

# YANGON INTERNATIONAL SCHOOL

“PROGRESS THROUGH EDUCATION”



## **ELEMENTARY STUDENT / PARENT HANDBOOK**

Preschool to Grade 5

2017 -2018

Yangon International School, is a private Preschool - 12 college preparatory school. The school 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.

Website: [www.yismyanmar.com](http://www.yismyanmar.com)

Facebook: Yangon International School

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## **YIS Administration**

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## Message from the Principal

Welcome to the 2017-18 school year at Yangon International School Elementary!

At YIS, our students are learners today and leaders tomorrow. 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 are committed to providing an exemplary standards-based educational program and a robust after-school activities program. Our teachers support students with a wide range of abilities and are committed to helping each child achieve academic and personal success.

Parent involvement in school is a critical component of a child's educational success. To this end, we welcome working in partnership 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 your child's education.

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.

Have a wonderful year at YIS!

Sincerely,



Mrs. Deanna Emond  
Elementary Principal

## School Overview

### Mission Statement

Yangon International School, a private K-12 college preparatory school, seeks to foster the development of the whole child, 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.

### To achieve the school's mission, the school believes in:

- A strong English literacy program that is fundamental to success in all other subjects.
- Treating each child as an individual who develops at his or her own rate.
- Nurturing the academic, physical, artistic, emotional and social needs of each child.
- A close, cooperative and caring relationship between student and teacher, and between student and student.
- A positive learning environment based on respect, responsibility, safety, and an appreciation of parent and community support.
- Effective use of technology as a component in the learning process.

### The school emphasizes:

- High academic standards by encouraging students to achieve their full potential.
- Conceptual development, processes and skills.
- A broad curriculum that includes integrated approaches to learning.
- The development of positive attitudes towards learning, self, and others.
- Open communication between the school, home and community.
- An appreciation and celebration of Myanmar culture.
- A global perspective, including a respect for the environment.
- An appreciation and respect for individual and cultural differences.
- The promotion of critical and independent thinking skills.
- A love of learning to promote an attitude of lifetime learning habits.

### Shared Beliefs about Children

- Our beliefs about the nature of children will determine the way we treat them and the kind of education we offer them.
- We believe each child is unique. Each has special needs, abilities, preferred ways of doing things, personal ways of making sense of the world.
- Children also have much in common. They are naturally active, curious, creative, searching individuals.
- Children need love, acceptance, limits on their behavior, challenge and success. These all help them to grow and develop their abilities to the fullest.
- Play is very important to children. Through informal, imaginative play, they create meaning, stretch their imagination, practice social skills, try out ideas and learn how to cope with problems.



- Children need time to be children. Adults should not hurry childhood. Too many pressures, too much emphasis on using every minute productively, on achieving maximum results, can rob children of their right to live fully as children.
- Children tend to live up or down to the expectations of important people in their lives. In fact, they thrive on high expectations as long as they feel assured that making mistakes is part of the learning process and something everyone does, and that successful learning often requires considerable risk taking.

### **School-Wide Learning Results for the Elementary Grades K-5**

#### Academically well prepared

- I am ready to work hard and do my best in everything.
- I try to communicate well.
- I try to solve problems by myself.



#### Socially responsible

- I'm responsible, independent and I work and play with others.
- I try my best to be an honest person.

#### Culturally sensitive

- I show respect towards others and I respect other cultures.

#### Personally fulfilled

- I feel good about myself.
- I try to follow healthy habits.
- I like to learn and I am curious to know more.
- I know that working hard will help me reach my goals.

### **School Culture at YIS**

At Yangon International School we seek to foster the development of the whole child. We believe this is best achieved through a positive learning culture that includes quality relationships between and among all members of the school community (teachers, students, parents).

In order to achieve this we place an emphasis on importance of:

- Positive Character Traits
- Safety
- Good manners
- Sportsmanship

We discourage:

- “Put downs”
- Sarcasm of any kind

We encourage certain types of behaviors including:

- Responsibility
- Respect
- Trustworthiness
- Fairness

- Caring & Empathy
- Citizenship

We encourage the development of certain values including:

- Integrity
- Honesty
- Tolerance
- Cooperation
- Perseverance

## School Admission Policy

Prospective students and parents should be familiar with the school's program, facilities, and student expectations. YIS maintains high expectations for academic performance. The school promotes appropriate social activities, the appreciation of the Myanmar culture, and the personal fulfillment of each student.

The school provides a challenging program with instruction in English. An American curriculum is used with materials from the US. Because of this, it is critical that the child have a level of English that is appropriate to his/her grade level. This includes an acceptable level of reading, language usage, speaking, and written skills.

Admission is based on a review of records, report cards, standardized test scores, past comments, age, maturity, class numbers, and acceptable performance on the school's screening assessments.

**Age Guidelines:** Age is the first criteria taken into consideration for the placement of students at any grade level. Exceptions are possible, but only after careful evaluations have been made by teachers and the principal following consultations with parents. Final decision for grade placement rests with the School Director. Kindergarten students must be five years old by September 1, in the year they wish to begin school.

For preschool, pre-kindergarten, and kindergarten the student must be toilet trained before the first day of school. The child should be able to feed and dress him or herself in an age appropriate manner. They must be socially mature enough to benefit from the school experience.

**Procedures:** Parents should complete an application form available from the Admission Office. As much as possible, three years of school records, grades, reports, and any standardized testing should be submitted from previous schools. YIS requires a copy of student records before a child is allowed to enroll at the school. Records are especially essential at the high school level due to the evaluation of credits to meet the YIS graduation requirements. Records must be in English or with official translations. To fulfill the YIS graduation requirements, students from non-American accredited schools may need to attend YIS for a minimum of two consecutive years. If a student is coming from another accredited American school, he/she may enter as a senior. Health records must be provided and children must be immunized per school policy.

Students are expected to be well-behaved. If there are comments on discipline or poor citizenship, the school will investigate this by contacting the previous school.

All children will be given a screening assessment to determine their suitable placement in the school. The screening will include a writing sample, a math test, an informal interview, and an assessment in reading. During the interview, we are analyzing the child's oral communication skills. The appropriate level of English is expected before entry can be considered. If there is a concern about the screening results, the appropriate grade level or subject teacher will be consulted in order to make the final placement or acceptance decision. If a child shows evidence of limited English language proficiency, the child will be referred to the ELL teacher for further assessment. Should the child require services, the amount of ELL assistance and support depends on the needs of the student.

Children may be exempted from screening assessments if they are coming from another American or international accredited school and records indicate acceptable grades and courses. Screening assessment is necessary for specific subject placement such as math.

Children and parents will meet with the principal and counselor before enrollment at the school is granted. In some cases, students will be admitted on a provisional basis so that faculty members can further assess if the student will experience success in the school's program. Occasionally, a student may be initially placed in a lower grade level if it is felt that the student could have more success at this level. Also, calendars and school years with international schools do not always match, so a judgment needs to be made on the appropriate placement of the child and what is best for his/her continued learning and overall development. Whenever possible and preferably for the high school level, applications should be submitted in the spring of the preceding school year.

YIS provides ELL support as possible. The amount of ELL support time depends on the needs of each student. If a child requires continuous ELL support, there is a fee. It is currently at \$500 per semester.

YIS does not have a special education or learning disabilities program, so students with identified learning problems are not accepted. Students with mild disabilities may be admitted if it is determined that the child can be successful.

By policy, tuition must be paid in advance in order for a child to be admitted to school. Tuition fees and procedures for payment are available in the office.

Parent Expectations: The school expectation is that parents support the mission, vision, and purpose of the school. It is hoped that parents will be actively involved in the learning process where possible. It is hoped that parents will partner with the school to supervise homework completion and to drop off and pick up students in a timely manner. The school will work with the parents to develop well-disciplined and responsible students. The positive support and active involvement of parents is highly appreciated.

### **Summary of Documents Needed for Admission**

- Completed admissions' forms
- School records (report card copies, transcripts, certificates, test scores, for the last three years of school) If necessary, official translations to English.
- Grading scale from previous school
- Final academic certificates from the Ministry of Education for each year completed (Myanmar students only)

- Copy of passport (international students only)
- Birth certificates and personal identification number from Myanmar students
- All required fees and completion of billing forms

By policy, tuition must be paid in advance in order for the child to be admitted to school. Tuition fees and procedures for payments are available in the central administration office.

**Provisional Acceptance:** A student offered provisional acceptance at YIS is given this status because of concerns about his/her suitability for the YIS academic program. As such, it is a similar case to having an academic warning. After the student's grades for his/her first quarter are made available, there will be an obligatory meeting involving the student, the homeroom teacher, the counselor, the parents and the administrator. At this meeting, the teacher, the counselor and the administrator will consider the student's progress.

If the student's academic performance is at an acceptable level for his/her grade level, the student's provisional status will be removed, and the student will continue as a regular YIS student.

For students in the secondary school, his/her grades and progress will be considered: an F, or two Ds in any subjects will result in the placement of the student on academic probation. If this is the case, the parents, student and principal will sign an agreement that states the expectations of the school and will include a timeline of grade reviews. If the student does not show significant improvement to an acceptable level of academic improvement during the subsequent quarter, the student will not be allowed to continue at YIS for the following academic semester or year. Further educational testing may be requested from specialists to assist the school and family in better understanding the child's situation.

**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. The following are some behaviors we have seen as children adjust to a new school and community.

- Some children come cautiously into the new school. They remain quiet and reserved for a while and gradually get acquainted with new people and things and make new friends. This is a relatively steady transition.
- Some children dislike the school at first. Everything about their old school was better, bigger, more fun, harder, more interesting. Sometimes if children have very strong personalities, they may bully other children. Gradually they settle in and begin to make friends and enjoy themselves. Sometimes these behaviors continue, but are less exaggerated.
- Some children are very upset by the move to the new school. Perhaps they have changed grades in the move as well, and their confidence is shaken. Sometimes this takes a while to overcome.

Some children come to the 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.

## Student Attendance

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual student. The regular contact of the students with one another in the classroom and their participation in well-planned instructional activity under the supervision of a competent teacher are vital to this purpose. There is also a direct relationship between poor attendance and academic failure. Students with good attendance records generally achieve higher grades, and enjoy school more. 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.

Attendance is recorded on the student formal report. The school is concerned with attendance issues (excessive absences and/or tardies). However, if a child has a high fever, excessive coughing, diarrhea or vomiting the student must be kept home. 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 concerns will be noted by the principal on the student's formal report card.

## Student Absences

The school will monitor student attendance and notify parents of excessive absences. Students are expected to make up any and all work missed. The school will call home when a student is absent for three consecutive school days. Students are excused from P.E. and swimming for medical reasons only and must bring a note from home or the doctor to be excused.

## Notification Process for Attendance Concerns

### Excessive Absences

**Step One - After a student is absent 7 days:** A letter will be sent home from the principal's office outlining the school's concern about attendance with a copy of procedure.

**Step Two - After a student is absent 14 days:** The school will contact the family and arrange a parent conference with the building principal to discuss the student's absences, the attendance procedures, and to discuss what the school can do to assist.

**Step Three - After a student is absent for 21 days:** A parent conference will be held with the classroom teacher, school counselor, building 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 to school on time. Excessive tardies will result in, the classroom teacher informing the parents of the concern upon 5 tardies. Should the issue be unresolved, a letter will be sent by the principal to the family after 7 tardies. Should the concern continue a meeting will be required between the principal and the parents.

**Doctor or Dentist Appointments:** Whenever possible, please arrange doctor or dentist appointments for times other than school hours. In cases where this is not possible, please inform the elementary/middle school 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.



**Medication at School:** If a student needs to take medicine during school hours, the medication must be left with the school doctor or his/her designee. The container must be clearly labeled with the student's name and instructions for administration. Parents are requested to come into the office to discuss the necessary information regarding the dispensing of prescribed medication. Prescribed medication will not be given to children without the written permission of the parent.

Students, who require emergency/occasional medicines for headaches, asthma, etc., should leave a supply with the doctor. A parent's note should also be submitted for non-prescribed medicine. Parents should discuss with the office and teachers the use of long-term medication and emergency medication for certain conditions such as severe allergies and asthma. Parents are required to update health information with the office, should a change in a child's health status occur.

## Attendance and Quarterly Grades

A student will have ten calendar days to make up work missed due to absences. 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. IF there is insufficient evidence or specific class work that cannot be made up, the student will receive the code of (I) on the work indicating that there is insufficient evidence to assess the student's level of proficiency due to incomplete or missing work.

## Grade Exemptions or No Grades

Grade exemptions are rarely allowed. An exemption will only be given if the student entered the school late in the term causing him/her to miss more than half of his/her classes and it is not realistic to make up the missed work.

## Holidays – Make-Up Work

We encourage families to plan trips according to the school calendar. If this is not possible, teachers are “not” responsible for re-teaching lessons or 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



At YIS Elementary, we believe that homework is a joint responsibility between the home and the school. We view homework as an extension of class, which is a reinforcement of classroom experiences and complements classroom lessons. Remember, that learning progresses at an uneven pace and guard against becoming impatient or over-critical. Encourage your child to do their best!

We believe our homework policy and standards should be communicated clearly by teachers to students and to the home.

Our homework policy is built upon the following beliefs:

- Homework encourages student responsibility.
- Homework helps students develop regular study habits essential for succeeding in later grades.
- Homework reinforces learned skills.
- Homework is meaningful and relevant to the curriculum.
- Homework is an opportunity for parents and teachers to be partners in their child's education.

Parents can support children with homework by:

- Providing a quiet place to study
- Working out a consistent schedule of time when homework is to be done.
- Providing basic materials such as a desk, table, proper lighting, dictionary, and supplies.
- Seeing that work is neatly completed and returned to school when due.
- Communicating with the teacher on a regular basis or when problems arise.
- Providing help to your child by reading directions and getting them started on more challenging assignments.
- Ensuring that homework is top priority.
- 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.
- Review completed work.

### Suggested Homework Timetable:

Grade	General Homework	Reading Homework	Total Minutes
Preschool through Kindergarten:	No homework, but we strongly encourage parents to read to and with their child, discuss activities, etc. with them.		
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

## Student Arrival/Dismissal

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



**Morning Arrival:** For safety reasons, students should arrive to school between 7:30-7:45 a.m. Students who arrive earlier than 7:30 a.m. must wait outside the school entrance under the supervision of an adult (parent, relative, sibling, driver, or caregiver). There is no adult supervision until 7:30 a.m.

**123 Lower Campus (PS-2nd Grades):** At 7:30 a.m. students should go directly to the gymnasium. Teachers will conduct a brief opening exercise for all students at 7:45 a.m. After the opening exercise classes will proceed to their classrooms with their teacher.

For the afternoon preschool and prekindergarten sections, students should arrive between 11:45 a.m. - 12:00 p.m. Students arriving earlier than this time 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 at 11:45 p.m.

**Main Campus (3rd-5th Grades):** At 7:30 a.m. students should go directly to the cafeteria and sit with their class at the designated table. Students are not permitted to go to their cubbies or classroom first. Teachers will accompany their students to class at 7:50 a.m.

## School Timings

Grade	Arrival	Classes Begin	Classes End	Dismissal
<b>123 Campus</b>				
PS & PK AM Classes	7:30-7:50 a.m. Gymnasium	8:00 a.m.	11:00 a.m.	11:00-11:10 a.m. Lobby Exit
PS & PK PM Classes	11:15-12:00 a.m. Gymnasium waiting area	12:00 p.m.	3:00 p.m.	3:00-3:10 p.m. Lobby Exit
Kindergarten	7:30-7:50 a.m. Gymnasium	8:00 a.m.	2:00 p.m.	2:00-2:15 p.m. Lobby Exit
1st & 2nd Grades	7:30-7:50 a.m. Gymnasium	8:00 a.m.	3:00 p.m.	3:00-3:15 p.m. Gymnasium Exit
<b>Main Campus</b>				
3rd Grade	7:30-7:50 a.m. Cafeteria	8:00 a.m.	3:00 p.m.	3:00-3:15 p.m. Reception Exit
4th Grade	7:30-7:50 a.m. Cafeteria	8:00 a.m.	3:00 p.m.	3:00-3:15 p.m. Snack Bar Exit
5th Grade	7:30-7:50 a.m. Cafeteria	8:00 a.m.	3:00 p.m.	3:00-3:15 p.m. Snack Bar Exit

**Waiting for Student Dismissal:** Parents/guardians are asked to wait in the cafeteria area on the Main Campus or in the garden area. On the 123 Campus, parents/guardians should wait either in the lobby or gymnasium seating areas. Younger siblings are to remain with the parent/guardian while waiting for older siblings. This will help to ensure that hallways adjacent to classroom remain quiet and free from distraction.

**Dismissal Process:** To ensure a safe and orderly dismissal process, parents/guardians are asked to pick students up only from the assigned exit. Please do not collect the child prior to their arrival at the designated exit. Teachers will bring students to assigned exits at the end of the school day and will be students to parents/guardians. Please allow teachers to dismiss students from the area in an orderly and systematic process. On the 123 Campus, parents are asked to complete a form providing the names and photo of individuals authorized to collect students from school. This must be submitted within the first week of attending classes.

Students should go home after dismissal at the end of the day unless they are in a supervised activity. For your child's safety, any child found unsupervised on campus at the end of the school day will be escorted to the principal's office. This will result in recess detention the following day.

**Late Pick Ups:** Students who are not picked up within 15 minutes of the dismissal time will be escorted to the campus elementary office. A principal/parent conference will be scheduled with parents whose child is habitually picked up late.

## Communication with School

Effective communication is critical for a positive and productive partnership and ensuring that we do it well 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. Parents change locations, businesses, internet service providers and telephone numbers and we do not always hear about it immediately. You cannot assume that your child will tell us. Parents are required to notify the administrative office of any change in contact information.

### Modes of Communication

**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. If a parent has a concern or issue regarding their child, he/she is requested to speak directly to the child's teacher. This approach usually resolves issues more effectively. The teachers will encourage you to contact them and to make arrangements to meet when it is necessary. Sometimes teachers will contact you to make a time for a meeting. If you want to meet with teachers please contact them by telephone through the respective elementary office to make an appointment time.



The school principals are also available to talk over any issue related to your child and the school. 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 anytime during the year it is crucial that we find out as soon as possible to keep the communication channels open.

**Letters from the Principal:** The school sends home a newsletter or specific topic letters from the principal throughout the year. In these documents, you will receive information about things that have occurred in the school as well as information about upcoming events.

**Parent Information Board:** A Parent Information Board is set up on each campus, important notices and communications are posted there.

**Classroom Communication:** Written correspondence is regularly sent home to parents with students. 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 book bag on a daily basis. Teachers send home a weekly newsletter containing information about the curriculum and class events. Communication may be in printed form or by e-mail.

## **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 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 language, inappropriate gestures, or physical abuse will not be tolerated. Students will show respect to property; their own, the property of others, and to the school facilities and furnishings. Students will show respect to all cultures. Students will abide by all laws and customs of the host country.
3. Students will behave with regard to their own safety and the safety of others.
4. Students will not possess, consume, or use substances which are illegal or harmful to their bodies. Specifically, these substances include illegal drugs, inhalants, alcohol, and 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 classroom has established class rules that are unique to the successful functioning of the particular 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 the elementary have the option of purchasing shorts to put under their dresses. All students have required gym wear consisting of a school t-shirt and shorts. Students must bring swim suits for swim days. Uniforms will be available for purchase the week before school starts and ongoing.

- Students must wear the uniform each day except on special designated days.
- Students may not alter the uniform.
- 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 respectfulness toward Myanmar culture related to modest dress.
- Students must wear appropriate black shoes (not sandals) for school and 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 styled hair etc. .
- Pierced facial parts and noses.
- Boys are not allowed to wear long hair. Hair must come above the ears and sideburns must be no longer than half way down the ear. Facial hair or beards are not allowed.
- Excessive or expensive jewelry may not be worn. Girls' earrings are limited to one pair only. 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. The school is not responsible for lost jewelry items.
- Long finger nails are not allowed. Girls must not paint their finger nails and nails should be a natural color.

## Inappropriate Physical Contact

**Rough Play:** Rough play including pushing, shoving, hitting, kicking, and biting is unacceptable and is not allowed at school. Fighting at school is not tolerated and can result in suspension or expulsion.

**Physical Displays of Affection:** Inappropriate and intimate displays of affection are not acceptable. Girls and boys should not have physical contact. This includes kissing, hugging, hand holding, and arms around the other person. It is acceptable for students of the same sex to hold hands as an act of friendship. In general, physical contact with another person of the same sex should be with good judgment and should not be distracting to the learning environment. Teachers will make a judgment on what is appropriate for their classroom.

Students are encouraged to have friends and positive relationships. However, girl and boy discussions should be among larger groups. A boy and girl should not be seen alone in parts of the building that are not being supervised.

**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 action/communication that are interpreted in a negative manner.

Bullying is a form of harassment that is characterized by **repeated** and **escalating** incidence of purposeful and hurtful actions, either direct or indirect, that make it more and more difficult 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.

**Consequences:** Any form of harassment or bullying will not be tolerated. Any such incidence will be reported to the teacher, counselor, or 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.



**Ethics:** Academic dishonesty is defined as (but not necessarily limited to) the following:

**Cheating:** The giving or receiving of information on an exam, test, quiz, or other evaluation exercise, in such a way that would be considered cheating. This could include copying from another, the bringing of notes into the test, the sharing of a calculator or information on an electronic device with another student without the teacher's permission, or other similar unauthorized help.

**Plagiarism:** Using someone else's ideas or statements as one's own without giving credit to the author, in such a way that would be considered plagiarism. This could include not giving a proper citation in a research paper by crediting the source of information, the copying of another student's work (i.e. homework assignments) and handing it in as one's own, the giving of one's work to another to copy, or any other similar use of another's work.

**Consequences for Cheating or Plagiarism:** YIS holds honesty and academic integrity as high ideals. Students are expected to adhere to honesty, trustworthiness, and personal integrity at all times. Cheating, plagiarism, or any form of academic deceit will not be tolerated. A conference will be held with the parent and student to discuss the incident. Appropriate consequences for cheating or plagiarism include: receiving an (N) not meeting standard on the assignment; redoing the work; and recess detention. Repeated or serious instances of academic deceit could result in suspension. A record of offenses will be kept in the principal's office.

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

- The use or possession of alcohol, tobacco, inhalants, and related products, or drugs that are not prescribed is prohibited at school or during any school activities on or off campus. Prescription drugs must be left with the doctor's office. These will only be administered by the doctor, or her designee.
- 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.
- Cellular/hand phones may not be used during school hours. If brought to school, cell phones must be kept in students' bags or lockers.
- iPads, I-pods, MP 3's and other hand-held electronic devices may not be used at school unless it is under a teacher's supervision.

**Theft and Vandalism:** Students have the right to a safe and secure environment. Students are expected to be honorable and to demonstrate respect for other people's property and for the school's facilities and property. Any form of theft or vandalism is unacceptable.

Any theft or vandalism incident should be reported immediately to the appropriate teacher, counselor, or administrator.



Students who are found to be guilty of theft or vandalism will be subject to appropriate disciplinary action depending on the circumstances of the case. Serious cases will be subject to 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 be a discipline problem during the probationary period, he/she will not be allowed to continue at YIS for the following semester. The parents and student will be informed of this in writing and with a conference.

### **Technology Use and Guiding Principles:**

YIS's technological resources are dedicated to further 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 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 that is necessary for a school assignment the technology department staff can temporarily unblock that 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, log-in information, including name, address, telephone number, and/or photos.

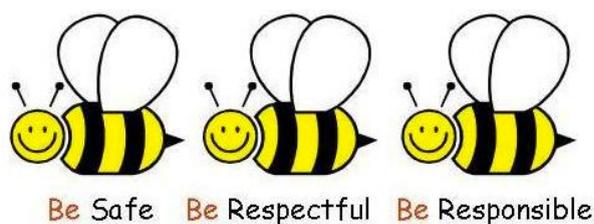
**Electronic Resources:** Please be aware that there are practical limits to the capacity of all the school's electronic resources including web pages, server folders, etc. The school reserves the right to limit network resources or require a user to remove excess files, even if educationally oriented. 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

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.

### School-Wide Expectations - 3 B's



### General Safety Rules

- Walk in the buildings.
- Stay out of and off of 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 talk, run, or play while in these areas. 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 restroom and require permission to see doctor

### General Recess Rules

- I will show respect for all adults by following their directions.
- I will show respect for others by playing fairly and using respectful language.
- I will be responsible and ask a 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 place.
- 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.

### **Swing Safety**

- Sit on your bottom and hold on with both hands.
- Friends and teachers can push from behind only.
- Swing front to back. Spinning is not allowed.
- To get off, slide your feet to slow down and then get off.

### **Soccer Safety:**

- Stay on your feet.
- Don't show bottom of your shoes, (high kicking).
- Play whole recess for the same team.
- Demonstrate sportsmanship.

## **Cafeteria/Lunchroom Rules and Procedures**

- All food remains in the cafeteria/lunch room.
- Students sit and remain seated at assigned tables.
- Students use quiet voices.
- Students must request permission before leaving seat.
- Students must receive permission to visit main campus canteen (lunch finished/hand raised).
- Students ensure area is clean after eating.

### **Elementary Cafeteria/Lunch Room Rules**

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

## Textbooks and Resources

Students are responsible for all books issued to them. Books are very expensive and should be treated with the utmost care and respect. No writing is permitted in hard cover 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.

## Promotion, Probation and Retention Criteria

**Elementary:** 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 for Student Support Services. 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.

## Parent Partnership

**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. In addition, a parent or student may request a private conference as needed.

**Parent-Information Sessions:** A series of parent information 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.

**Open House:** At the beginning of each school year we have an Open House. The details of Open House are sent home shortly before the event. During the event you get a chance to meet your child's teachers. They will talk to you about the curriculum, the expectations and about the various activities that will happen throughout the year. 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.

## 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 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.
- Get 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.
- Accept an invitation to help in the classroom by: reading to a small group, hearing a child read, sharing a skill or hobby with a group, writing or typing some of the younger children's stories.
- Act as a resource person.
- Help on school trips and at sporting events.
- Participate in School Advisory Committees.



## Host Culture Studies

The Myanmar Studies program is offered five days per week in a six day schedule in grades Kindergarten – five.

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**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 the Myanmar Language (speak, read, write, listen).
- Have an awareness of the link between language and culture.

## Student Service Programs

### Elementary School English Language Learner (ELL) Services

The Yangon International School ELL 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 ELL methods. The ELL curriculum develops the skill 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. **A fee is charged for this program.**

YIS offers two types of ELL 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 ESL teacher, he/she will exit from the program.

### Elementary Guidance Program

The elementary guidance program supports students, staff, and parents to maximize each students' potential through the delivery of a developmentally and culturally appropriate 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 KG 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 positive self-image
- become more aware of the relationships between themselves and others.
- recognize their own needs and goals.

**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 are determined by the children's needs and interests.

### **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 any and all field trips. Students with medical conditions will be required to submit an additional medical form to express wishes for handling their needs.

### **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.

### **Emergency Response Plan**

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 library and assembly area will become the "safe" gathering areas 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, e-mail 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.

## 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.

### Visitors to Campus

During the instructional day, visitors to campus should report to the Main Office on the main campus or Reception on the 123 Campus. To reduce disruption to the learning process, visitors to campus should not go directly to the classroom during the school day.

### 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 located on the first floor of the main entrance to the school. Students may come to collect their personal effects before or after school.

### 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 assumes no responsibility for lost, damaged, or stolen items.

### Housekeeping

Students in grades PS-5 are capable of accepting responsibilities to assist in tidying 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 and Hand Phones**

During attendance at assemblies, school performances, and classroom presentations, parents and other guests are requested to turn off their hand phones so appropriate attention, without distraction, can be given to the students and other presenters. Cellular/Hand 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 hand phones on campus without the expressed permission of the class teacher, assistant, or administrator. Students are not permitted to use hand 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 the 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.





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### Acknowledgement of Receipt of Handbook

Dear Parents:

Please read and review the Yangon International School Student/Parent Handbook. It is important that parents and students understand the expectations, rules, policies, and procedures of YIS. Your signature will indicate that you have reviewed and discussed the handbook together and that you agree with YIS in our efforts to keep our school safe and orderly.

I acknowledge that I have received and understand my rights and responsibilities as a student and parent of the student at Yangon International School as explained in the YIS Student Handbook.

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/guardian Signature \_\_\_\_\_

(Students must return this receipt to their classroom teacher within the first week of the school year.)

Parent/Student	Comment's
_____	
_____	
_____	
_____	
_____	