

Progress through Education



**YANGON
INTERNATIONAL
SCHOOL**



SECONDARY STUDENT & PARENT HANDBOOK

**FROM JANUARY, 2024 ONWARD
GRADE 6 - GRADE 12
YANGON CAMPUS**

Website: www.yismyanmar.com / www.yis-yangon.edu.mm
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YIS Administration

2023-24 Administration, Coordinators and Student Services

Director	Mr. Mike Livingston
Secondary Principal	Dr. Hugh Schoolman
Technology Coordinator	Mr. Robert Bauer
International Baccalaureate (IB) Coordinator	Ms. Tshering Dema
College Counselor	Ms. Chia Vang
7th through 12th Grade Counselor	Ms. Chia Vang
6th Grade and ES Counselor	Ms. Crista Everett
Athletic Coordinator	Mr. Chris Cronin
School Librarian	Ms. Nadine Dewit

Administrative Support Staff

Director's Administrative Assistant	Ms. Amethyst @ Naw Thynn Lei Aung
Secondary Administrative Assistant	Ms. Htet Htet @ Khin Swe Lynn
Secondary Office Assistant / Transcripts	Ms. Mary @ Khin Thu Thu San
Admissions Officer	Ms. Thet Su Swe
Admissions Assistant	Ms. Ei Khine Myo Aung
Accounting / Cashiers	Ms. Nwai Oo Khaing Ms. Lin Lin Su Kyi
Athletic Dept. Admin Assistant	Mr. Michael @Law Ki Boi
Main Campus Receptionist	Ms. Phyo @ Phyo Wint Wint Kyaw
Uniforms	Ms. May Zin Oo
School Doctor	Dr. Sai

Secondary School Teaching Team - YIS Yangon Campus

EAL/ELL	Ms. Christine Baker
HS English / IB Language A1	Dr. Kerry Best
MS/HS English and Social Studies / HS Intro. to Business	Mr. Tim Maxwell
MS English-Lang Arts and Social Studies	Ms. Kate Berlin Harrell
HS Social Studies / IB Economics	Mr. Jim Dayton
HS Social Studies / IB & HS Spanish	Mr. Francisco Vives
IB & HS Mandarin	Mr. Clark Gao
IB/HS Mathematics / IB Extended Essay Coordinator	Ms. Anne Martin-Bauer
IB Mathematics / IB Physics & HS Science	Ms. Liza Valero
MS/HS Mathematics	Ms. Teresa Vecino
MS Math	Mr. Jaren Vecino
MS/HS Music / IB CAS Coordination	Ms. Evelyn Kelton
Myanmar Music & Dance	Ms. Mya Thida
MS Myanmar Studies	Ms. Hlaing Hlaing Myint
IB Myanmar Lit / HS Myanmar Studies	Ms. Khin Saw Wai
Physical Education/Health	Mr. Chris Cronin
ES / MS Physical Education	Ms. Ashvita Panvelkar
IB Chemistry & Physics / IB Theory of Knowledge	Mr. Tim Palladino
HS Science / IB Biology	Ms. Tshering Dema
MS/HS Technology & Computer Science / HS Yearbook	Ms. Katrina Lehman
MS/HS Visual Arts / IB Art	Mr. Scott Rosenberg
ES / MS Visual Arts	Mr. Florence Farm
IB Psychology	Mr. Tom Rosevear
ES / MS Visual Arts Teacher Assistant	Ms. Myat Nilar
Teacher Assistant / Science Lab Support	Ms. Thida, Ms. Myo

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 each of our students as a participating global citizen and lifelong learner. As an International Baccalaureate Diploma Program school, our students now cap their YIS experience with a program 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 House system activities. Our dedicated faculty and staff offer exemplary support to ensure all students are successful in working toward academic and personal success.

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 our Handbook carefully and to discuss items included in this Handbook together. Additional details and specifics can be obtained by contacting your child's teacher or the YIS Secondary School office.

Thank you!

Dr. Hugh S. Schoolman
Secondary Principal
Yangon International School



Dr. Hugh Schoolman

Secondary Principal

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.

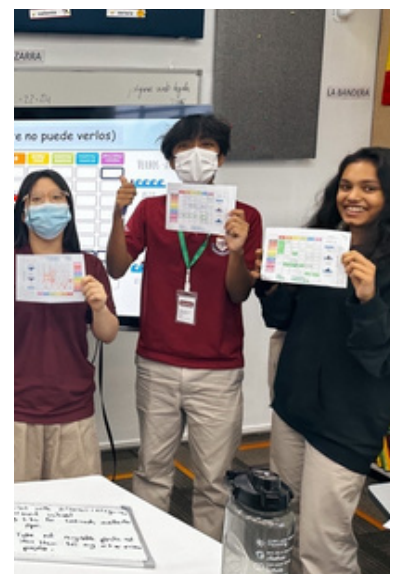


Culturally Sensitive Students:

- 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 believe these attributes can help students become responsible members of local, national and global communities.

As IB learners we 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

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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 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 community. We plan our Middle School Program to emphasize our Expected Schoolwide 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 are highly visible and accessible. Students are given opportunities for leadership and service learning through Student Council, Model United Nations, clubs and a variety of other activities. Passion Projects 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 part of the Passion Project initiative—offers students an opportunity to team with and engage in competitive and cooperative activities with fellow middle schoolers across grade levels. Myanmar 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. The Class of 2023 represented the first cohort to sit exams for the IB Diploma, and most high school instructors are trained in and offer courses in the International Baccalaureate 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. High school students at YIS have the opportunity to gain both the IB Diploma as well as the YIS high school diploma.

High schoolers become more diligent about coordinating their activities and studies. They are learning about themselves and how to be strategic in their academic and personal endeavors. These patterns offer them a preview to what our students will experience at the university level.

Student reports focus on academic standards in each subject area, 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 their lives 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 – 1:35pm
Break/Passing Time:	1:35 – 1:45 pm
Period 4:	1:45 – 3:10 pm

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.

Brothers and sisters who are waiting to go home with their siblings must be supervised by the guards at the front of the school. They are not allowed to move about the school unless also in a supervised activity.

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 not eligible to participate in a sporting event on that day. Also, if a student is absent on Friday or the final day of the school week, s/he should not participate in a weekend event. (An exception for a required medical appointment or procedure may be granted in certain cases.) Similarly, a student who has already earned one or more detentions for late arrivals within a semester period will not be able 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. 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. Thus, 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 if excessive absences and/or tardies are noted. Students who miss 15% or more of any given class or classes during a semester or academic year will be in jeopardy of 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 from them.

If a child is sick, the student must be kept home. Immediately after (and if feasible during) a period of absence, students are expected to be in touch with teachers to determine a revised 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.

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. 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 member of the secretarial team), stating the reason and means of transportation by which the student will leave. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or officially-recognized guardian by a staff member. 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.

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 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 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 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 delays) will be excused, generally there is no differentiation between excused and unexcused tardies. Upon the fourth tardy to school and every subsequent tardy within a quarter, (and after a 6th tardy within a semester), students will be assigned a detention. Upon one's eighth late arrival, 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.

Closed Campus

Our goal is to keep students safe and accounted for. Thus, YIS has a closed-campus policy. Students are not allowed to leave campus during the school day from the time of student arrival until the conclusion of the school day. Students may not leave the school grounds at any time without signed permission from a school administrator (or his/her representative) and accompanied by a parent or guardian. A note of permission will be requested by YIS campus guards to allow for departure from campus. A violation of this policy can result in disciplinary action. (Exceptions to this policy may occur during IB exams or for other specified events.)

Appointments

Class time is critical. Whenever possible, please arrange appointments for times outside of school hours. When this is not possible, please inform the main office 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 in contact with secretarial staff and signed out by a parent/guardian; if the child is returning to school on the same day they are required to check in with secretaries in the Secondary office.

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 requirements are met.

Attendance and Quarterly Grades

When students miss assessments, this creates extra work for teachers in terms of scheduling reassessments, and causes students to often have to wait for tests to be returned--thus negatively affecting multiple other members in our educational community. Missed assessments, if it becomes a pattern, often leads to poor academic performance. When a pattern of missed assessments is noted, parents will be called in immediately and a conference will take place.

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 needs to be completed to improve these grades. A parent conference will be requested.

Missing or Late 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 plan 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. If the student is unable to submit the necessary work by the end of the quarter, he/she will be given an "I" grade for incomplete work on her/his Progress Report or Semester Report Card, and the student is responsible for communicating with teachers on what is required to dismiss the "Incomplete" designation. All work must 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. Incompletes should be avoided at the end of the semester and cannot be given at the end of the year unless due to a serious documented medical situation.

Homework

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

The amount of time that students spend on doing homework will vary from day to day, by grade level, and qualities of individual students. Generally, you can expect that the children will be assigned more homework at each progressive grade level. The classroom teacher will communicate the 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
- Reviewing completed work
- Informing the teacher of observed difficulties
- Encouraging your child to do her/his best
- Giving your child positive support through asking questions and perhaps demonstrating a skill (e.g. using a dictionary), or through offering an example

Please resist the temptation to engage in or share in the completion of schoolwork. Remember that learning will often progress at an uneven pace and 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 and is important to us. 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, parents will be charged a fee for damaged or lost items.

Parent Partnership

Maintaining Updated Contact Information

Teachers are encouraged to get in touch with you on 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, we strongly request that students be included in such conferences unless there is a strong reason for this not to occur.

Parent Information Sessions

A series of parent informational sessions/workshops 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. Meetings related to the International Baccalaureate program and college admissions will be held at strategic junctures in the school year as well. Parent suggestions for future sessions are welcomed and encouraged.

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 other 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 establishes classroom norms that are unique to the successful functioning of that 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. 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 skirt or pants. Males in the secondary school are required to wear long light-brown pants. Specified YIS "hoodies" can be used during the school day. Specifically,

- Students must wear the uniform daily.
- 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 respect toward Myanmar culture related to modest dress.
- Students must wear appropriate black shoes (not open-toed shoes or sandals) for school, and gym shoes for PE classes.

- Shoes that are approximately 90% black are acceptable; shoes that are less than 90% black are not.
- Wearing caps, hats, or head coverings inside school is prohibited during school hours unless the head covering is for religious purposes.

The following items or styles are not permitted:

- Dyed hair or hair with highlights.
- 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 must not be painted or extended so as to draw attention.
- Excessive or expensive jewelry 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 situation is not rectified, students may be required to wait in the visitor waiting area and/or to work on his/her own--until the dress code issue at hand has been 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 Physical Education classes.
- **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 the 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 initial intervention taken by the school. Committing a documented offense at any level, for repeated infractions, will generally result in elevation to the next level, unless specific consequences for certain behaviors have been defined in this or another portion of the Handbook. The Levels are described below:

- **Level-1 Offenses:** These offenses are those that do not result in damage to property, do not jeopardize others' safety, and do not offend or harm others.
- **Level-2 Offenses:** These offenses are those that are deemed insulting, jeopardize the safety of others without resulting in direct harm, and most first-time documented instances of academic dishonesty. A Level 2 offense warrants an automatic referral to the Division Principal and parent communication.
- **Level-3 Offenses:** These offenses often result in 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 is also

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

- **Level-4 Offenses:** These offenses are extremely serious. They include physical assault of staff or community members 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
LEVEL1	<ul style="list-style-type: none">• Dress code violations• Disruption or interference with classroom teaching and learning• Leaving the classroom without permission• Disruptive and inappropriate behavior on campus or school-sponsored event• Refusal to comply with staff instructions, classroom or school rules• Inappropriate / unauthorized use of electronic devices	<ul style="list-style-type: none">• Verbal warning by teacher• Phone call, email, or note home to parent by teacher• Conference with teacher• Detention (lunch or after school)• Loss of recess / flexibility during free time• Other consequence as defined elsewhere in Parent-Student Handbook

	Examples of Level 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
LEVEL 4	<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 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 not be on campus. It is the student's responsibility to request make-up tests, quizzes, or work missed during the time of suspension.

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 personal 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 known, or should be known, to be inappropriate, unwanted, demeaning, or cruel that makes the 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 the situation 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, or principal. A form developed and disseminated by the counselors can be used for such reporting.

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 may be required to engage in counseling.

Off-Campus Responsibilities

The behavior of students off campus is fundamentally the responsibility of the individual student and parents. Students must continually be aware, however, that they are always the representatives of YIS while in the wider community and should conduct themselves in such a manner. If it can be verified that students in an off-campus setting have engaged in illegal behavior or behavior 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 are not acceptable. 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 students' academic responsibilities and decision-making. The policy shares aspects of our overall Handbook policy and adds a focus on topics such as acceptable use of Artificial Intelligence (AI). This year, IB students have signed an agreement form for, and are held responsible for the contents of the new policy. The policy will inform and be merged with current academic honesty and behavioral policies in the Secondary Handbook for 2024-25. High school students should review the new YIS IB student policy that will be shared with them separately.

https://yisygn-my.sharepoint.com/:w:/g/personal/tdema_yis-yangon_edu_mm/EYOonGN2KeZNt4izmlH-l6wBfcHFxtTH4ptLX1DN9B8zaQ?e=Lyexnl

Technology Department 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. If a student does not comply with these expectations, teachers may confiscate the phone during a class. 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. Inappropriate use of cell phones may lead to the suspension of student cell phone use and/or disciplinary consequences as outlined in the Student Behavior Guidelines.

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 and mask (if a mask is required school-wide at that time)
- 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

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.

Although we generally only report disciplinary actions to colleges when specifically asked, certain unusual circumstances may compel the school administration/ counseling department to contact the institutions to which a student has applied. YIS reserves the right to exercise judgment in such cases. Only the most basic of pertinent information is communicated and college admission personnel are requested to contact the student directly should additional information be required. This policy is in compliance with the National Association for College Admission Counseling's Statement of Principles of Good Practice.

Use of Elevators

During the 2022-2023 academic year, grade 12 students will be allowed to use the elevators during the school day as a "Senior privilege." Should any senior abuse this privilege, they will lose their option to use the elevator. The "Seniors only" rule applies during school hours. Students in other grades risk detention if making decisions contrary to the school's elevator policy.

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 on the 4th floor or higher 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 documentation.

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. Further, YIS reminds its students and parents that the legal driving age in Yangon is eighteen.

School Health Clinic Services

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

When the doctor and/or school administrator deems a child too sick or injured to remain in school, parents 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.

All visits to the clinic are logged by the doctor.

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.

All areas noted below represent general guidelines:

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, all prescription medications are not to be distributed by the clinic. In emergency situations, Benadryl may be given prior to consent, and parent/guardian will be contacted immediately. Tylenol, paracetamol, aspirin, or Motrin 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 if absolutely necessary and as long as the parent brings the medicine in the original container, labeled with student's name, to the school doctor with instructions (dose & time). They will be administered for a maximum 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.

Sore throats: If strep throat is suspected, the parents should be called to take the child to their regular doctor and the proper antibiotics can then be prescribed.

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

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

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

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

Chickenpox: All students with open/draining lesions will be excluded from school. They may not return until all lesions are crusted & healing. The Principal and secondary office team must be notified.

Fever: The student will be sent home with a temperature above 100 degrees F or 38 degrees Celsius. Appropriate tests should be conducted to rule out COVID. A student must be fever-free for 24 hours without the use of a fever-reducing medication to return to school.

Head injuries: All head traumas will be reported to the parent/guardian immediately. The Principal and secondary office team must be notified and the student will be sent home if needed. The parents are advised to observe the child for any swelling, bleeding, dizziness, or other complications. If these symptoms are present, the parent should take the child to their personal doctor or hospital.

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

Earaches: Unless it is a chronic pain or drainage is apparent, the child may be kept in class until break. The school doctor can check for inflammation and drainage, but cannot diagnose an ear infection; therefore, the child may be referred to a physician for further evaluation. Most children with earaches without temperature can remain at school.

Stomach aches: If the student has been in the clinic for 30 minutes or more without fever, vomiting, or diarrhea, they may return to class. If the stomachache continues, the parent/guardian should be called to take the student home. Upon initial complaint to the teacher, the student should be given the opportunity to use the bathroom or eat a snack. If a child has a medical condition that causes frequent stomach problems, it should be reported to the doctor or Principal so that a Plan of Care can be developed and special arrangements can be made.

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 library uses Destiny, a database that includes all school library resources. Students, families and staff can also access Destiny and online resources that are age-appropriate at home. 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.

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 in the library is prohibited
- 4.Maintain proper arrangement of tables/chairs before leaving
- 5.Return books to their proper places
- 6.Cell phones need to remain in silent mode
- 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.Lying on the floor is not allowed.

The Librarian will talk to individual students as required. Students who do not comply with requests will respectfully be asked to leave the library.

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 approved by both the council faculty sponsor(s) and the Principal.

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 tailored to the subject-area that guide instruction and assessment and which are aligned with international guidelines. Specifically, YIS utilizes the following standards to guide instruction and assessment:

- English as an Additional Language: 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)
- IB Courses are guided by specific IB guidelines in each subject realm

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 required for submission to universities for entrance. Therefore, in high school students earn a summary grade 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 for parents and students at the end of each semester 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 also on the non-academic skills of critical thinking skills, communication skills, social skills, self-management skills and research skills.

If students have not completed all required work by the end of quarter 1 or quarter 3, students may earn an incomplete for that standard. At the end of semester 1 and semester 2, incompletes need to be addressed and changed to a semester grade within a few days of the semester. At that time, if students have not turned in enough work to demonstrate their achievement toward any standard, students will earn the lowest mark possible. In the case that a student has earned multiple low marks (e.g., “1” or “2” in the high school) toward course standards in a specific course, the student may be required to repeat the course or engage in a related online course option to earn course credit.

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 to 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 within the time period set aside for them.

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”) or other tasks.

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 receives low evaluations, the classroom teacher, counselor, and administrators will review the individual case to plan support services and to provide special help. Parents may also be asked to consider a tutor or to provide additional help. A plan will be developed to improve the situation.

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 students will be kept informed 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 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 have to repeat that course (or a similar version online) during the summer or in the following year to make up the credit. The student will be promoted to the next grade if his/her other grades are satisfactory.

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

Parents may be asked to consider a tutor or provide additional help. The student may also be put on academic probation or potentially be retained in that same grade or not invited to continue at YIS for the following school year. The parents and student will be kept informed throughout these 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 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 Counseling: 0.5 Credit

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 cross the stage during 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.

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.

Parent Conferences

Parent conferences are scheduled once a year after the first report cards in October. Parents will be notified by teachers or counselors of any issues that might require additional meetings. If parents have concerns, they are encouraged to request a private conference with a teacher, counselor or principal at any time during the year.

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 deemed necessary are 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:

- 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.

English as an Additional Language (EAL)

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

Middle School – EAL Support

EAL 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 EAL support. This is designed for students who are struggling to meet grade-level literacy / general requirements.

The purpose of the Yangon International School EAL 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 EAL support classes. The EAL teacher works closely with regular classroom teachers to ensure adequate EAL support.

High School – EAL Support

A teacher will be available for EAL support on an individual or small-group basis when deemed necessary. In general, EAL should not be required for students entering the International Baccalaureate (IB) Diploma Program.

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. These excursions will provide YIS students with experiences that cannot be duplicated in school. 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 without exception. Fees may be required, and students with medical conditions will 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” the events of the trip; only students with valid permission forms can participate or be present.

International Excursions

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

As these are school trips, family members, guardians and/or drivers are not allowed to accompany YIS students on these trips unless special 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 determined each quarter using the previous quarter's report. Students' end-of-quarter grades will be used to determine eligibility for the following quarter.
- They are not on suspension or have not had attendance issues to that point. This will be determined by the Principal and the coach or sponsor.
- They have attended school for three or more periods to be eligible to participate in after-school activities on that same day, or have arrived tardy to school if having already sat a detention for multiple tardies. Exceptions must receive prior approval by the Principal.

Lunches

Students will bring their lunches to school in a suitable container. Colas and candy should not be brought to school for lunch. We encourage healthy choices 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. School rules apply during the lunch/recess time.

Students may engaging 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.

School Admissions Policy

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

The school provides a rigorous academic program with instruction in English. A curriculum is used with materials from the US and international sources. Because of this, it is critical that the child have a level of English that is appropriate to his/her grade level.

Admission is based on an interview and a review of records, past performance, 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 principal and /or director.

Procedures

Parents should complete an application form available from the office. The last two years of academic records are required. Students entering high school must submit a complete transcript from their previous school. Additional standardized or psychoeducational assessment results should be submitted by the family if the student was assessed within recent years. Any known learning need or difference must be declared by the family on the application. Additional assessment results or records may be required before an admission decision can be made. YIS reserves the right to request and receive a copy of student records before a child is allowed to enroll at the school. 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 school that offers the International Baccalaureate, she/he may enter as a senior.

Health records must be provided and children must be immunized per school policy.

All children will be given a screening assessment to determine their ideal placement level/ grade level in the school. The screening will include a writing sample and assessments in language usage, often a math assessment, and an interview at the secondary level. An appropriate level of English is expected.

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

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

Children and parents will meet with the admission staff 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. 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 her/his 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 much as possible. The amount of ELL support time depends on the needs of each student. YIS does not have a special education or learning disabilities program. 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 business office.

Summary of Documents Needed for Admission

- Completed admission forms: application form, development form, and health forms
- School records (report card copies, transcripts, certificates, test scores, for at least the last two years of school, and with official translations to English, if necessary)
- Copy of passport (non-Myanmar students only)
- Birth certificate from Myanmar students
- Copy of NRC card from Myanmar students, if it has been issued
- All required fees and completion of billing forms.

Provisional Acceptance:

A student offered provisional acceptance at YIS is given this status because of concerns about her/his 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 advisor, the counselor, parents and the administrator. At this meeting, the teacher, the counselor and the administrator will review 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: a "1" or "2," or two "3s" 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 might not be allowed to continue at YIS for the following academic year. Further educational testing may be requested to assist the school and family in better understanding the child's situation.

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, and
- Beginning in grade 9, a graphing calculator (TI-84 or TI-Nspire) is required for IB/Pre-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



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