Ypsilanti International Elementary School

Parent and Student Handbook

2019-2020

Welcome to 'YIES'

Dear Parents and Guardians,

It is our pleasure to welcome you to YIES. We hope the contents of this booklet gives you information that will help your child have a successful school life.

We invite you to become an active participant in our school community through volunteering, joining our PTO, or attending and supporting school events. Research clearly supports that when parents/guardians participate and are involved in their child's education, there is a greater likelihood of academic success for the child.

We truly believe that communication is the key to a successful educational experience. Together, we will continue to improve the quality of our school community and provide the best for the students at YIES.

Education is a partnership between the school, students, parents/guardians, and community. Our dedicated staff works very hard to meet the individual needs of all students, and maintain personal connections with their families. All children are more successful when we work as a team to achieve educational goals.

We wish you and your child a very happy year and look forward to creating a positive home-school relationship.

Sincerely,

Mrs. Sheriff,
Principal

Introduction

Ypsilanti International Elementary School (YIES) *is an International Baccalaureate candidate school.* During the candidate phase, YIES takes actions necessary to fulfill the International Baccalaureate® (IB) requirements for authorization. YIES is part of the Ypsilanti Community Schools District, currently serving children from preschool through fifth grade.

What is an IB PYP School?
The International Baccalaureate Primary Years Programme (IB PYP) is a curriculum framework designed for students 3 to 12 years of age. It focuses on the development of the whole child as an inquirer; both in the classroom, and in the world outside. www.ibo.org

Vision

Ypsilanti International Elementary School facilitates the development of lifelong learners who:

- Are creative problem solvers with a broad perspective of the world around them
- Are respectful, moral individuals who take pride in their national heritage
- Are equipped to participate in the community as team players and effective leaders

Mission

The mission of Ypsilanti International Elementary School is to strive to create a peaceful world by empowering students to be compassionate, innovative and reflective lifelong learners. We are a community that promotes, respects and values cultural diversity and open-mindedness. Through exemplary International Baccalaureate instruction we ensure that every YIES student becomes a culturally literate, inquirer and knowledgeable citizen.

Purpose Statement

At YIES we are committed to creating lifelong learners who are open-minded, caring, and responsible members of a global society. Understanding that every student is unique, we offer diverse opportunities in academics to cultivate students who are inquiring and knowledgeable thinkers. We demonstrate our passion for education through high expectations for our staff and students.

Our purpose is to create a safe and caring community where ALL students can grow socially, emotionally and academically. We work as a village of parents, teachers, students and community members to produce successful citizens.

Core Values

Two essential concepts support core values and beliefs: the learner profile and the IB attitudes.

The IB-PYP Attitudes are a vital focus in the development of positive attitudes towards people, the environment, and learning. These are the core values ascribed in the day to day IB attitudes we use:
*Appreciation *Commitment *Confidence *Cooperation *Creativity *Curiosity
*Empathy *Enthusiasm *Independence *Integrity *Respect *Tolerance

Core Beliefs

YIES believes that learning is an endless journey and focuses on making students lifelong learners. Students are engaged meaningfully to develop thinking, research, communication, social and self management skills to build themselves as independent learners.

*Inquirers *Knowledgeable *Thinkers *Communicators *Principled
*Open-Minded *Caring *Risk-Takers *Balanced *Reflective

YIES Creed

I am a YIES student
And an international scholar.
With youth and confidence on my side,
I will do all I can to stand taller.

I will appreciate the world I live in
And show empathy to those I meet.
I will engage my curiosity
My enthusiasm can't be beat!

I will be creative in my efforts
And cooperate when called.
I'll take pride in my independence
And show integrity with all.

I'll be respectful at all times
And let tolerance be my rule
I am a committed student
At our Ypsi IB School.

GO YIES!

YCS Traditional Calendar 2019-20

Link to Calendar: [YCS 2019-20 Calendar]

Sept. 3 First Day of School for Students
Oct. 2 Student Count Day
Oct. 11 1/2 Day - Staff PD
Nov. 1 1/2 Day - Records Day
Nov. 5 No School (Students) - Staff PD
Nov. 13-14 1/2 Day Parent Teacher Conferences
Nov. 27-29 No School - Thanksgiving
Dec. 23-Jan. 3 No School - Winter Break
Jan. 6 School Resumes
Jan. 17 1/2 Day - Staff PD
Jan. 20 Martin Luther King, Jr. Day
Jan. 23-24 1/2 Day - Staff PD, High School Exams/Records Day
Feb. 12 Student Count Day
Feb. 14 1/2 Day - Staff PD
Feb. 17 No School - Mid-Winter Break
Mar. 27 1/2 Day - Records Day
Mar. 30 - Apr. 3 No School - Spring Break
Apr. 6 School Resumes
Apr. 10 No School Staff or Students
Apr. 13 No School - Staff Comp. Day
Apr. 14 SAT Day
Apr. 15 & 16 1/2 Day, Parent Teacher Conferences
Apr. 17 1/2 Day - Staff PD
May 15 1/2 Day - Staff PD
May 25 No School - Memorial Day
Jun. 10-12 1/2 Day - Records Day, High School Exams
Jun. 12 Last Day of School

**Some dates are subject to change*

Bell Times

- 9:15 am - 4:15 pm Full Day
- 9:15 am - 12:25 pm Early Dismissal/Half Day

STAFF DIRECTORY

Staff	Role	E-mail Address	1-734-221 + Ext	Room
Cassandra Sheriff	Principal	csheriff6@ycschools.us	2402	Main Office
Michelle Rose Armstrong	Culture and Climate Coach	mrosearmstrong7@ycschools.us	2409	122
Kim Couch	Secretary	kcouch7@ycschools.us	2401	Main Office
Jennifer Ramey	IB Coordinator	jramey3@ycschools.us	2433	Main Office

Staff	Grade Level/Role	Room/Hallway	E-mail Address	1-734-221 + Ext
Lisa Payne	Pre-K 4 Teacher	103 Orange	lpayne9@ycschools.us	2415
Sherry Spinelli	Young 5's	108 Orange	sspinelli6@ycschools.us	2419
Seth Gore	Kindergarten	107 Orange	sgore3@ycschools.us	2418
Allison Westfall	Kindergarten	109 Orange	awestfall2@ycschools.us	2420
Jennifer Beauchamp	Kindergarten	105 Orange	jbeauchamp3@ycschools.us	2416
Rachel Anderson	1st Grade	110 Green	randerson7@ycschools.us	2421
Heidi Pevos	1st Grade	111 Green	hpevos2@ycschools.us	2422
Megan Jarvis	2nd Grade	113 Green	mjarvis6@ycschools.us	2424
Laura Taylor	2nd Grade	112 Green	ltaylor6@ycschools.us	2423
Aimee McVay	2nd Grade	115 Green	amcvay3@ycschools.us	2426
Sarah Flott	3rd Grade	117 Green	sflott5@ycschools.us	2428
Jennifer Page	3rd Grade	116 Yellow	jpage3@ycschools.us	2427
Tabia Patton	3rd Grade	114 Green	tpatton5@ycschools.us	2425
Tom Delaney	4th Grade	125 Yellow	tdelaney2@ycschools.us	2436
John Atkinson	4th Grade	118 Yellow	jatkinson7@ycschools.us	2429
Sue Fisher	5th Grade	123 Yellow	sfisher5@ycschools.us	2434
Vanessa Neil	5th Grade	119 Yellow	vneil8@ycschools.us	2430
Kayla VanEgmond	5th Grade	121 Yellow	Kvanegmond5@ycschools.us	2432
Kathy Fisk	Art	133 Main Hallway	kfisk7@ycschools.us	2447
Steven Keranen	Music	129 Main Hallway	skeranen6@ycschools.us	2439
Brian Brinsden	P.E.	Gym Main Hallway	bbrinsden3@ycschools.us	2408
Robert Evans	Science	Learning Center, Middle Hallway	revans6@ycschools.us	2414
Celeste Green	Spanish	106 Orange	cgreen2@ycschools.us	2417

Lisa Genoa	Teacher Consultant	126 Main Hallway	lgenoa3@ycschools.us	2437
Kate Devlin	Teacher Consultant	126 Main Hallway	kdevlin8@ycschools.us	2437
Marlana Evans	Media Specialist	Library, Middle Hallway	mevans7@ycschools.us	2444
Amy Downer	Instructional Advocate	Computer Lab, Main Hallway	adowner8@ycschools.us	2440
Jorge Cruz	ELL Specialist	Library, Middle Hallway	jcruz3@ycschools.us	2444
Malorie Kleiber	Social Worker	124, Main Hallway	mklieber9@ycschools.us	2435
Melanie Harner	SE Social Worker	124, Main Hallway	mharner4@ycschools.us	2435
Latrice Robinson	Psychologist	102, Orange Hallway	lrobinson7@ycschools.us	2412
Mariya Geftner	Speech and Language	104, Orange Hallway	mgefter8@ycschools.us	2413
Anne Kier	OT	102, Orange Hallway	akier9@ycschools.us	2412
Marie Bichakjian	PT		mbichakjian4@ycschools.us	
Paula Riccobono	School Nurse	Main Office	priccobono7@ycschools.us	2410
Lisa Bates Latasha Travis	Head Custodian PM Custodian	Main Hallway	LBates4@ycschools.us	2406
Pam Baker	Bright Futures Site Director	106, Orange Hallway	pbaker6@emich.edu	2417
Marie Dabney	YMCA Site Director	Learning Center Main Hallway	mdabney@annarborymca.org	2414

Parent Identification

Parents as well as staff are responsible for wearing identification at all times. All parents must first report to the office before moving about the building. At the office, parents will receive a visitor's pass. Please wear this pass at all times in the building. Teachers and staff have been instructed to direct anyone without identification to go to the office. Please do not be offended if you are approached by a staff member in the hallway if you are not wearing a visitor's pass; this procedure is designed to keep your child safe.

Emergency Information

There are many occasions for which the school may find it necessary to reach you during the day. Please take special care to fill out the emergency contacts in PowerSchool. Be sure to provide multiple contacts in case we are not able to reach you directly. Please remember to update your emergency contacts whenever you have a change of address, or a change of phone number in PowerSchool. If you move outside of the district, you will need to fill out a School of Choice application.

Dropping Off and Picking Up Students

Morning Arrival for Kindergarten (Young 5's) through 5th Grade

- Bell time is 9:15am-4:15pm. Tardy Bell is at 9:20am.
- School doors will open at 8:55 am for Kindergarten through 5th grade students, and 9:00am for Preschoolers. K-5th grade report to the cafeteria where breakfast will be served, and Preschoolers report directly to their classroom.
- For students safety, DO NOT drop students off and leave them unsupervised outside. We ask that parents/guardians stay with your child until the school doors open at 8:55am.
- Parents/Guardians please do not walk your child to their classroom. We want to ensure that all students are safe and accounted for.
- Students arriving after 9:20am are considered tardy, and will report directly to the front office for a tardy pass before going to class. ALL students who are arriving after the tardy bell, must be escorted to the front office and signed in by an adult. Please do not send your child to the front door alone.

Morning Arrival for Preschool

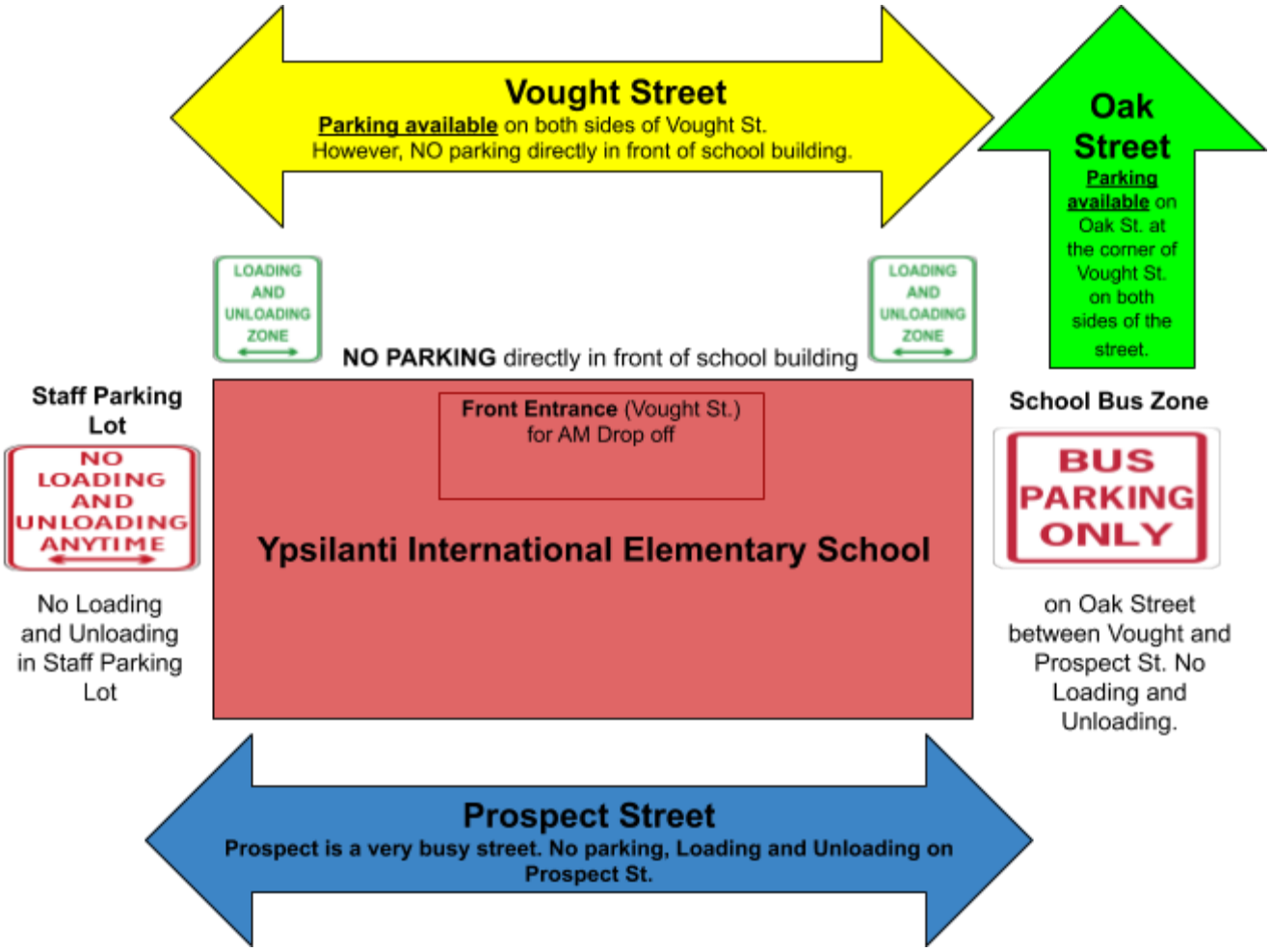
- **School doors open for preschool students at 9:00am**. Preschoolers should not report to the cafeteria.
- Preschool parents/guardians should take students directly to their classroom to sign them in. Adults must be 18 years or older to sign preschoolers in and out.
- Preschool students will join the morning assembly in the cafeteria with their teacher and return to their classroom for breakfast according to their daily schedule.

Parking during Drop off and Pick up

The STAFF PARKING LOT will be GATED AND LOCKED during MORNING DROP OFF (8:45am-9:30am), and DISMISSAL TIME (4:00pm-4:30pm). The STAFF PARKING LOT CANNOT BE USED FOR STUDENT DROP OFF OR PICK UP.

PARKING IS AVAILABLE on Vought Street, and Oak Street at the corner of Vought Street.

Directly in front of the school building, at the Vought Street entrance, is for loading and unloading only. No parking in this area between 9:00am-9:45am and 4:00pm-4:45pm. The loading and unloading zone is designated for students being dropped off who will walk into the school building independently. If you are walking your child into the school building, you cannot park in the loading and unloading zone.



Bus Transported Students Arrival

- Bus Transported students will enter the school building through the Oak Street entrance door.
- All bussed students will walk to the cafeteria for breakfast.
- A school official will be present in the hallway to greet and direct students to the cafeteria.
- There will be lunch supervisors, support staff and teachers on duty in the cafeteria and hallway to ensure the safety of all students.

Dismissal, Walkers and Parent Pick Up:

A. Walkers must be 1st grade or older to be permitted to walk home. Parent's written consent (e-mail, or letter) is required for all walkers.

B. Teachers will escort the students outdoors during dismissal.

Grade Level dismissal times are as follows:

- **Young 5's and Kindergarten** students will arrive at the **front door Vought Street** entrance at **4:00pm**
- **1st grade** student will arrive at the **front door Vought Street entrance** at **4:10pm**
- **2nd grade** students will arrive at the **front door Vought Street entrance** at **4:05pm**
- **3rd grade** students will arrive at the **door on the corner of Vought and Oak Street** entrance at **4:12pm**
- **4th and 5th** students will arrive at the **door on the corner of Vought and Oak Street** at entrance **4:15pm**

Grade Level dismissal times are as follows for ½ Days/Early Dismissals:

- **Young 5's and Kindergarten** students will arrive at the front door Vought Street entrance at **12:10pm**
- **1st grade** student will arrive at the **front door Vought Street** entrance at **12:15pm**
- **2nd grade** students will arrive at the **front door Vought Street** entrance at **12:20pm**
- **3rd grade** students will arrive at the **door on the corner of Vought and Oak Street** entrance at **12:25pm**
- **4th and 5th** students will arrive at the **door on the corner of Vought and Oak Street** entrance at **12:25pm**

Sibling Pick-up:

- We will accommodate parents with children in multiple grade levels who would like for all of their children to be released together for dismissal.
- The older sibling will report to the youngest siblings classroom at their dismissal, and will be released, **WITH THE CLASSROOM TEACHER**, at the younger siblings designated dismissal location.
- Siblings dismissal will only be made per the parents request.
- Students who are not picked up on time will return to the main office for pick-up.
- Preschool parents must report to the classroom to sign students in and out.
- Sibling dismissal only applies to Kindergarten (Young 5's) through 5th grade students.

Changes in Parent/Guardian Pick-up and Bus Transportation Routine:

For safety reasons, we can only accept pick-up or bus transportation notification changes for students from a parent or guardian. We cannot accept or honor a student, or older sibling, informing teachers not to place them on the bus, or make changes to their regular pick-up schedule.

Please contact the office, or your child's teacher directly to request pick-up changes at least 1 hour before dismissal time unless in case of an emergency. In some cases we will not be able to get to the bus in time to remove a child for office pick-up; especially when we are contacted when dismissal is in process. We will follow the student's regular pick-up/bus transportation schedule if we do not hear directly from a parent or guardian. Permanent bus transportation changes must be requested in the main office.

PLEASE WAIT OUTSIDE THE FRONT DOOR ENTRANCE FOR THE SAFETY OF THE CHILDREN. Do not enter the school building, or walk to the classroom to pick students up during dismissal time between 4:00 p.m.-4:15 p.m. *(we understand emergency situations*). Teachers are very busy during this time and child safety is always our first priority. When parents interrupt the dismissal process, learning is disrupted and child safety may be compromised.

D. Walkers will be released at the times designated by grade level above.

E. Students will be handed over to the parent/guardian outside of the school building.

- During inclement weather, students will be released from the vestibule of their designated release door.
- The person picking up your child MUST be on the emergency card as someone authorized to release your child to.
- We will not release students to parked vehicles, or persons standing across the street.
- For safety purposes, we will not release students to walk across the street, or release students to parked parked in the middle of the street. Students will only be released to cross the street at crosswalks.
- If an authorized parent/guardian is not outside of the school building to receive the student, they will be taken to the office. An authorized parent/guardian must report to the office to pick up the student.
- Preschool, YMCA, and Bright Future parents (ONLY) must sign their child out with the staff member in the designated classroom.
- Parents picking up students before 4:00pm must report to the main office for an early release pass.

Afternoon Dismissal for Bus Transported Students

- Students who ride the bus are assigned a bus number and route.
- Students will be dismissed, as the buses arrive, at the end of the day.
- Teachers will escort students to their assigned bus at the end of each day.
- ***For Kindergarten and Young 5's students*: If an authorized person is not at the bus location at the time of drop off, the student will be returned back to the school. The parent/guardian will be responsible for picking the student up from school.**
- **First (1st) through Fifth (5th) grade students do not require an adult to be at the bus stop to be released to walk home. We strongly encourage parents or an authorized person to be present to pick all students up from the bus stop.**
- Parents/Guardians please arrive at the bus stop at least 10 minutes before drop off/pick up time
- A teacher will escort your child to their assigned bus at the end of each day.
- If an authorized person is not at the bus stop to receive your child, they will be returned back to the school. You must come to the front office to pick your child up. ***If your child is repeatedly returned back to school due to an authorized person NOT being at the bus stop to receive your child, bus services may be suspended or terminated.***

Attendance

Regular attendance will help your child make steady progress in school, so please make sure your child comes to school each day. Parents will be contacted by school personnel after no more than five absences, tardies, or early pick-ups.

Should your child be out of school for illness or any other reason, call the school office at 734-221-2401, or your child's teacher, before school starts and leave a message that s/he will not be in school that day. The Washtenaw County Health Department is now requiring that we report the type of illness your child has (flu, asthma, etc.), please relay this information when you call to report an absence.

If your child is absent and we do not hear from you, we will do our best to contact you by phone within two hours after the school day begins. It is vital that we have one or more telephone numbers to contact you during the school day. If your numbers change, let us know right away. The submission of a note does not automatically excuse your child's absence. In addition, submitting a pre-arranged absence form does not automatically excuse your child's absence. If your child has been sick, please be sure to submit a doctor's note to clear their return to school. If no notice of authorizations is received by one day after return, the absence will be considered unexcused. *Please note that the district automated call system may contact parents with excused and unexcused absences on file.*

Our policy requires that absences from school be for "necessary and important reasons." Such reasons include, but are not limited to, illness, bereavement, other family emergencies and observance of major religious holidays of the family's faith.

Tardy Notice

Students are considered tardy at 9:26am. An adult must accompany, and sign in all tardy students in the main office. Students will be given a tardy pass to class, and offered breakfast if arriving before 9:45am.

Frequent Tardies and Absences

Students may be referred to a community liaison and/or truancy officer for the following:

- **Students with consistent and ongoing tardies (arriving after 9:26 a.m.) and/or early pick-ups (leaving before 4:00 p.m.).**
- Students are truant with 10 unexcused absences.
- Students are chronically absent when they miss 10% of the possible days of school (18).

Health Guidelines

The school nurse is available for consultation on any health concerns. The nurse asks parents to follow these guidelines that promote good health for all students:

1. Keep children home from school when they have a fever, persistent cough, runny nose, if they have vomited before leaving for school, have a rash, and/or they are complaining of "not feeling well." Call and speak to the nurse if you are not sure whether your child is ill.

2. Allow children to come back to school after an illness when they are completely well. **They should be fever free for 24 hours**. An extra day at home can save your child from developing another illness and exposing other children.

3. Always let the school know if your child has a contagious illness, so that other families can be informed of possible symptoms.

4. Children should not bring any medication to school without prior approval by the nurse and your child's doctor. Cough drops are not permitted. If your child needs medication, please contact the school nurse at 221-2401.

5. If your child becomes ill or has an accident during the day, you will be notified. If your child vomits during the day you will be notified and are expected to pick up your child as soon as possible.

Here are some specific guidelines of how we treat the following conditions:

Vomiting
If a child vomits during the day, s/he will be sent home or remain in the clinic/office until someone comes to get the child.

Ringworm
Ringworm is often identified by a circular rash on the body. As with any other rash, the student is considered contagious and must be picked up immediately. The child may return when s/he has seen a doctor. Upon returning, the infected ringworm area must remain covered. Classroom parents can expect to receive a letter from the nurse notifying them that a student in the class has been infected.

Lice
Student identified during school hours to have an active case of head lice:

1. Student may return to class but restricted from activities involving close head-to-head contact or sharing personal items with other children. The child can be sent home at the end of the day and should be allowed to ride the bus.
2. Notify parent/guardian directly. Offer emotional support to the parent/guardian as this is a difficult situation for all involved.
3. Send home a copy of the "Quick Guide for Managing Head Lice", and parent/guardian documentation of treatment form.
4. Classroom parent/guardian can expect to receive a letter from the nurse notifying them that a student in the class has been infected.

Student with suspected case of head lice returns to school:

1. Parents must accompany their child to the school office with confirmation of treatment.
2. Designated school personnel will re-examine the student's hair: Student will be readmitted to school if no live lice are found.
3. If live lice are found and not removed, the student may not be readmitted to class.

- Review with parent the manual lice removal techniques (caution: if chemical treatments were used, they should not be used again for another 7-10 days).
- Suggest parents call their pediatrician for further assistance.
- May also contact local health department or school nurse for assistance.

Pink Eye
If a child is suspected of having pink eye (or an unusually red eye and/or discharge), s/he will be sent home. The child may return to school after s/he has seen a doctor and medication has been started. Classroom parents can expect to receive a letter from the nurse notifying them that a student in the class has been infected.

Chicken Pox
Chicken Pox has become rare in schools. Children identified with chickenpox will be sent home. The child may return when the sores have scabbed.

Diarrhea, Vomiting or Stomach Pains

Keep your child home for the duration of diarrhea, pains or vomiting, and for an additional 24 hours after the last episode. If the illness persists for longer than 24 hours, take him/her to the doctor.

If your address or phone number changes during the year, please notify the school. In case of an emergency we must be able to contact parent/guardian.

Thank you for helping us keep our students healthy!

Immunizations

All children entering YIES are required by Michigan Law to be up to date on their immunization records. All students must have up-to-date immunizations prior to beginning school.

The following immunizations are required:

4 DPT - Diphtheria, Pertusis, Tetanus
3 OPV - Oral Polio Vaccine
1 MMR - Measles, Mumps, Rubella
3 Doses Hepatitis B Vaccine
1 Dose Varicella (Chickenpox)

These immunizations may be obtained from your family doctor, clinic, or from:
Washtenaw County Health Department Service Center. Call 734- 484-7200.

Immunization Waiver Information

Michigan parents or guardians opting out of the vaccinations required for their child or children to attend childcare or school, must now request a waiver from their local public health department. In Washtenaw County, Washtenaw County Public Health is providing the required educational sessions. **Call 734-544-6700.**

If a child is not up-to-date on her or his vaccinations, a waiver is required for the child to enroll in:

- a licensed childcare
- preschool or Head Start
- kindergarten
- seventh grade
- a new school district (or a new charter or private school).

School Closings

School closings are communicated via local news, social media, and through a phone system called School Messenger. Your phone number is entered on a computer database (Powerschool) that sends a phone call to your child's home, notifying the parent/guardian about snow days, emergencies, or school closings. To ensure that you receive these calls, please make sure that our office has your most current phone number. Once provided to the office, any changes to your phone number will be updated in the database immediately.

Emergency Drills

Fire, tornado, lockdown, and bus evacuation drills are practiced at school so children will know what to do in case of an emergency. The drill schedule will not be shared prior to the drill to ensure authentic practice.

Lost and Found

Items that are left behind, or found on school grounds are placed in the Lost and Found located near the art room. The school secretary keeps smaller items, such as glasses, money or jewelry. If a lost item has a student's name on it, it will be returned to the child's classroom teacher.

Please label your child's belongings, it's the best way to be sure it gets returned quickly.
If your child has lost something this year, please have them check the Lost and Found bin soon, or stop by during drop off or pick up. **Lost and Found items are removed and donated or discarded at the end of EACH month due to the amount of materials accumulated daily.**

If you think an article may have been left on the school bus, contact the Transportation Department at 734-221-2449.

School Dress

Parent/Guardians are requested to see that children are dressed appropriately for school and weather. Children should wear comfortable clothes to school. During wet, cold weather children should wear hats, boots, mittens, and warm outer clothing. Shoe boots are not to be worn all day long in school. If boots are worn, please provide another pair of play shoes for use in the classroom/gymnasium. See the district dress code policy below. Children should also dress appropriately for active play indoors and outdoors. These settings encourage students to explore their environment, so that **active** play opportunities are not curtailed. Children may get dirty from such activities, so please avoid expensive, or specialty clothing.

BOTTOMS

Pants, shorts, capris, skirts, and dresses must meet all the requirements below:

- Style: Must be worn at the waist and cannot sag.
- Length: Shorts, skirts, and dresses cannot be shorter than the end of the fingertips as the arm is at the side, and cannot touch the floor due to a tripping hazard.

TOPS

Must meet all the requirements below:

- Style: No vulgar or inappropriate words/graphic designs/logos on tops.
- Fabric: Any fabric with the exception of: transparent material.
- Length: At all times, tops must meet the top of the students' trousers or skirt. Belly tops are not permitted.
- Neckline: At no time will cleavage be visible.

THE FOLLOWING ARE PROHIBITED:

- Exposed undergarments (with spaghetti straps).
- Halter tops, tube tops, tank tops and muscle shirts
- Headgear (caps, hats, hoodies, bandanas, etc.) are not to be worn inside the school building at any time, *exceptions may be made per administration.

- Excessively tattered or torn clothing.
- Sunglasses may not be worn in the building at any time.
- Heavy metal chains.
- Slippers/house shoes.
- Flip flops/Open toe shoes.

****Any other item deemed inappropriate by administration**** Any student not in compliance with this dress code will be asked to change his/ her clothes, or parent/guardian will be contacted to bring appropriate attire.

Early Student Release

The following procedures must be followed when a student is released from school early:

1. **Parent/Guardian reports to the office.**
2. **Parent/Guardian signs the release register in the office.**
3. **Secretary notifies teacher of parent/guardian's arrival.**
4. **Secretary will call classroom and student will meet parent/guardian in office.**

Only those listed on the child's emergency card may pick up your child. YIES will not release any child to someone not on his/her card. Parent/Guardian may authorize Be prepared to show identification (driver's license, or picture id) at all times. Staff verifying release authorization may vary.

Transportation

Transportation is provided for students living in busing zones. Your child's safety on the bus is of the utmost importance. The following conduct should be encouraged throughout the school year.

The child must:

-**Be ready and waiting** for the bus
-Keep away from the bus until it is completely stopped
-Get on the bus quietly and sit down
-**Stay in the seat**
-**Follow the bus driver's rules and district bus rules**

Parent/Guardian must sign a Bus Conduct form prior to students riding the bus, and students must adhere to bus contract guidelines. Failure to adhere to guidelines may result in suspension or termination of bus transportation services.

Weapons Policy

At YIES toy guns, knives or other toy weapon replicas are not allowed. This conduct violation also carries severe consequences.

We strongly urge each parent and/or guardian to discuss in their own manner this weapons policy with their child. We all must be extremely careful and monitor what our children bring to school.

Student Discipline Guidelines

It is our commitment that every child in our building has the opportunity to learn free from threat of personal safety and that every child is dealt with fairly when problems arise.

Communicating Discipline Problems to Parents
The teachers at YIES will work with parents to resolve behavioral concerns as much as possible. The first step in the process is notifying the parent/guardian of the concern and the action being taken in the classroom. The most commonly used ways are by phone calls, email, parent-teacher conferences, and classroom discipline forms. If the problem is not resolved through these ways, or if the behavior is considered severe, the principal may be called in to help. An administrative discipline form is used in this case. Below is information about the two forms:

Classroom Discipline Forms:

- Classroom Discipline Forms will communicate behavior or discipline that occurs at the classroom level by the classroom teacher.
- These forms must be signed and returned to the teacher.
- A copy is kept as school/classroom records for the year only. **Classroom discipline forms are discarded at the end of the school year.**

Administrative Discipline Forms:

- Administrative Discipline forms will communicate behavior or discipline that is not resolved through classroom discipline or is so severe that it requires discipline by the principal. These forms must be signed and returned to the office.
- A copy is kept for school records. The information regarding the child's misbehavior is entered into PowerSchool (district database). Discipline records are included in the child's CA-60 when records are requested from other schools per state law.
- Copies of Classroom Discipline Forms will be attached to Administrative Discipline Forms.

Teachers understand that **predictability**, **clear rules/expectations**, and **routine** are extremely important in helping children understand their expectations and have a positive learning experience. Teachers use **positive reinforcement** and **Restorative Practices** to encourage students to make good choices and to help them resolve conflicts.

Teachers also use **consequences and interventions** when necessary. Consequences/interventions may include: cool down space or modify privileges to help promote productive and positive behavior. Teachers may not use belittling, humiliation, deprivation (e.g., not allowing a child to eat breakfast or lunch), or physical force as consequences. With younger children, temper tantrums occasionally require that the teacher or staff members hold a child until he or she is in control and is no longer a risk to personal safety or the safety of others.

Student Discipline by the Principal
There are occasions when classroom discipline is not enough to change behavior or when the behavior is severe enough to require the principal to deal with the situation. All behavior dealt with by the principal, will involve a discipline referral form. Consequences/interventions may include: restorative reflections, circles, verbal warnings, phone calls to the parent, community service, parent conferences, extended periods of time-out, or in-school/out-of-school suspension. The discipline process is as follows, as outlined in the:

YCS Student Code of Conduct
YCS Elementary Discipline Guidelines

LEVEL I DISCIPLINARY ACTION:
Level I Misconduct Violations are addressed immediately in the classroom, halls, lunchroom, playground and other school areas by attending staff. Parent / guardian contact shall be made aware of the violation at the discretion of the teacher or staff. The teacher or staff will document the violation and response in PowerSchool. Examples of possible responses follow. In-school interventions should be used.

LEVEL II DISCIPLINARY ACTIONS:
Level II Misconduct Violations may require a referral to the building administrator or designated school personnel. A referral may also be made to a school support system such as behavioral health professionals or restorative process provider. Violations will be monitored for increasing intensity and are cumulative in nature.
First Violation 1. Teacher or staff completes Student Discipline Referral (ODR), found in PowerSchool. 2. When the situation has de-escalated, a Restorative Plan may be developed cooperatively and given to all parties, including parent/guardian. 3. Appropriate in-school interventions will be utilized.

Second Violation 1. Teacher or staff completes Student Discipline Referral (ODR), found in PowerSchool. 2. When the situation has de-escalated, the Restorative Plan will be developed cooperatively and given to all parties, including parent/guardian. 3. Appropriate in-school interventions will be utilized. 4. Copies of the Student Discipline Referral (ODR) and Restorative Plan are sent to Parent/Guardian. 5. The teacher or Principal will contact Parent/Guardian.

Third Violation 1. Teacher or staff completes Student Discipline Referral (ODR), found in PowerSchool. 2. When the situation has de-escalated, the Restorative Plan developed after Violation 2 will be reviewed and revised as indicated. 3. Teacher-Student-Parent/Guardian-Administrator conference is mandatory and scheduled immediately. The Parent/Guardian is informed of Fourth Violation consequences should violations continue to occur. Parent(s)/Guardian(s) who do not attend the conference shall be notified, in writing, of potential Fourth Violation consequences.

Fourth Violation 1. Principal completes Suspension Notice. 2. Principal contacts Parent/Guardian (phone call or home-call/visit) regarding suspension before the suspension is implemented. 3. Out-of-school/program Suspension is implemented. 4. Length of suspension generally not to exceed three (3) school days but is at the discretion of the Principal. Severe circumstances may warrant suspension for a longer period of time but is not to exceed ten (10) school days. A student suspended from school is not allowed to attend school or any school-related activity for the period of the suspension. The student shall be assigned homework during the period of suspension for completion and submission to the classroom teacher on the day of readmission. 5. A referral will be made to the building support team for the purpose of developing appropriate interventions and plans to help resolve a behavioral problem. The team may assist in planning for the student's return and future success at school after serving a suspension. A referral may also be made to community-based agencies for additional intervention and/or assistance. 6. Parent/Guardian-Student-Principal conference is required with each out-of school/program Suspension.

Students and Cell Phones, YCS BOE Policy #5136

I. A student may possess a cellular telephone or other electronic communication devices (ECD) and electronic storage devices (ESD) in school, on school property, at after-school activities and at school-related functions, provided that during school hours the devices remain turned off.

II. Upon administrator approval and discretion, a student may use his/her cell phone during his/her lunch period in the commons areas only. During school events and/or in a school vehicle its use shall not be disruptive or distracting to the educational process, the scheduled activity, or other participants.

III. The unauthorized use of cellular phones and ECD/ESD to communicate or access information during classes or testing is prohibited and subject to administrator discretion. Except as authorized under this policy, use of a cellular telephone or other ECD/ESD in school, on school property, at after-school activities and at school-related functions will be subject to disciplinary action, which may include confiscation.

IV. Also, during school activities when directed by the administrator or sponsor, cell phones and other ECD/ESD shall be turned off and stored away out of sight.

V. The use of cell phones and other ECD/ESD in locker rooms or restrooms is prohibited. "Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violation related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the ECD.

VI. Possession of a cellular telephone or other ECD/ESD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

VII. Violations of this policy may result in disciplinary action against the student which may result in confiscation of the cellular telephone or ECD/ESD.

VIII. The student who possesses a cellular phone or ECD/ESD shall assume responsibility for its care. At no time shall the District be responsible for preventing theft, loss, or damage to cell phones or ECD/ESD brought onto its property.

Adopted 1/25/16

Backpacks

Each child will be asked to bring a backpack each day. Many notes from the office and communication from teachers will be coming home, as well as work completed by the children. **PLEASE CHECK AND EMPTY YOUR CHILD'S BACKPACK DAILY!**

Report Cards and Conferences

A report showing your student's progress is issued three times per year in November, March, and June. All parents will be scheduled for parent-teacher conferences at the end of the first marking period in November and again in March.

Two-Way Communication

What it means: Communication takes multiple forms and is responsive to families' native language preferences. Communication is both school- and family-initiated and timely and continuous, inviting conversations about the child's educational experience as well as the larger program.

Face-to-Face Communication. Meeting face-to-face is one of the best ways to forge a relationship. Some of the most common methods YIES use include:

- orientation events and/or individual intake sessions
- regular parent-teacher conferences
- conversations at drop-off and pickup times
- phone conversations (although not face-to-face, these can be a valuable supplement or alternative when families' schedules do not allow them time to talk in person)

Written Communication. At times, we will communicate in writing through letters and forms sent home in your child's backpack. To keep families informed about what their children are learning YIES uses (may vary based on teacher):

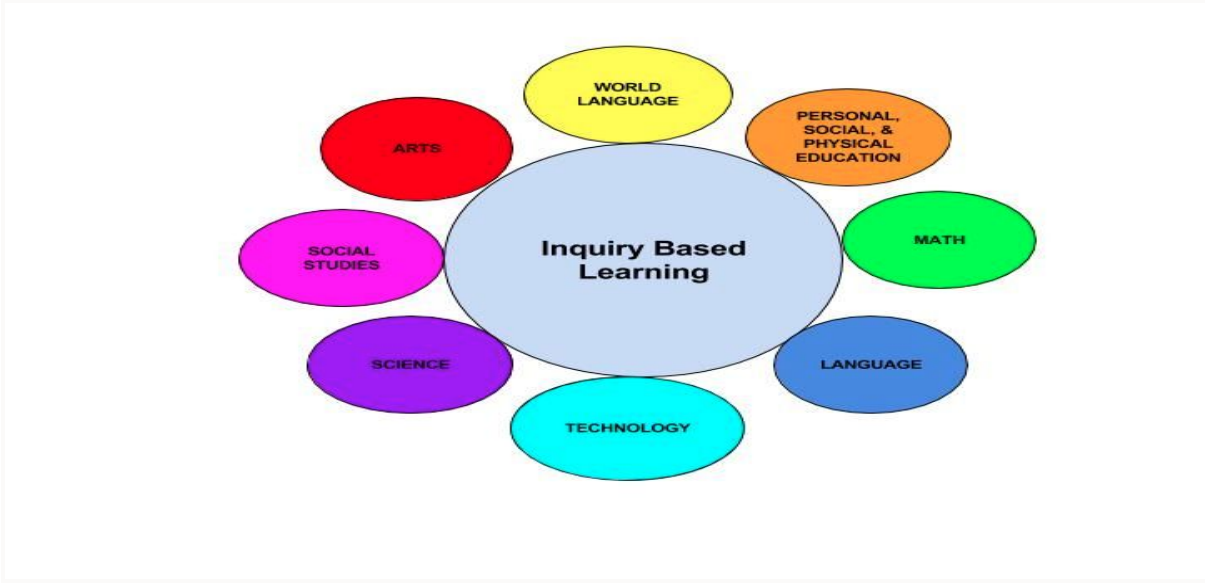
- log books
- daily or weekly reports
- newsletters
- handouts and fact sheets
- bulletin board posts

Online Communication. Many staff and families also rely on the convenience of online communication like email and online communities to support family engagement goals. YIES will determine whether families have easy access to the Internet or e-mail before solely relying on this method. Some of the online communications include:

- regular email to families
- Listservs
- Blogs
- social media
- photo sharing
- robo calls

Curriculum

Curriculum and Subjects at YIES:
The IB PYP is a curriculum framework, which is an organized set of standards or learning outcomes that defines the content to be learned and taught. This program develops the youngest students to be inquisitive, thoughtful learners. International Baccalaureate® (IB) programmes aim to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed.



<u>What is Inquiry Based Learning?</u>
Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge.

What is International-mindedness?
The term international-mindedness is used within the International Baccalaureate programming model. The focus of IB programmes "...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"

- Learning to know, do, be, and live, together
- Celebrating diversity
- Other ways of knowing
- Shared humanity
- The IB Learner Profile is central to international-mindedness.
- Cultural understanding and celebration, political awareness, understanding of multiple perspectives, global awareness, recognition and development of universal human values

What does a PYP classroom look like?

- A PYP classroom is organized to encourage students to become internationally-minded learners. Displayed items are interactive for students (consider eye level placement) and reflects a PYP approach to learning that permeates the classroom.
- The classroom is kid-friendly, engaging, and orderly. Everything posted has a clearly defined purpose relating to student learning.
- Classroom setup allows students to move easily between small group, whole group and individual learning activities.

<u>What does the IB require of Schools and Teachers?</u>

- A global perspective to content
- The implementation of the Learner Profile (describes the attributes of an internationally-minded person)
- Planning time for teachers at the same grade level AND different grade levels to write and reflect on their work
- Interdisciplinary units (units that include content from more than one subject area)
- Extensive training for ALL staff involved in the PYP Programme
- The involvement of the parent community in supporting the programme

What does the research say ?

- Research suggests that using inquiry-based learning with students can help them become more creative, more positive and more independent (Kuhne, 1995).
- This is true for all students, including those with special needs who require more individual attention during the process.
- Other academic research shows that inquiry-based learning improves student achievement (GLEF, 2001).

IB PYP provides schools with a curriculum framework of essential elements — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.

Schools work with the five elements to construct a rigorous and challenging primary curriculum for international education.

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

The PYP is organized according to:

- **The written curriculum**, which explains what PYP students will learn
- **The taught curriculum**, which sets out how educators teach the PYP
- **The assessed curriculum**, which details the principles and practice of effective assessment in the PYP

At YIES, we will continue to use the Common Core State Standards (CCSS) to guide math and reading instruction. In addition, we will implement the MAISA reading and writing curriculum. This is a workshop-based curriculum and is aligned with the CCSS. Also, we will implement *Guided Reading* and *Words Their Way* to support students' reading development and *Everyday Math* to support students' math development.

Children participate weekly in Unified Arts classes. Music class is where students learn to sing, play instruments, and move their bodies to music. At YIES, students also perform in musical productions. In Physical Education class students work on large muscle development as they run, climb, learn ball skills, and participate in a variety of activities that help them develop a strong, healthy body and learn basic skills for sports and physical activities. In art class; children explore colors, shapes, and textures, and have the opportunity to use a variety of media to create artistic pieces that will be displayed throughout the schools and local community. In Spanish class students learn the language in an interpretive, interpersonal and authentic way. Research shows that learning a second language increases understanding of students' first language and has shown to improve standardized test scores. Spanish for Kids makes languages come alive and helps prepare children for our global society.

Student Portfolios

All classroom teachers will help students develop and manage a student portfolio. Our goal is to show evidence of student learning. Portfolios are one method of collecting and storing information that can be used to document and assess student progress and achievement.
We want students' portfolios to:

- celebrate a student
- show a student's progress and development
- provide space for students to reflect on their work
- provide space for students to set goals
- show development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and attributes of the learner profile over a period of time.

We want the following transdisciplinary skills to be relevant to all learners:

- investigating
- creating
- communicating
- collaborating
- organizing
- becoming responsible digital citizens

Student Portfolios will also include (as relevant to the student's grade level):

- School-wide Goals
- NWEA Data
- NWEA Goals
- Other Assessment Data
- M-Step Data
- Student Work Samples
- DRA/Running Records

Student portfolios will be provided, maintained by students and housed by the classroom teacher. Portfolios will also follow each student to their next grade level.

Leadership Binders will be referenced during PLCs, parent-teacher conferences and daily with students. Students should be very familiar with what is in their binder and be able to speak to their assessment scores and goals. Please talk with your child about his/her Leadership Binder and offer encouragement and support in reaching their goals.

Language Policy

Purpose: The purpose of YIES Language Policy is to provide a statement of beliefs and practices about language and language learning that complement those of Ypsilanti Community Schools while supporting the IB philosophy. This policy defines language learning within the curriculum, community and seeks to identify, establish, and maintain practices that support both language learning and language development.

Ypsilanti International Elementary School encourages students to become independent, principled and knowledgeable world citizens. Intentional language learning is integral to achieve this goal. Language learning promotes a structured framework with which we seek to understand other cultures and perspectives. YIES students are expected to attain a confident and proficient level of oral and written proficiency in more than one language. The ability to communicate in more than one language

increases an individual's movement beyond the first language and home culture, while increasing an awareness of the world, and ultimately enables one to participate more fully as a global citizen. The learning process involves learning language(s), learning about language(s), and learning through language(s). Students learn about language and through language to foster knowledge, understanding, sensitivity, and appreciation of cultures, values, and traditions.

Beliefs:

- English is the primary language of instruction in Ypsilanti Public Schools. All core curricula and instructional resources, including Units of Inquiry and the Programme of Inquiry, are written and presented in English.
- All teachers are language teachers and all students are language learners
- A variety of teaching methodologies that focus on inquiry teaching and collaboration, all areas of language arts instruction are addressed.
- Language is essential to the development of social, emotional and cognitive skills. Language is used in multiple ways within a variety of contexts and for varied audiences.
- Language consists of strands (oral language, visual language and written language) which operate interactively. Each of these strands addresses both expressive and receptive aspects of language acquisition
- A student is an individual who has a unique background and culture including his or her mother tongue.
- Students become cognitively more flexible, creative and better at problem-solving when learning multiple languages
- Language development, support, and acquisition is the responsibility of our community of students, families and teachers.
- Language learning extends beyond the classroom and has close connections to the school library. The library has been organized in a way that labels books which highlight specific Learner Profile attributes.

Spanish Instruction/Language B:

YIES incorporates Spanish as Language B. Students in pre-k through fifth grade receive instruction in Spanish once a week for 50 minutes. Student instruction is provided by certified Specialist teachers who specialize in the area of Spanish. The purpose of this instruction is to immerse students into not just the language, but the culture and traditions as well.

- Classrooms support Spanish language learning through conversations and connections as appropriate.
- When applicable, attempts are made to incorporate meaningful Spanish connections to the Units of Inquiry.
- The Spanish-speaking world is explored through study and conversation that may include both the customs and geography of those regions.
- Technology is incorporated to enhance and expand learning when applicable.
- A variety of teaching resources including audio, video, authentic texts, and realia are used when applicable in the instruction of Spanish.

- Student is displayed.
- School "common areas" are labeled in Spanish. Labeling objects within the classroom in Spanish is a continuing and growing practice as is the incorporation of Spanish within the daily school-wide announcements.
- When possible, students and their families are provided opportunities to connect with the larger Hispanic community through interactions and events.

Family Language Supports:

- We encourage parents and students to continue to communicate in their Family Language whenever possible.
- We believe that the continued development of the Family Language is crucial for cognitive development and in maintaining cultural identity.
- It enables our school community to develop intercultural awareness and understanding, and enables students to maintain esteem for the language, literature and culture of their home country.
- Library books are available in diverse languages in school media center
- We encourage parents to use their Family Language outside of school as a way to maintain their child's connection to their culture.
- Parents are invited into the classroom, and to school events, whenever possible to share their language and culture.

English Learners:

- The goal of the Ypsilanti Community Schools is to provide every child, regardless of national origin or native language; a robust and meaningful education. Thus, students who are qualifying English Learners (ELs) are provided EL services through the district's EL Program. EL students are initially identified by the Home Language Survey which families are required to complete during the registration process.
- The frequency and amount of EL service is determined by the individual student's need. This need is based on both formative and summative assessments; most importantly the state required WIDA. When an EL student no longer qualifies for service, the student will continue to be monitored by EL instructors for four additional years.
- Each EL student will work to develop English proficiency based on state expectations and meet the same academic content and achievement standards that all students are expected to meet.
- Trained EL instructors provide direct service through small group instruction or by pushing in to the grade level classroom. Sheltered Instruction Observation Protocol (SIOP) strategies are embedded within EL instruction which includes instruction in Leveled Literacy Intervention (Fountas & Pinnell).
- Grade level and EL teachers continue to participate in district offered professional development which further explores both SIOP and culturally responsive teaching strategies.

Homework Policy

There is a lot of research lately that states that homework at the elementary age can be detrimental to a student's school success. As students move on to middle school, homework can be more beneficial but is most beneficial at the high school level. The teacher will know much more about the curriculum and the school culture, while you know more about your child's personality, tendencies, and family life. Teachers will have ongoing communications with you about daily activities in the classroom, individualized activities and/or assignments to enhance your child's academic success, as well as share ideas on how you can partner with your child at home to support their development.

At YIES, students are encouraged to read 20-30 minutes EVERY night. Students may also be given additional skill practice opportunities that your child's teacher may discuss with you. Your support and involvement in reading with your child each night, will contribute to your child's success.

Holiday and Religious Celebrations

Holidays and Religious celebrations at school are not supported by IB standards, and therefore not endorsed by YIES. At YIES, we acknowledge that our classrooms are natural extensions of our own culture so that we can begin to make room for the cultures of others. This is achieved each day, for all students by:

- Looking for ways to integrate cultural traditions of our families throughout our school.
- Add classroom visuals reflecting the racial and ethnic diversity of the students at YIES.
- Incorporate books with multicultural themes and different perspectives into the classroom readings and lessons.
- Explore themes that are common to all cultures.
- Take interest in our students' lives outside of school and asking questions about community events and traditions.
- Integrate ethnic art, music, and games into classroom activities.
- Support English language learners and their families with materials in their first language.
- Use current world events to teach students to read, think, and discuss from multiple perspectives.

Birthday Celebration and Snacks at School

YIES allows recognition of student's birthdays during the school day. **We have a healthy treats only option.**

YIES has a healthy treats only option! PLEASE understand this before bringing anything into the classroom, as we will not allow them in. The YCS Wellness Policy can be found here. A reader friendly version will be sent home to families the first weeks of school. The Approved Healthy Snack List can be found here.

Do not bring sugary snacks such as cupcakes, candy, or cookies. Healthy snack option examples include:

- Fruit and Cheese Kabobs (stay away from pointy sticks though!)
- Rainbow Fruit Cups.
- S'mores Snack Mix.
- Plain fruit kabobs.
- Creeper Rice Krispy Treats.

- Homemade Fruit Roll Ups.
- Caterpillar Fruit Kabobs.
- Apple and Grape Turtles.

Meals and Snacks

Breakfast, lunch and afternoon snack (for preschool only) are provided for children enrolled at YIES. Meals and snacks are planned in consultation with a registered dietitian and meet all federal nutrition standards as outlined under the Child and Adult Care Food Program (CACFP). Parental requests for individual variations in the menu for medical, religious, or personal reasons are honored when requested in writing by the family's health care provider. Additional documentation may be required.

Packed Lunches
The following are intended as guidelines, not rules. These guidelines will support students in developing healthy eating habits. Packed lunches should include:

- At least one portion of fruit and one portion of vegetables each day e.g. carrot sticks, cucumber, small apple or orange, banana, dried fruit, mini tomatoes, mango cubes.
- Meat, fish, or vegetarian source of non-dairy protein e.g. chicken, turkey, ham, beef, pork, tuna, lentils, kidney beans, chickpeas, falafel, soya, tofu.
- A starchy food e.g. bread, pasta, rice, crackers, rice cakes, oatcakes, pita bread, tortilla wraps.
- Dairy food e.g. milk, cheese, eggs, yoghurt, fromage frais.
- A drink of either water, fruit juice, milk, yoghurt drink, smoothie. (No fizzy drinks or glass bottles please.)

Other Issues:

- Please do not include sweets and chocolate bars in a lunchbox. We do not expect sweets to be eaten in school.
- Please do not include crisps in a lunchbox every day.
- Good alternatives are savoury crackers or bread sticks, cereal bars. (Remember to avoid nuts as we are a nut free school.)
- We would hope that cake would be limited. Perhaps consider healthy recipes such as fruit cake and carrot cake.
- High fat meat products such as sausage rolls, individual pies, corned meat and sausages should only be included occasionally.
- Children will be encouraged to eat their savoury food first.
- Children should not swap food.

Special Diets and Allergies:
Be aware of food allergies, often nuts, but not exclusively. The school recognizes that some pupils may require special diets that do not allow for the guidelines to be adhered to exactly. Parents will provide the appropriate diet for that child, another reason why children should not swap food items.

Program Staff

Staff receive ongoing intensive training in child development, positive guidance, CPR, first-aid, and a variety of other relevant topics.

Administrative staff are available to assist you with questions and challenges. Your child's teacher can tell you how to reach the supervisors for education, health, nutrition, mental health, parent involvement, disabilities, family services, and transportation services. A listing of the phone numbers for each is located in the front section of this handbook.

- The Background Process

Ypsilanti Community Schools requires a criminal background check on all employees and volunteers, under certain conditions, prior to having contact with children.

- Child Abuse Central Registry

The Child Abuse Central Registry name check is an additional background check required for individuals associated to any facility that cares for children. This requirement became effective January 1, 1986. Effective January 1, 1999, the Department of Justice now provides CBCB with notification of any subsequent child abuse reports after the initial check.

- Smoke Free /Scent Free Work Environment

For the health and protection of young children (many with allergies and respiratory challenges) no one is allowed to smoke on YCS premises or interact with children with the odor of strong scents such as smoke and/or fragrances.

Morning Assembly:

At YIES we are family. Students continue to develop international mindedness through the IB Attitudes and Learner Profiles, which shapes our culture and climate. Each morning, at 8:35am, all students and staff will gather in the cafeteria for a morning assembly. Parents are welcome and encouraged to attend morning assemblies. During the assembly, students have an opportunity to lead sessions, celebrate their success, and grow together as a community.

IB encourages a positive attitude towards learning. To support the growth and development of our whole community we will be sharing aspects of the IB Attitudes and Learner Profiles each day during morning assemblies. Parents are encouraged to talk to your child about the week's focus, and take ACTION at home, in our school, and wider community; as it is by our own example that our children will truly understand and develop these values. Students will have an opportunity to share how they took ACTION during morning assemblies, and in their classrooms.

Parent Involvement and Participation

Family Fun Nights will be planned throughout the year. Family Fun Nights will always have an academic focus but will offer families a variety of fun and engaging activities. All students are encouraged to bring the whole family. Food will be provided at certain events.

The YIES PTO is made up of parents, staff, and members in the community. This group meets throughout the year and plans fundraising, social activities, and other special programs for students and families. Parents are encouraged to participate in this group by taking the role of President, Secretary, or Treasurer, or simply by attending monthly meetings to give your input and support.

Parents/Guardians/Volunteers Visitations

YIES staff actively seeks volunteers and involvement from our families and community. We are excited about the opportunity to share with you the wonderful learning that is taking place at YIES. The staff also takes very seriously the responsibility of providing a safe and positive classroom learning climate for our students as well as maintaining a classroom environment that has minimal disruptions to the teaching and learning process. In order to ensure maximum learning opportunities for our students, we have developed specific guidelines and procedures that all visitors must comply with when visiting YIES.

The tardy bell is at 9:26am. A parent or guardian must sign the student in at the main office on the computer. Students will report to class independently. We have staff in place to ensure that students get to their classroom safely, and receive breakfast if arriving before 9:45am. If a parent/guardian requests to walk their child to their classroom, the parent/guardian must sign the visitor sign in sheet, and receive a visitor's pass from the main office. Parents/Guardians must not enter the classroom and disrupt the teacher during this instructional time. Teachers are available by appointment, after school, or before the school bell time to meet with parents.

1. All visitors must sign in at the office when arriving to the school, and inform the office staff the nature of the visit.
2. Classroom teacher will be notified of visitor's arrival.
2. All visitors must wear a visitor's badge while they are in the building.
3. All visitors must sign out in the office when leaving the building.
4. All visitors must enter the classroom quietly.
5. Visitors may not interrupt instruction or initiate a conversation with the teacher while s/he is working with students. Remember the teacher's first priority is to maintain a safe and stimulating environment where students are actively engaged in learning.
6. Visitors are expected to model appropriate classroom expectations and rules. Please do not interrupt the teacher or talk while the teacher is talking.
7. Visitors must silence cell phones when entering classrooms. Cell phone (e.g., texting, talking) use is not allowed in classrooms.
8. Visitors may only bring babies or toddlers to the classroom if they are visiting for 10-15 minutes.
9. Visitors may not bring food or drink in classrooms when observing or volunteering. This can be distracting to the learning environment.
10. Parents/Guardians wishing to drop off items and/or food to their child during the school day must wait in the main office; students will be called to the main office to minimize disruption of classroom procedures and instructional time.
11. Visitors who will have direct contact with students (including the classroom, cafeteria, playground/outdoors, field trips, and before and after school events) must have an approved background clearance on file before engaging with other students, or assuming direct supervision of students.
12. A background clearance is not required for parent-child observations, or school-wide parent-child events such as; field day, family literacy night, multicultural night, etc.

In addition, parents are welcome to schedule an observation visit to the classroom in which their child is currently assigned. The purpose of a classroom observation is to get a clearer understanding of the teaching and learning activities that your child is engaged in. An observation visit can also increase a parent's understanding of their child as a learner. Parents are encouraged to contact teachers ahead of time to determine if they have specific jobs/tasks that they need assistance with during the parent's visit.

During parent observations: for the least disruption of instruction time; parents should not engage with the teacher, or students during the observation period. Parents should schedule a time to meet with the teacher to discuss their findings, or concerns. Teachers should make themselves available to meet with parents before or, after the bell-time, or during the teacher's planning time. Teachers are not required to meet outside of their work schedule unless it is agreeable.

Teachers are responsible for assigning tasks, and directly supervising parents and other volunteers who will engage/have direct supervision of students in their classroom. Teachers are responsible for checking with the main office to ensure that a satisfactory background clearance is on file before assigning a task to the parent volunteer.

Other volunteer opportunities: Volunteers are needed to assist in planning and implementing special events such as the Scholastic Book fairs, maintaining outdoor areas, concerts, fundraisers, etc. These events may be held during school hours, after school, or evenings. Parents also may be asked to contribute refreshments or to assist with class and school wide celebrations. The parent-school relationship is an important part of a child's success. A satisfactory background clearance must be processed and on file for all volunteers. You may obtain a packet in the main office.

A satisfactory background clearance must be submitted and on file EACH school year. **It can take up to two weeks for clearances to be processed, so please submit them timely.**

Volunteer Requirement Forms

YCS Confidential Policy Form (signature required)

YCS Volunteer Release Form (signature required)

YCS Volunteer Board Policy

Thank you for your partnership!