

Progress through Education



SECONDARY STUDENT & PARENT HANDBOOK

FROM AUGUST 2025 ONWARD
GRADE 6 - GRADE 12
YANGON CAMPUS

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

Table of Contents

YIS Administration

2025-26 Administration,

Coordinators and Student Services	5
Administrative Support Staff	5
Secondary School Teaching Team	6-7

Message from the Principal	8
---	----------

School Overview

Mission Statement	9
Expected Schoolwide Learning Results (ESLRs)	9
IB Learner Profile	10-11

YIS Middle School Program	12
--	-----------

YIS High School Program	12
--------------------------------------	-----------

Secondary Bell Schedule..	13
---------------------------------	----

Student Arrival and Dismissal	13
-------------------------------------	----

Late Arrivals and Participation in Sports/ After-School Activities.....	14
---	----

Secondary School Student Attendance	14
--	-----------

Attendance Management, Grades 6-12	15
--	----

Excessive Tardies	16
-------------------------	----

Skipping or “Cutting” Class	16
-----------------------------------	----

Closed Campus	16
---------------------	----

Appointments	16
--------------------	----

Holidays – Make-Up Work	17
-------------------------------	----

Attendance and Quarterly Grades

Status Progress Report	17
------------------------------	----

Missing or Late Work due to Attendance Issues	17
---	----

Table of Contents

Incomplete Grades	18	
Homework	18	
Communication with School		
General Communication	19	
End-of-Year Check-Out	19	
Parent Partnership		
Maintaining Updated Contact Information	20	
Open House/ Back-to-School Event	20	
Conferences	20	
Parent Information Sessions	20	
Visitor to Campus	20	
YIS Code of Conduct		21
Student Dress Code	21	
Physical Education Attire	22	
Student Behavior Guidelines		23-26
Disciplinary Probation	26	
Suspension	27	
Expulsion	27	
Harassment and Bullying	27	
Off-Campus Responsibilities	28	
Displays of Affection.	28	
IB Academic Integrity Policy	29	
Artificial Intelligence (AI) Guidance	29	

Table of Contents

Technology Department Acceptable Use Policy (AUP)

Guiding Principles	33
Network Use Policies	34
Required Devices	35
Internet Access	35
Electronic Resources	35
Cell Phones	36
Statement on Disciplinary Disclosure for Colleges.....	36
Use of Elevators	37
Prohibited Articles	37
Student Personal Car Use	38
School Health Clinic Services	40
Library Services / Student Expectations in the Library	39-40
Student Council (STUCO).....	41
Secondary School Grading and Assessment	41
Grade Point Average (GPA)	42
End-of-Semester Assessments.....	42
Academic Warnings and Probations	43
Promotion and Retention Criteria	43
Middle School	43
High School.	44

Table of Contents

Graduation Requirements.....	45
Textbooks and Academic Material	45
Host Culture Studies	46
 Multi-Language Learning Program (MLL, previously EAL).....	 46
 Educational Field Trips	 47
International Excursions.....	47
 Co-Curricular Eligibility	 48
 Lunches	 48
 Safety Guidelines / Emergency Response Plan	 49
General Safety Rules.....	49
 Parent Recommendations	
If Parents Are Away	50
Learning Supplies	50
How Parents Can Help in School	51
 Contact Information	 51

YIS Administration

2025-26 Administration, Coordinators and Student Services

Director	Mr. Mike Livingston
Secondary Principal	Dr. Hugh Schoolman
Technology Coordinator	Mr. Alberto Orqueli
Athletics and Activities Coordinator	Mr. Chris Cronin
International Baccalaureate (IB) Coordinator	Mr. David Devine
Middle School Coordinator.....	Ms. Christine Baker
College Counselor	Mr. Chip Phillips
7th through 12th Grade Counselor	Mr. Chip Phillips
6th Grade and ES Counselor	Ms. Crista Everett
IB CAS Coordination	Mr. Graeme McCulloch
School Librarian & Extended Essay Coordinator...	Ms. Abby Orqueli

Administrative Support Staff

Director's Administrative Assistant	Ms. Amethyst @ Naw Thynn Lei Aung
HS Secondary Administrative Assistant.....	Ms. Htet Htet @ Khin Swe Lynn
MS Secondary Administrative Assistant.....	Ms. Ei Khine Myo Aung
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. Sarah
School Doctor	Dr. Su

Secondary School Teaching Team - YIS Yangon Campus

Abby Leah Oqueli	Library, Extended Essay
Adam Proctor	English and Social Studies
Alberto Oqueli	Information Technology
Belinda Van Der Watt	Music and Art
Chip Phillips	Counseling
Chris Cronin	Physical Education
Christine Baker	English, Social Studies
Crista Everett	Counselor
David Devine	IB Coordinator, Economics, Social Studies
Francisco Vives	Social Studies, Spanish Language
Gav Achipalya	Information Technology
Graeme McColloch	Science, Psychology, CAS Coordination
Hlaing Hlaing Myint	Myanmar Studies
Jaren Vecino	Science
Kerry Best	English
Khin Saw Wai	Myanmar Studies
Kuan Lin	Mandarin Language

Secondary School Teaching Team - YIS Yangon Campus

Lisa Caple	MLL
Liza Valero	Math, Science
Mya Thida	Myanmar Studies
Odin Magnus Roenning	Science, Computer Science
Scott Rosenberg	Visual Arts
Teresa Vecino	Math, Science
Theint Su Htike	Myanmar Social Studies
Thu Wathon Htun	PE/ Health
Toni Juario	Music
Wessel Beukes	Strings
Zerlina Cheng	Mathematics
Myat Nilar	Art Department
Khin Myo Nwe	Science Department
Thida Pyone	Science Department
Thandar Soe	PE Department
Thwe Thwe Thein	Music Department
Nyein Nyein Htwe	Art Department

Welcome Message from Principal



Welcome to Yangon International School!

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 our students as a global citizens and lifelong learners. Our students now cap their YIS experience with International Baccalaureate coursework that is academically challenging, and which focuses on the development of our students' full potential as learners and as global community members.

We are excited to support students both in the classroom and through sports, clubs and, in the middle school, via “passion projects” and exploratory activities. Our dedicated faculty and staff offer exemplary support to ensure all students are successful in working toward academic and personal success.



Dr. Hugh Schoolman

Secondary Principal

We also look forward to shaping our partnership with you as parents throughout the school year. Toward this end, we as administrators, counselors and teachers are always available to discuss your child's education and/or social development. We value parents' input and involvement.

This Handbook is intended to serve as a reference guide for our students and parents. Please take time to review the Handbook carefully and to discuss items included in this Handbook together as a family. Additional details in specific areas can be obtained by contacting your child's teacher and/or the YIS Secondary School office.

Thank you!

Dr. Hugh S. Schoolman
Secondary Principal
Yangon International School

School Overview



Mission Statement

Yangon International School is a network of college preparatory schools 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.

Expected School-wide Learning Results (ESLRs)

Our students continuously prepare for lifelong learning by focusing on YIS's Expected Schoolwide Learning Results (ESLRs):

Academically Well-Prepared Students:

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

Socially Responsible Students:

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

Culturally Sensitive Students:

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

Personally Fulfilled Students:

- Are self-confident, open-minded, and adaptable.
- Develop healthy habits and lifestyles.
- 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.



IB Learner Profile:

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

The IB learner profile represents ten attributes valued by IB World Schools. We at YIS believe these attributes can help students become responsible members of local, national and global communities. IB learners strive to be:

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Risk-takers

YIS Secondary Student - Parent Handbook Page 14

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



YIS Middle School Program

At YIS, we recognize that YIS Middle School students in grades 6, 7, and 8 have particular needs and unique perceptions as they transition from childhood into the teen years. We provide our students with a diverse range of programs and activities to enable them to reach their potential as individuals and as valuable members of our school and outside communities. We plan our Middle School Program to emphasize our Expected School-wide Learning Results (ESLRs): academic preparedness, social responsibility, cultural sensitivity, and personal fulfillment. With this in mind, students engage in active, inquiry-based academic course activities which prepare them for success in our high school.

Middle school students have access to counselors who accessible and engage in ongoing group activities with them during Eagle Time. Students are given opportunities for leadership and service learning through Student Council, Model United Nations, and a variety of other activities. Passion Projects and Exploratories allow students to pursue areas of interest during the school day, and our House System—developed in 2021-22 by Middle School student leaders as a passion project at that time—offers students an opportunity to team with and engage in competitive and cooperative activities with fellow middle schoolers across grade levels. Myanmar language and social studies classes provide cultural enrichment for our students to remain connected to historic, literary and cultural Myanmar. Students find personal fulfillment through the range of programs at school including service, sports, the arts, and through developing friendships with peers.

YIS High School Program

In our YIS high school program, faculty members remain student-centered as in the Middle School, but their efforts are increasingly organized around subject-area curricula and International Baccalaureate (IB) student preparation. We have now graduated three grade level “cohorts” who have sat IB Diploma-level exams. A majority of high school instructors are trained in and offer courses in the IB Diploma Program (IBDP). Students in grades 11 and 12 take a variety of IBDP courses and engage in the IB Core which features a Theory of Knowledge course, CAS (Creativity, Action and Service) and an Extended Essay component. High school students at YIS have the opportunity to gain both the IB Diploma as well as the YIS high school diploma.

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.

Secondary Bell Schedule

Each class is 85 minutes in length, with an extra five minutes built into the first block for attendance.

Period 1:	8:00 – 9:30 am
Break:	9:30 – 9:40 am
Period 2:	9:45 – 11:10 am
HS Assemblies / Advisory / Clubs; MS-HS Lunch	11:10 – 11:35 am
HS Lunch; MS Recess	11:35 – 12:05 pm
Period 3:	12:10 – 1:35 pm
Break/Passing Time:	1:35 – 1:45 pm
Period 4:	1:45 – 3:10 pm
Period 5:	3:15 – 4:40 pm

We have instituted a fifth period for grades 11 and 12. On selected days, students in these grades will occasionally be required to meet with their Myanmar Language and Social Studies teachers for coursework required by the Myanmar Ministry of Education.

Student Arrival and Dismissal

For security reasons, students should only plan to arrive to school between 7:30 and 7:55 am. Students who arrive earlier than 7:30 am must wait in a supervised area on the ground floor of the Main Building. There is no adult supervision on the main campus prior to 7:30 am each day.

Students should depart from school soon after dismissal at the end of the day unless they are meeting with a teacher or engaged in a supervised activity. Students should not remain on campus after 3:30 pm unless they are under the direct supervision of a teacher or coach, or preparing for a sports practice or evening activity.

Students waiting to go home must be supervised in the library or by the guards in the MPR area. They are not allowed to move about the school unless also in a supervised activity, working with a teacher, or attending a sports event.

Late Arrivals and Participation in Sports / After-School Activities

If a student is not present in more than one class, or arrives to school after 10 am, s/he is officially not eligible to later participate in a sporting event on that day. The thinking here is that a student should not be resting up for after-school activities by missing classes earlier in the day. Students absent on Friday should not participate in a weekend event. (Exceptions for medical appointment or similar situations may be granted.) Similarly, a student who has already earned multiple detentions for late arrivals within a semester period will not be permitted to engage in after-school sports or activities on the day that s/he is tardy,

Secondary School Student Attendance Procedures

YIS administrators agree that consistent and punctual classroom attendance patterns represent a key factor in student performance and overall success. Frequent 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 have frequently absences. All students are expected to attend all classes 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.

The school monitors student attendance and notifies parents of excessive absences and/or tardies. Students who miss 15% or more of any given class or classes during a semester or academic year run the risk of not earning course credit (high school) and/or having to repeat that class, semester or grade level. Our Secondary School secretaries maintain attendance records on PowerSchool and these records can always be requested.

If a child is sick, the student must be kept home. Immediately after (and if feasible during) a period of absence, a student should alert her/his teachers to determine a schedule for completing missed work or assessments. 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 must be provided for absences of three (3) or more consecutive school days for it to be deemed "excused."

Please note that students need to arrive in their first period classes by 8:00 am when attendance is taken. If arriving to the classroom later than 8:00 am, students must secure a pass from the Secondary office to enter first-period class and then go directly to the class. Students must ensure that their parent or guardian communicate with the Secondary School office when absent or when offering a specific reason for late arrival.

If a student needs to leave the school during the school day (prior to 3:10 p.m.), the parent must contact the Secondary or Main Office. The Principal will not approve an early dismissal without receiving a request from the student's parent or guardian (either directly or via a secretary), stating the reason and means of transportation by which the student will leave. Telephone requests for early dismissal will be honored if the caller can be positively identified as the student's parent or officially-recognized guardian. Teachers will be notified of an early dismissal by the office. In each case, a "student pass" will be issued to the student, which must be presented to campus security upon leaving campus. Not following these procedures will result in disciplinary consequences.

Attendance Management -- Grades 6-12:

Semesters are generally ninety days in length; therefore, with our schedule of alternating A-Days and B-Days, each class meets approximately 45 times per semester.

1. **At 4 absences in a semester class or classes:** The secretary or subject teacher will discuss attendance concerns with the student and the family.
2. **At 6 absences in a semester class or classes:** The school will contact the family and arrange a parent conference which may include the Secondary Principal and/or Counselor and teacher(s) to discuss the student's absences, attendance procedures, and to discuss what the school can do to support and work with the family.
3. **At 8 absences in a semester class or classes:** A parent conference will be held with classroom teacher(s), school counselor, and division principal to officially notify parents that the student runs the risk of repeating the semester course and/or grade level for the following academic year.

Excessive Tardies

Students are expected to arrive to school consistently and on time. Students will be allowed four tardies to school per semester before disciplinary action is taken. While some situations (e.g., days when city-wide traffic is causing significant delays) are excused for all arriving students, there is no differentiation between excused and unexcused tardies. There is also no "time limit" for a tardy. An arrival near the end of Period 1 or later in the school day still will be defined as a late arrival. As noted later in this Handbook, "...each member of the community is expected to be responsible for his/her own behaviors, to exercise self-discipline, and to refrain from behaviors that interfere with other members' right to learn..." Those arriving late may miss key assessments or activities. Each late arrival to class has the potential to significantly interrupt others' learning.

Upon the **fifth** tardy to school and every subsequent tardy within a quarter (and then after a **seventh** tardy within a semester), students will be assigned a detention. At that point, a student's parents will be invited to meet with the school counselor and/or principal or to review reasons for late arrivals and develop a plan of action. Tardy tabulations begin anew at the start of each semester.

Skipping or "Cutting" Class

Skipping or "cutting of a class" (defined as missing more than 15 minutes of a class period without excuse/documentation) will result in disciplinary consequences and risk academic penalty as well. Missing a class or a portion of a class--whether extending a school doctor visit or library session, for example--can be defined as "cutting" class.

If a student signs in with the guards due to a late arrival, s/he must gain a pass from the Secondary offices to enter class at whatever time of day. If s/he does not do so, despite signing in after 7:58 am, this will be treated as a purposefully deceptive act and as a separate disciplinary matter.

Closed Campus

YIS has a closed-campus policy, as we maintain a central goal of keeping students safe and accounted for. Students are not allowed to leave campus during the school day from the time they arrive until the conclusion of the school day without signed permission from a school administrator (or representative) and accompanied parental/guardian permission. A note of permission from a secretary is required by YIS campus guards to allow for departure from campus.

Appointments

Class time is critical. Whenever possible, please arrange appointments for times outside of school hours. When not possible, students should be in contact with secretarial staff and signed out by a parent/guardian as described above.

Holidays ~ Make-Up Work

Families are expected to plan trips according to the school calendar. Teachers are not responsible for preparing assignments in advance. All missed assignments or make-up assessments are the responsibility of the student. As a general rule, students should take no longer than the number of days missed to complete missing assignments/assessments. The student will need to work closely with teachers to make sure that all assignments that they missed is completed.

Attendance and Quarterly / Semester Grades

When students miss assessments, this creates extra work for teachers in terms of scheduling reassessments. Missed assessments, when it becomes a pattern, often leads to poor academic performance. When a pattern of missed assessments is noted (e.g., late arrivals on the day of a test) parents will be called in immediately for a student / teacher / administrator conference.

Status Progress Report

At the midpoint of a quarter, parents of students who are at risk of receiving 1's or 2's (N's, or "not at standard" in the Middle School) or multiple grades of 3 will receive a Status Report from teachers outlining work and/or strategies that need to be completed to improve her/his grades. A parent conference will be requested at this time.

End of Term Missing Work due to Attendance Issues

Students are expected to complete all missing work by the end of each semester. Students who have incomplete or late work due to absences or related reasons should communicate with the teacher and together design a timeline for completing all necessary work.

Students who do not complete all required summative assessments by the end of a semester run the risk of earning an "N" (middle school) or a "1" or "2" (high school) and thus not earning credit for the course.

Incomplete Grades

In exceptional circumstances, students may receive a mark of "I" for 'Incomplete' on quarterly progress reports. Incompletes are normally given only for situations beyond the student's control such as a protracted illness or family emergency. In such cases, if the student is unable to submit the necessary work by the end of the quarter or semester, he/she will given an "I" grade for incomplete work on her/his Progress Report or Report Card. In such cases, the student is responsible for communicating with teachers on what is required to remove the "Incomplete" designation. All work should be completed within 10 school days from the last day of the quarter. If the missing work is not turned in within this time, a "1," "2," or "N" will be earned as a final grade. Students should strive to avoid an "I" at the end of the semester and cannot earn an "I" at the end of the year except in rare circumstances.

Homework

Homework represents an important reinforcement of the learning of new concepts and skills, and helps to build desirable work and study habits. Homework may be used to finish work not completed in class, to provide practice in areas such as math, for enrichment and greater understanding of material currently being studied, and to develop specific skills. Additionally, there is often the expectation that students read independently at home.

The amount of time that students spend on doing homework will vary based upon the qualities of individual students. Generally, you can expect that the children will be assigned more homework at each progressive grade level. Each classroom teacher will communicate her/his expectations for homework. We ask that parents offer support and encouragement 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 engage in classwork and study (ideally not on one's bed!)
- Answering questions once a child has tried to work things out on her/his own
- Giving your child positive support through asking questions or through offering an example
- Reviewing the Beedle app which offers assignment/grades updates on Teams
- Informing the teacher of observed difficulties
- Encouraging your child to do her/his best

Please resist the temptation to engage in or share in the completion of school work. Remember that learning will often progress at an uneven pace; please strive to guard against becoming impatient or overly critical.

Communication with School

Effective communication is critical for a positive and productive partnership between home and school. We are dedicated to keeping you informed.

General Communication

If you have questions about...

- Questions about your child's grades or behavior
- Assessment(s) specific to your child in a specific class
- Questions about specific activities related to a course subject
- Curriculum specific to your child's classroom or
- Your child's attendance in a particular class...

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 communications
- Security or safety related to school or student
- Feedback and/or suggestions about school-wide issues
- School calendar...

Please speak directly with your child's **administrator or counselor**

End of the Year Checkout

Before final report cards are issued, students must return all school materials that they might have checked out. If materials cannot be returned in good condition, a fee will be assessed for damaged or lost items.

Parent Partnership

Maintaining Updated Contact Information

Teachers are encouraged to get in touch with you regarding any important issue that involves your child. A crucial part of this process is having up-to-date information regarding telephone numbers and email addresses. If your telephone number or email address changes at any time during the year it is crucial that you notify the YIS offices as soon as possible to keep communication channels open.

Open House / Back-to-School Event

At the beginning of each school year, each school division hosts an Open House or “Back to School” event. Specific details of the Open House event will be sent home prior to the event. During the event, curriculum information, classroom expectations, grading policies and planned activities throughout the year are shared by teachers.

Conferences

In the Secondary School, conferences are scheduled twice a year-- in early November and again in March. In each case, it is always best that students be included in such conferences unless there is a specific reason for this not to occur.

Parent Information Sessions

A series of parent informational sessions/workshops are held throughout the year to enhance understanding of the school programs, child-development topics, and ways to support your child with their learning. Specific meetings related to the International Baccalaureate program and college admissions will be held at strategic junctures. Parent suggestions for future sessions are always welcome and encouraged.

Visitors to Campus

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

- Enter through the main reception area
- Sign in the the guard or at the receptionist's desk
- Wear an assigned visitor nametag
- Remain in designated areas indicated at sign-in
- Remain in the MPR if picking up or dropping off students, and
- Return name tag upon exiting the school

YIS Code of Conduct

The purpose of the YIS Code of Conduct is to ensure 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 a smooth and efficient operation of the school.

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

1. Students will behave with regard for their own safety and the safety of others.
2. Students will not possess, consume, use, or provide other students with substances which are illegal or harmful to their bodies. These substances include all illegal drugs, alcohol, inhalants, vaping devices, and all tobacco products.

Teachers have high expectations for student behavior and are responsible for communicating those expectations in order to ensure an optimum learning environment for all. Therefore, in addition to the following school rules, each educator establishes **classroom norms** that are designed to ensure successful functioning of that class.

See also these related documents either included or linked to our Handbook: *IB Academic Integrity Policy*; *AI Guidance Document*, and *YIS Technology Acceptable Use Policies*.

Student Dress Code

All students are required to wear the YIS uniform. There are separate uniforms for the elementary and secondary levels. Secondary students must wear the school's official polo shirt. Female members of the secondary school are required to wear the school's light brown skort or pants. (The shade/color and style cannot be altered.) Males in the secondary school are required to wear long light-brown pants. An official YIS "hoodie" (or Senior "hoodie" for grade 12 students) can be used during the school day, and sports hoodies can be worn in specific situations determined in accord with our Athletic department and the administration. Specifically,

- Students must wear the uniform daily.
- Students may not alter the uniform.
- Students must wear appropriate black shoes (not open-toed shoes, crocs or sandals) for school, and gym shoes for PE classes.

- Shoes that are approximately 90% black are acceptable (e.g., with an additional white or colored stripe only); shoes that are less than 90% black are not.
- Students are expected to keep themselves well-groomed and neatly dressed at all times.
- Appearance that is distracting or disruptive is not allowed.
- During all school activities, we maintain respect toward Myanmar culture related to modest dress.
- Wearing caps, hats, or head coverings inside school is prohibited during school hours unless the head covering is utilized for religious purposes.

The following items or styles are not permitted:

- Dyed hair or hair with highlights; hair must remain a student's natural color.
- Spiked, mohawk, or distracting hairstyles.
- Boys are not allowed to wear long hair. Hair must not sit below the ears and sideburns must be no longer than halfway down the ear. Beards or moustaches are not permitted.
- Piercings are allowed for girls only and are limited to one modest pair of earrings. For safety reasons, the earrings should not be large, dangling earrings. No other body piercings are allowed.
- Fingernails or toenails are not to be painted or extended to draw attention.
- Excessive and/or expensive jewelry or watches should not be worn. (Note: the school is not responsible for lost jewelry items.)

All students who fail to meet an aspect or aspects of the YIS dress code policy will be given a warning and a specific deadline for addressing the issue at hand. Parents will be notified. If the dress-code area is not rectified, a student may be required to wait in the visitor waiting area and/or to work on his/her own until the dress code issue has been adequately addressed.

Physical Education Attire

Clothing for students in PE classes must follow these guidelines:

- **SHIRTS** – Students must participate with the YIS PE uniform t-shirt or other athletic style t-shirt; no sleeveless or midriff shirts will be allowed. The Physical Education shirt used at the middle school may also be used for the high school.
- **SHORTS** – Students must participate with the YIS PE uniform shorts, or a pair of athletic shorts with no zippers, belts, or excessive trim. Shorts must be worn at waist height and may not fall shorter than above one's knees.

- **PE SHOES** – A student must have a pair of athletic shoes to participate in Physical Education classes. Slippers, sandals, boots, or shoes that leave markings on the floor are not allowed in the gym / for Physical Education classes. Students should wear athletic shoes when participating in sports and games in the gym--including in recess situations.
- **SWIMSUITS** – Students are required to change into swim clothes to actively participate in class. Males are required to wear swim shorts or trunks (no speedos). T-shirts are allowed, but must be appropriate for swimming (snug, not baggy). Female students are encouraged to wear a one piece, tank-style competitive swimsuit. Female students who choose to use two-piece suits must also wear a tank top or t-shirt.

Student Behavior Guidelines

YIS expects its students to behave within the guidelines of the YIS Code of Conduct. When students violate this code of conduct, they are subject to disciplinary consequences. A disciplinary consequence depends on the level of the offense, the grade level of the student, and a student's previous disciplinary record.

Transgressions are classified into four 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 type of intervention taken by the school. Committing a documented offense at any level, if repeated, will generally result in elevation to the next level. The levels are described below:

- **Level-1 Offenses:** Offenses that do not result in damage to property, do not jeopardize others' safety, and do not offend or harm others.
- **Level-2 Offenses:** Offenses that are deemed insulting, jeopardize the safety (including mental health) of others without resulting in direct harm, along with most first-time documented instances of academic dishonesty. A Level 2 offense warrants an automatic referral to the Division Principal as well as parent communication.
- **Level-3 Offenses:** These offenses can involve harm to other students and include the possession of illegal or dangerous items on school grounds. Any unexcused absence or undocumented departure from school grounds will often be deemed a Level-3 Offense.

A Level-3 Offense warrants an automatic referral to the Division Principal and parent conference.

- **Level-4 Offenses:** Offenses include physical assault of a student, staff or other community member, extreme bullying/cyberbullying, or the use of dangerous items with or without harm being inflicted. This level might also signify a student engaging in a lower-level offense that has been repeated. A Level-4 Offense warrants an automatic referral to the Division Principal, 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. Note: the decision to expel a child rests with the school owner or his designee—normally the Director.

	Examples of Level 1 Offenses	Potential Consequences
LEVEL 1	<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
LEVEL 2	<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 	<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 2 Offenses	Potential Consequences
LEVEL2	<ul style="list-style-type: none"> • 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) 	
	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

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 she/he is consistently in violation of school rules and regulations or if she/he engages in something that warrants further/ongoing attention, but not to the degree of expulsion. The administration will decide upon the length of the probation on a case-by-case basis. If the student continues with discipline-related issues during the probationary period, she/he may not be allowed to continue at YIS for the following semester. The parents/guardians and the student will be informed of this in writing and with a parent/guardian conference.

Suspension

A suspension is a punishment for behavior that is determined to be of a serious nature or has occurred repeatedly—often despite previous warnings. The number of days of suspension will be determined by the administration. A student on suspension will not be allowed to participate in any YIS extra-curricular activities until their suspension is completed. Suspension from travel / school-events may extend beyond the days of the school suspension as determined by the administration.

There are two types of suspension. An in-school suspension is the most common and will often be accompanied by meetings and activities with the goal of self-improvement. Out-of-school, or at-home, suspension may occur if it is felt that it is in the best interest of the school and the student to be separated from the YIS community and/or remain away from campus. It is the student's responsibility to request from her/his teachers make-up tests, quizzes, or work missed during the time of suspension. Her/his ability to engage in such make-ups exist at the discretion of the teacher.

Expulsion

The YIS administration reserves the right to permanently remove a student from the school community. This measure would be the result of continued behavioral transgressions while already on disciplinary-probation status—or for something so serious in nature that the administration feels the safety of students and/or overall integrity of the school requires such an action.

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 an individual's feelings, gender, and the traditions and customs of religions and cultures. Each member of the community is expected to be responsible for his/her own behaviors, to exercise self-discipline, and to refrain from behaviors that 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 inappropriate, unwanted, demeaning, or cruel that makes a victim/target feel uncomfortable, embarrassed, threatened or humiliated. It can include negative comments or messages (verbal, written or via technology), putdowns, sexual references, gestures, name-calling, humiliation, mean tricks or any similar action/communication.

Bullying is a form of harassment that is characterized by repeated and escalating incidents of purposeful and hurtful actions, either direct or indirect, either physical or psychological, that make it difficult for the victim to escape or feel comfortable. 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 technology-based. Any form of harassment or bullying will not be tolerated. Any such incident should be reported to the teacher, counselor, principal or staff. A form developed and disseminated by the counselors can be used for reporting.

Students who are found to be guilty of harassment or bullying will be subject to the appropriate level of disciplinary action and counseling may be mandated.

Off-Campus Responsibilities

The behavior of students off-campus is fundamentally the responsibility of individual student and parents. Students must continually be aware, however, that they are always representing YIS while in the wider community (including online) 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 which, in the eyes of the administration, is harmful to oneself or to one or more fellow YIS community members, the school reserves the right to take disciplinary action up to and including suspension or expulsion.

Displays of Affection

Because a wide age range and wide cultural representation exists 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 are natural occurrences; however, public displays of such affection should not occur. Students must refrain from behaviors such as intimate and prolonged embraces, kissing, and/or actions that might offend others in the community or general public--be it on campus, on school transportation, and/or at school events. Particularly inappropriate behavior or repeated infractions will result in parent notification as well as disciplinary consequences.

IB Academic Integrity Policy

Our IB teachers have developed a policy that focuses on 11th and 12th grade students' academic responsibilities and decision-making. The policy shares aspects of our Handbook policies and adds a focus on topics such as acceptable use of Artificial Intelligence (AI). This year, IB students will sign an agreement form for, and will be held responsible for the contents of this policy. The policy is in effect for the 2025-26 school year. A link to this IB policy is included below, and is also a stand-alone policy on the YIS-Yangon Website:

[Click here to access the IB Academic Integrity_policy.](#)

Artificial Intelligence (AI) Guidance

Artificial intelligence (AI), like the advent of the home computer, internet, and smartphone, will play a fundamental role in our daily lives moving forward. While AI enables computers and machines to simulate human intelligence and actions such as reading, writing, creating, analyzing, and learning, we believe that AI is a tool to assist human thinking, not replace it. Staff and students need to review and critically reflect on all AI-generated content to best support learning.



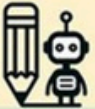


It is important for YIS community members to develop the skills, knowledge, understandings and dispositions needed in a world with artificial intelligence. By guiding our students to use AI responsibly, our school community will prepare them for a future they will inherit.

This segment of the Handbook was developed by our Secondary Academic Council and builds upon the work of Yokohama International School in Japan and models presented by members of the Seoul Foreign School at the 2025 IB Global Conference in Singapore. It serves as a guide for using AI at YIS. We recognize that this is a rapidly evolving area and that adjustments will be necessary as new technologies become available. We will annually review this guidance document.

To ensure consistency across the school, teachers will set clear expectations and have open discussions around the appropriate use of AI for learning tasks.

As AI becomes more capable of assisting in various media, secondary teachers will need to clarify the level and method in which students can utilize AI in their learning and assessment tasks. This scale is a useful tool to help middle and high school teachers and students understand what ways AI can be used for learning. See example below:

EXPECTATIONS FOR LEARNING WITH

Levels	Descriptors	Requirements
0  AI Is Not Used	Learning is completed entirely without AI assistance. Students rely solely on their own knowledge, understanding, language, ideas and skills.	AI must not be used at any point during the assessment. No AI disclosure required.
1  AI Supports Ideation	AI can be used for brainstorming, creating structures, and generating ideas.	No AI-generated or AI-assisted content is allowed in the final submission. AI transparency statement must be included disclosing how AI was used including links to AI chats.
2  AI Supports Improvements	AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	No AI-generated content is allowed in the final submission. AI transparency statement must be included disclosing how AI was used including links to AI chats.
3  AI Assists Creation	AI is used to create certain elements of the task, as allowed by the teacher. This requires critical reflection of AI generated content.	All AI-generated content must be cited using proper citation format. Links to AI chats must be submitted.
4  AI Assists All Work	Students use AI to support them in any way deemed necessary. Students are responsible for reviewing and evaluating all AI-generated content.	All AI-generated content must be cited using proper citation format. Links to AI chats must be submitted.

High Schoolman: FYI: Slides 1-30 are for today's presentation
might add one abo...

sent on 12 August 2025 06:29

Individual versions of each row can be copied from this [document](#) and placed onto the cover page of each TSC (Task-Specific Clarifications). Teachers are encouraged to edit the wording to best reflect the appropriate use of AI for the learning task.

Assessment

Teachers are encouraged to be proactive in their assessment practices by using a variety of the following:

- Collecting early writing samples
- Checking for understanding through open discussions with students
- Identifying clear expectations with students by using the AI assessment scale
- Make space for AI use and learning in their classes
- Utilize AI tools that allow teachers to observe the process
- Require the use of the same documents for assigned work which are backed up with revision history

We as educators strive for clarity with our students regarding the definition of plagiarism, proper citation practices and how to avoid accidental copying or other malpractice including the use of AI.

If a teacher suspects that AI may have been used in a way outside of the expectations set, the teacher should look for evidence of the learning process and have a conversation with the student about the learning task and submitted work.

Transparent Use & Referencing

It is important to be transparent about the use of AI. Staff, students, and all members of our community should use proper citations and transparency statements when AI has been used to generate or assist in the creation or modification of content.

AI Acknowledgement

If Assistive AI is used for support, improvement, suggestions, or idea generation, then an acknowledgment of how AI was used is necessary.

Instruction: Add a section at the end of a document (before the Works Cited/References page), presentation, or project that has a header titled *Acknowledgements*. This section explains the use of AI and should list the AI tools, and a brief description of their role in the work.

Example: I used Artificial Intelligence (AI) to help improve the language in this document. The following tools were used to check grammar and style to make it easier to understand. The AI only provided tips to improve my writing as all the ideas and analysis in the report are on my own work.

Tools Utilized:

Grammarly: For grammar checks and stylistic improvements.

ChatGPT: For language translations where necessary.

Verbal Disclosures: Teachers and students can verbally disclose AI use during presentations, class discussions, or group projects. This approach is particularly useful in informal settings or interactive activities.

Citations and References: Generative AI used to create content or gain knowledge (idea, statistic, quotes, etc.), is like any other source of information and requires a citation. You can use MLA or APA (or other) citation formats to credit AI tools or platforms.

Screenshots

When teachers or staff are unable to link to the chat itself, they should screenshot everything that is produced by AI. These screenshots can be added in an appendix to their work. Currently, if using APA format (DP Psychology), the APA advises students to share transcripts of their chats as appendices (e.g., a screenshot of the first page of interactions with the initial prompt they used and the answers that were produced).

Sources utilized include:

* YIS AI Guidance for Students and Teachers, Yokohama International School, 2024. *Workshop on school-wide AI policy and usage by _____

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. Every action that affirms the core values builds the kind of community the school seeks.

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 and objectives, students may find ways to access other materials as well. 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 communication 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.

Network Use Policies

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

- 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.
- Whether 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 class work 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 and other activities on our network not specifically related to schoolwork are prohibited unless under the direct supervision of a teacher.
- Students are required to keep their passwords confidential.
- In order to avoid plagiarism, students should always provide accurate and appropriate citations when utilizing information that is not their own. Students may ask educators for assistance with citations.
- Violations may result in a loss of technology access at YIS and potentially other disciplinary actions outlined in the Student Behavior Guidelines.

Required Devices

All secondary students are required to have laptop computers. Students need regular access to a printer outside of school. Students are responsible for printing their homework assignments if teachers request printed versions of assignments.

Internet Access

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 that is necessary for a school assignment, the technology department staff accepts requests to temporarily unblock a site.

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, or log-in information, including name, address, telephone number, and/or photos.

In the past, YIS students have been required to sign YIS' Technology Department Acceptable Use Policy. The form is found at the end of this Handbook. Please sign it and turn it into the Secondary Office at the start of this semester once an advisory group has had a chance to review the document together.

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. 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. The school reserves the right to limit network resources or require a user to remove excess files, even if educationally oriented.

Cell Phones

Cell phones should only be used in the classroom when the teacher permits their use. At no time should a cell phone be used in a way which distracts from one's own or others' learning. There are also "cell phone-free zones in the school that will be identified to students in the MS and/or HS at the start of the school year. If a student does not comply with school expectations, teachers may confiscate the phone for later pick-up. Repeated instances of phone misuse will lead to the Principal meeting with the student to review expectations, and should this remain an issue, the parents will be called in for discussion and may lead to the suspension of student cell phone use and/or disciplinary consequences.

Statement on Disciplinary Disclosure for Colleges

At YIS, students are at the center of all our efforts, and we view discipline as a part of the educational process and normally an internal matter. Rule violations by students at YIS may, however, also have consequences beyond the confines of the school. When asked, students and counselors are expected to respond honestly regarding serious disciplinary infractions occurring during a student's high school career. We define serious disciplinary infractions as those resulting in probation, suspension, expulsion, or if a significant absence from school has occurred. We do not report disciplinary actions that occurred at previous schools attended, nor do we report academic probation to the colleges as these are internal measures utilized to set goals and improve student performance. Reporting can occur at the time a college application is submitted, while the application is being reviewed, after the admission decision has been made, or at the end of the school year, depending upon when the rule violation takes place. If a student is separated from YIS, colleges at which the student has active applications for admission will be so notified.

Use of Elevators

Grade 12 students will be allowed to use the elevators during the school day as a "Senior privilege." The "Seniors only" rule applies during school hours and directly before/after (7:35 to 3:20).

All students who have classes or official meetings on the 8th floor, and/or Studio Art classes on Floor 9, are permitted to use the elevator. Students who have meetings with teachers in the Tower building after school are permitted to use the elevator after 3:20 pm.

Students with a medical condition requiring use of the elevator may obtain a pass from the Principal or a Secondary secretary with appropriate parental communication and documentation.

Students who are not Seniors should not use either the Middle School Building or Tower elevator during the times delineated above (unless they have a class on or above the 8th floor of the Tower). Students risk disciplinary consequences if making decisions contrary to the school's elevator policy. Repeated elevator transgressions will result in being unable to use the elevator for the remainder of the semester or year.

Prohibited Articles

To protect the safety and well-being of all students:

- The use or possession of alcohol, tobacco-related products, inhalants, vaping devices or drugs that are not prescribed (or providing other students with the same) is prohibited at school or during any school activities on or off campus. Prescription drugs should be left with the office and should only be taken when a member of the office is present.
- The misuse of lighters and matches, prescribed drugs, knives, or the possession of a sharp instrument or weapon designed to do bodily harm is prohibited.
- Weapons of any kind, whether real or props, should not be brought to school.

Student Personal Car Use

YIS Students are not allowed to park their personal cars on the school campus. YIS reminds its students and parents that the legal driving age in Yangon is eighteen. Students who are underage should not be transporting fellow students in their / others' vehicles.

If a licensed student driver is driving on or off campus and engages in an activity determined dangerous to YIS students (e.g., driving recklessly or at a high speed near a school bus or vehicle with YIS community members present), this will be considered a disciplinary matter.

School Health Clinic Services

A health clinic run by a Myanmar doctor is located on ground floor of the YIS campus. All visits to the clinic are logged by the doctor. Basic first aid and wellness services are provided during regular school hours. 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.

When the doctor and/or school administrator deems a child too sick or injured to remain in school, a parent or guardian will be notified and must pick up their student from school promptly. If ill, the student will be isolated from other students and community members until picked up.

The doctor uses their best judgment for all treatments. Parent communication is essential with our doctors requiring up-to-date student database information including phone numbers and emails. 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.

Medications: In general, 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, aspirin or other painkillers should 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 and official instructions regarding administration. All medications must be kept in the clinic with no exceptions.

Over-the-counter medicines provided by the parent such as cough syrup, antihistamines, or decongestants may be given at school for limited stretches of time as long as the parent brings the medicine in the original container, labeled with student's name, to the school doctor with instructions (dosage & time). They will be administered for the number of days as defined on the medical correspondence. We do not encourage giving medicine at school when doses can be given at home. We also do not recommend use of meds that may induce drowsiness or impair a student's learning.

Library Services

The YIS library has an extensive list of titles available for checkout by YIS students, families, and staff. The library collection includes fiction, non-fiction, and reference materials and is updated and expanded annually.



The Yangon International School Libraries provide a diversity of high-quality materials that will foster in each child a lifelong love of reading and learning. YIS uses Destiny, a database that includes all school library resources. Students, families and staff can access Destiny and online resources that are age-appropriate at home.

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, secondary students may borrow up to five books at a time for three weeks. Parents may borrow books as well.

Students may renew their books once (or more often at the librarians' discretion).

Students whose books are overdue will receive

- An overdue notice via email
- A lost-book form if required

Students will not be allowed to check out additional books until remittance is received for lost materials.

Student Expectations in the Library

To create and facilitate an atmosphere conducive to learning and growth, and a space for sustained focus and concentration, library expectations include these regulations:

- 1.Be respectful and considerate to everyone in the library
- 2.Speak quietly so that you do not disturb others
- 3.Eating or drinking (anything except water) in the library is prohibited
- 4.Maintain proper arrangement of tables/chairs before leaving
- 5.Return books to their proper places
- 6.Cell phones should not be used
- 7.Remain seated in the library while studying
- 8.The number of students in the library will be limited to the number of chairs
- 9.Refrain from laying down or being seated on the library floor.

The Librarian will talk to individual students as required. Students who do not comply with requests to comply with Library regulations will respectfully be asked to leave the library or will be referred to the school Principal for follow-up.

Student Council (STUCO)

The Student Council plays an integral role in students' lives at YIS. From the planning of the school social activities to consultations with the school administration on student concerns, procedures and policies, the students should feel free to bring ideas to the administration. Student government is essential to student involvement and student morale. There is a student council organization for middle school (grades 6-8) and for high school (grades 9-12). All activities of both councils must be coordinated through each council's faculty sponsor and the Principal. To learn more about **STUCO ELECTION REGULATIONS**.

Secondary School Grading and Assessment

YIS uses standards-based assessment and reporting from early childhood through grade 12. All courses have a specific set of standards in the subject-area which guide instruction and assessment and which are aligned with international guidelines and expectations. Specifically, YIS utilizes the following standards to guide instruction and assessment:

- English as an Additional Language (for Multi-Lingual Learners): WIDA English Language Development Framework
- English Language Arts: Common Core State Standards (US):
- Health and Physical Education: Society of Health and Physical Educator Standards (SHAPE America)
- Library: American Association of School Librarians (AASL)
- Mathematics: Common Core State Standards (US):
- Performing Arts: National Core Arts Standards (NCAS)
- Science: Next General Science Standards (NGSS)
- Social Studies: College, Career & Civic Life Framework (C3)
- Technology: International Society for Technology in Education (ISTE)
- World Languages: American Council on the Teaching of Foreign Language (ACTFL)
- International Baccalaureate Diploma-level Courses are guided by specific IB guidelines in each subject (IB)

Teachers use standards in daily classroom instruction and assessment. The marks students earn on progress reports (quarter 1, quarter 3) or on report cards (semester 1, semester 2) are not based upon averages. At the end of the four reporting periods, teachers issue reports summarizing student achievement in “strands” or the main categories of standards. There tend to be no fewer than three and no more than eight reporting standards for each specific subject area.

YIS believes student reports should represent a student's progress toward a learning goal at the time the report is issued. Student marks are determined based upon a “best fit” model that relies on the most frequent and most recent grades.

In grades 6 through 12, all reports include marks for each reporting standard. In grades 9 through 12, a transcript of student marks is developed, and is required for submission to universities for entrance. Therefore, in high school students earn a singular summary grade for each course as determined by each of their teachers at the end of semester 1 and at the end of semester 2. These summary grades are available in PowerSchool. On each report, parents and students will find a table explaining the meaning of the numbers and letters on the report. Students earn marks and comments for their achievement on academic standards, and separate marks on the non-academic skills of critical thinking skills, communication skills, social skills, self-management skills and research skills.

Grade Point Average (GPA)

YIS does not rank student performance through Grade Point Averages. It is believed that students should strive to do their best without comparing their work or rank/status with other students.

End-of-Semester Assessments

At the end of each semester, a teacher may assign a cumulative (or non-cumulative) assessment to represent the semester's learning. These assessments may take the form of a test, project or paper/essay, and may be completed at home or in school (as determined by the instructor) within the requisite time period.

IB Diploma Program students are required to complete assessments specific to each IB Course. These required assessments may include exams, mock exams, oral assessments, papers (often termed “internal assessments”) and other tasks.

Academic Warnings (AW) and Probations

The YIS Mission Statement will provide the foundation for all decisions regarding academic warnings and probations in order to uphold our goal of advancing students who are academically well prepared.

Academic Warnings (AW)

The Principal and Secondary Counselor will review all progress reports/report cards at the end of each quarter/semester. If a high school student receives a "1" or "2" in any subject, or two or more grades of 3, he/she will generally earn an Academic Warning. This Academic Warning includes a written notice and a request for the student and parent(s) to meet with the Principal, Counselor, parent/guardian(s), and teacher(s) as determined appropriate. After a discussion about the causes of the poor academic performance, a deadline will be given to the student to improve her/his grades to a more acceptable standard. Students on "academic warning" status are normally ineligible to participate in co-curricular activities.

Academic Probation

If a student does not make any significant improvement after an academic warning deadline has passed or semester has concluded, he/she may fall into the more serious level of Academic Probation. This will require another meeting that includes the Secondary Counselor, Principal, parent/guardian(s) and student. At this meeting, an agreement will be developed and signed which states the expectations of the school and will include a timeline of next steps and grade reviews. Students on Academic Probation are ineligible to participate in co-curricular activities. If grades/marks do not improve with time, the Director will be informed and the student will either be recommended for retention or not be allowed to continue at YIS for the following academic year.

Promotion and Retention Criteria

Middle School

A student will be promoted to the next grade if all subjects are completed successfully. If a student consistently earns low evaluations, the classroom teacher, counselor, and administrators will offer support services and design a plan to provide special help. Parents may be asked to consider a tutor or to provide additional support.

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

Students will generally be promoted through the grades in middle school with their appropriate age group unless the counselor, homeroom teacher and administrator have strong evidence that the student has not reached the academic standards of his/her peer group.

The school may also advise a change of class or additional EAL (MLL) support after the child's abilities have been thoroughly assessed, observed and documented. All decisions will be made in the best interests of both the students and the school, with particular attention to meeting student needs and providing opportunities for the student to develop her/his full potential.

High School

If a high school student earns a grade of "1" or "2" over one entire semester, he/she will not receive credit for this semester course and will, in many cases, have to repeat that course (or a similar version online) during the summer or in the following year to make up the required graduation credit. Note: students will normally be promoted to the next grade with failing course grade(s) if other grades are satisfactory and there remains a solid path to YIS on-time Graduation.

If a student earns multiple grades in the 1, 2 or 3 range, the faculty, counselor, and administration will review that individual case to plan support service and to provide special help.

Parents may be asked to consider a tutor or provide additional support. The student may also be put on academic probation and becomes at risk of potentially being retained in that same grade or not invited to continue at YIS for the following school year. The parents and student remain updated throughout such processes.



Graduation Requirements

In order to graduate, a student is required to accumulate a minimum of 26 credits. A credit is the equivalent of a full-year course, meeting every second school day for 85 minutes.

The required credits come from the following academic areas:

- English: 4.0 Credits
- Math: 3.0 Credits
- Science: 3.0 Credits
- Social Science: 3.0 Credits
- Foreign Language: 2.0 Credits
- Arts: 1.0 Credit
- P.E/ Health: 1.5 Credits
- Myanmar Studies: 1.0 Credit
- Electives: 7.0 Credits
- College & Career: 0.5 Credit

Note: MS and HS Myanmar Geography and History, Middle School Technology and College & Career Counseling are courses where students earn Pass/Fail (P/F) grades. In high school, students can earn Graduation credits for these courses.

Note: Credits can also be earned by online courses that are approved by YIS.

Students who are unsuccessful in acquiring a minimum of 26 credits in these subject categories upon completion of their Senior year may be allowed to participate in the commencement ceremony but will not be issued a diploma until proof of completion of required credits is secured. A YIS diploma will be issued when the student produces proof that the required credits have been earned.

Textbooks and Academic Materials

Students are responsible for proper care for the textbooks and school resources they are issued. It's noteworthy that YIS has moved away from centering instruction on textbook use, opting for a variety of sources in each subject.

If students have lost or significantly damaged textbooks or school materials checked out to them during the school year, they may be charged for replacement with an additional 25% charge for international shipping. YIS will not distribute report cards until charges that are determined to be necessary are fully paid.

Host Culture Studies

The school believes that Myanmar students should have the opportunity to continue learning their mother tongue and to understand their culture. 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 taught in isolation but are investigated through the curriculum.

The students will, through Myanmar Language and Social Studies courses:

- Communicate in the Myanmar Language (speak, read, write, listen).
- Develop awareness and appreciation for the language and culture of Myanmar.
- Have an awareness of the link between language and culture.
- 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.

Multi-Language Learning Program (MLL, previously EAL)

The Yangon International School MLL program is designed to support student success in the mainstream program while developing English language abilities.

MLL strategies are used during and as part of their language-arts periods. Class time focuses on the four processes of language: listening, speaking, reading, and writing. In addition to their regular language arts class, some students may receive additional MLL support. This is designed for students who are struggling to meet grade-level literacy / general requirements.

The purpose of the Yangon International School MLL program is to support student success in mainstream content area classes while developing English-language proficiency. There are four main points: students are mainstreamed by grade level, they have interactions with their peers and advanced English speakers, they have access to content material at their grade level, and they have access to specifically designated MLL support classes. The MLL teacher works closely with regular classroom teachers to ensure adequate MLL support.

In general, MLL should not be required for students entering the International Baccalaureate (IB) Diploma Program and should not take place during the final two years of coursework at YIS.

Educational Field Trips

Field trips are planned and organized by teachers or clubs (with club advisors). Educational field trips are an integral part of school instruction. Field trips enable students to expand learning beyond the walls of the classroom. We at YIS consider field trips as living laboratories in which learning is acquired through active hands-on experience with rich resources of the local community.

A signed parental permission form is required for each field trip attendee. Fees may be required, and students with medical conditions may need to submit additional medical information to better define appropriate handling of their needs. Students cannot take alternative transportation for a trip that features school transportation. Also, students who are not a part of the group attending the trip are not permitted to attend the event or “shadow” events of the trip; only students with valid permission forms can participate or be present.

International Excursions

Volleyball, basketball, soccer and/or badminton teams in the high school will often participate in tournaments outside of Myanmar each school year. Additionally, our students will have the opportunity to travel internationally during vacation period on school-sponsored outings. These optional trips are generally run through a trusted partner travel company, and will be overseen by one or more YIS educators who will travel with the students. Each trip will revolve around areas such as social responsibility, service learning, artistic enrichment or academic themes.

As these are school trips, family members, guardians and/or drivers are not allowed to accompany YIS students on these trips unless extreme circumstances dictate. Students are required to fully remain a part of the YIS delegation. Details are provided by organizers of each trip normally through a trip meeting and various types of correspondence..

Co-Curricular Eligibility

Students are eligible to participate in athletics and co-curricular activities if:

- They are not listed on Academic Warning or Academic Probation for the quarter or semester grade. Eligibility will be updated each quarter using the previous quarter's report. Students' most recent end-of-quarter / semester grades will be used to determine eligibility for the following quarter.
- They are not on suspension or have not had problems related to attendance (including late arrivals) to that point. This will be determined by the Principal and the coach or sponsor.
- On days of competitions or special co-curricular events, they have attended school for three or more periods to secure eligibility to participate in after-school activities on that same day. If a student with ongoing late arrivals arrives tardy on the day of a game, this may require an after-school detention to be served before a student is allowed to participate. Exceptions must receive prior approval by the Principal.

Lunches

Students will bring their lunches to school in a suitable container. We encourage healthy choices for lunch; sodas and excessively sweet items should not be brought to school for lunch. The school has a canteen that will provide healthy food items for purchase. Students cannot order food to be sent to school at lunchtime.

Our students are taught and expected to use appropriate social skills, and should clean up after themselves before departing the lunchroom. School rules apply during the lunch/recess time.

Students may engage in academic-help sessions and club activities/meetings during lunch. They are allowed to go to rooms with a faculty sponsor present. Similarly, students are allowed to use the gym or covered court areas during lunchtime when it is clear that it is supervised by a YIS adult faculty or staff member. Generally, students should not move about the campus unsupervised--particularly during non-school hours--and should only be in room areas with faculty/staff members present with them. Middle school students who are not in one of the agreed-upon recess areas are subject to disciplinary consequences.

Safety Guidelines / Emergency Response Plan

A 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 away from areas not intended for students.
- Remain in supervised areas.
- Use school equipment as intended and which are age-appropriate.

Safety drills will be held throughout the instructional year to practice for fire, security and/or earthquake emergencies. In any emergency situation, we will take care of your children until they can be safely and securely picked up by you.

Our first action in any emergency situation is to assure the safety of all students and staff. Initially, this will be in the gym or a gathering area determined as safe should we 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 numbers (including Viber number) and e-mail address.

Parent Recommendations

If Parents Are Away...

If a parent or guardian is 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.

Learning Supplies

There are some basic electronics required for students to successfully engage in their projects, reports, and homework. Specifically,

- A **laptop computer** is required for school use.
- Beginning in grade 9, a **graphing calculator** (TI-84 or TI-Nspire) is required for Pre-IB and IB high school classes.



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 your 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. The school welcomes parent input.
- We invite parents to get involved by attending special school celebrations, special assemblies, holiday celebrations, whole-school or class performances, and sports events.



Contact Information

(95) 1-578 171, 573 149 📞

businessoffice@yis.edu.mm ✉

No. 117 Thumingalar Housing 🏠

Thingangyun Township

Yangon, Myanmar

yis.edu.mm 🌐