the same day. Please do not distribute private birthday party invitations during school hours unless the whole class is invited. This causes hurt feelings among the uninvited students. Kindly assist us by observing the following additional guidelines below:

- Drinks should be healthy (no soft drinks, soda, or minerals).
- Food should consist of one small treat for each child such as a piece of cake, cupcake, or cookie.
- Siblings enrolled at YIS may not miss class to attend class parties.

School Supply List

The classroom teacher will provide a list of school supplies that the student should bring the first week of school.

Cell Phones

During attendance at assemblies, school performances, and classroom presentations, parents and other guests are requested to turn their cell phones to silent or vibrate so appropriate attention, without distraction, can be given to the students and other presenters. Cell phones may not be used during school hours. If brought to school, cell phones should only be in students' bags or lockers. Students are not permitted to use cell phones on campus without the expressed permission of the class teacher, assistant, or administrator.

Snacks & Lunches

Students should bring a snack to school for recess. It should be healthy in nature. Fruits, vegetables, cheese, yogurt, crackers, or a small juice, milk, or water are good choices. Colas and candy should not be brought for snack.

Children will bring their lunches to school in a suitable clearly labeled container so that food and drink do not spill out from it. Colas and candy should not be brought to school for lunch. We encourage healthy choices for lunch. The school has a canteen that provides healthy food items for purchase.

While lunchtime is a relaxing and enjoyable time, it is also a learning time. Our students are taught and expected to use appropriate table manners and social skills. The school rules apply during lunch/recess time.

If a parent wishes to join their child for lunch, the teacher should be notified in advance. It is very important that parents assist with their child's development and allow even the youngest students to feed themselves.



Contact Information

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