

# **YingHua International School**

## **Family Handbook**

**2009-2010**

Founded in 2007, YingHua International School (YHIS), formerly known as YingHua Day School or YHDS, is the first non-profit private school on the East Coast of the United States that provides a Chinese-English dual language program within the curricular framework of International Baccalaureate (IB) while seeking official authorization.

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## **Mission Statement**

At YingHua International School (YHIS), our mission is to enable academic excellence and prepare students for compassionate, effective, and ethical global citizenship by facilitating English- and Chinese-language acquisition and instilling a passion for lifelong learning.

## **Philosophy**

At YHIS, we believe that students learn best in a supportive and diverse community, where every student, educator, staff member, and family is encouraged to strive for:

- Excellence
- Diversity
- Integrity
- Compassion

**Excellence** is striving for and being the best that we can be. It means high standards of teaching, learning, and all that we do. Excellence includes personal, social, physical, career, cultural, and spiritual development in addition to intellectual curiosity and rigor. It includes teamwork, community service and leadership.

**Diversity** is embracing difference and building on the best of all worlds with a global perspective. It embraces equity among cultures and peoples, and suggests respect for the natural world including its animal and plant inhabitants.

**Integrity** is excellence of character. **Compassion** is caring for diverse others. Both integrity and compassion are essential for guiding how we relate to and treat one another and are a critical cornerstone for what YHIS stands for.

# **Organization of School**

## **History**

“Ying” means English, and “Hua” means Chinese. Together, “YingHua” means blossom, the essence of a plant, which captures the essence a Chinese-English bilingual school like YHIS. On May 4, 2002, Dr. Bonnie Liao founded YingHua Language School (YHLS), a non-profit corporation (501c3) and also the first Chinese language school in New Jersey that fully adopted “Ma Li Ping Approach,” a proven approach for Chinese language acquisition for heritage learners. YHLS was also the first community school in the U.S. that was accredited by The Commission on Secondary Schools of the Middle States Association (CSS-MSA). On May 4, 2007, Dr. Liao founded YingHua Day School (YHDS), under the legal umbrella of YHLS. It provided full-time Chinese-English dual language instruction within the curricular framework of the International Baccalaureate (IB) while seeking official authorization. On May 4, 2009, YingHua Day School changed its name to YingHua International School (YHIS) to fully reflect the school’s international focus.

## **Board of Trustees**

The Board of Trustees is the governing body of YHIS. It consists of five members, four of whom have official votes. The Board is responsible for the establishment of policy, the appointment of the Head of School, and the development and preservation of the school’s mission, finances, and programs.

Members of Board of Trustees 2009-2010

Robert Eng, Ph.D., Chair

Bonnie Liao, Ph. D., Member, Head of School

Ed Greene, Ph.D., Member

Joy Zhao, MA, Member, Director of School

Stuart Chen-Hayes, Ph.D., Ex Officio, President of YingHua Family Association (YHFA)

## **Board of Advisors**

Members of the Board of Advisors are advocates for and advisers to the school. The Board of Advisors consists of five members, who provide advice to the school in their respective areas of expertise.

Members of Board of Advisors 2009-2010

Liping Ma, Ph.D.

Weiyun He, Ph.D.

Michael K. Klavon

Zhiyu Hu, Esq.

Shijian Zhou

## **YingHua Family Association (YHFA)**

YingHua Family Association (YHFA) was established in December 2008 as the primary vehicle for family participation to support YHIS in a wide variety of ways. Current YHFA Committees include: Strategic Planning, Public Relations, Community Service/Excursions, and Fundraising. All YHIS families are strongly encouraged to join a committee for the year. All YHIS registered parents and guardians are automatic members of YHFA. YHFA meets the first Tuesday evening at 7-8pm monthly from September to June for 2009-2010. All YHFA members are welcome to the meetings.

### ***Officers and Committees of YHFA 2009-2010***

President: Stuart Chen-Hayes  
Vice President: Sam Atchison  
Secretary: TBA  
Treasurer: Michelle Tan

### ***Strategic Planning Committee***

Chair: TBA  
Members: Steve Albin, Parker Block, Stuart Chen-Hayes, Bijay Kuwar, Lisa Potter, Satyen Trivedi

### ***Public Relations Committee***

Chair: Parker Block  
Members: Sam Atchison, Sharon Siao, Michelle Tan, Joy Zhao

### ***Fund Raising Committee***

Chair: TBA  
Members: E.J. Bley, Parker Block, Goska Costello, Bijay Kuwar, Michelle Tan

### ***Community Service Committee***

Chair: Stuart Chen-Hayes  
Members: Anne Mandel, Raj Ravikumar, Theresa Smyth, Justine Wu

### ***Class Parent Coordinator***

Annie Block

### ***Class Parents***

Pre-S Class Parent: TBA  
Pre-K Class Parent: TBA  
K Class Parent: TBA  
UG Class Parent: TBA

## **Academic Program**

### **Curriculum Overview**

#### ***International Baccalaureate***

The International Baccalaureate Organization (IBO), founded in 1968, is a prominent leader in international education. Headquartered in Geneva, Switzerland, it is a non-profit, mission-driven foundation working with over 2,000 schools in over 130 countries worldwide to develop and offer rigorous elementary, middle, and high school programs to over 707,000 students aged 3 to 19. While the International Baccalaureate (IB) programs cultivate internationalism and respect for other cultures, they are also grounded in the local community and help students gain practical experience in local and international communities.

The IB Primary Years Programme (PYP), one of the three IB programs, is designed for students ages 3 to 12. It encompasses social, physical, emotional and cultural needs in addition to academic development. PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools. At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. The IB Learner Profile also highlights the ten attributes desirable for all IB learners: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.

The threads of children's learning are woven together in the six transdisciplinary themes of global significance: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. It is supported and balanced by six subject areas: language, social studies, mathematics, arts, science, and personal, social and physical education.

YHIS follows the IB curriculum framework while seeking official authorization.

For further information about the IB programs, please visit [www.ibo.org](http://www.ibo.org).

#### ***Immersion***

According to the Center for Applied Linguistics, immersion programs are the fastest growing and most effective type of world language program available in U.S. schools. Immersion students develop proficiency in the target language by hearing and using it to learn academic content rather than only studying the language itself. The goal of immersion programs is for students to become proficient in both English and the target language, and develop positive cross-cultural attitudes while reaching a high level of academic achievement. In addition to reaping the social and economic advantages of bilingualism, long-term immersion learners benefit cognitively, exhibiting greater nonverbal problem-solving abilities and more flexible thinking. From the standpoint of academic achievement, over three decades of studies consistently show that immersion students achieve as well as or better than non-immersion peers on standardized measures of verbal and mathematics skills administered in English.

Among the many models of immersion programs, YHIS adopted the “80/20 two-way immersion model”. We integrate native English speakers and Mandarin Chinese speakers, providing instructions in both languages for all students in accordance with the following schedule:

| <b>Grade level</b> | <b>English</b> | <b>Chinese</b> |
|--------------------|----------------|----------------|
| Pre-S (3-yr)       | 0%             | 100%           |
| Pre-K (4-yr)       | 0%             | 100%           |
| Kindergarten       | 20%            | 80%            |
| Grade 1            | 30%            | 70%            |
| Grade 2            | 30%            | 70%            |
| Grade 3            | 40%            | 40%            |
| Grade 4            | 40%            | 60%            |
| Grade 5            | 50%            | 50%            |
| Grade 6            | 50%            | 50%            |

At YHIS, like many full-immersion models, Kindergarten is the last year when a student can join without any prior knowledge of Chinese. Starting in first grade, a YHIS student needs basic understanding of Mandarin Chinese to benefit from the rigorous and challenging bilingual curriculum for elementary grades.

For more information about immersion education, visit the Center for Applied Linguistics (CAL) website at [www.cal.org](http://www.cal.org), and the Center for Advanced Research on Language Acquisition (CARLA) website at [www.carla.umn.edu](http://www.carla.umn.edu).

## **Assessments**

Teachers assess students by selecting or designing methods of assessment appropriate to the desired learning outcomes. Teachers also take into account the diverse, complicated and sophisticated ways that individual students use to develop and demonstrate their understanding.

The prime objective of assessing students’ learning and performance is to give feedback to:

- students — to encourage lifelong learning and metacognitive development
- teachers — to support their reflection on what to teach and how to teach it
- parents and guardians — to highlight their child’s learning and development.

Students are assessed in most subjects in both English and Chinese. The following assessment tasks and tools are suggested by the International Baccalaureate framework and employed by our teachers as appropriate:

Assessment tasks may include:

- open-ended investigations
- organized discussions and debates
- hands-on experiments

- writing
- reflections
- portfolio presentations
- student-led conferences

Assessment tools may include:

- rubrics
- benchmark and exemplars
- checklists
- anecdotal records
- continuums
- portfolios

### ***Standardized Tests***

Each spring, standardized tests in the English language are given in grades three and up, and in the Chinese language in grades one and up on a voluntary basis.

For the English tests, YHIS administers the Educational Records Bureau (ERB) Comprehensive Testing Program (CTP4). This is a rigorous testing program consisting of a Verbal Reasoning Test and Quantitative Reasoning Test. Students scores are normed according to annually updated national, independent school, and suburban school norms.

For the Chinese tests, YHIS administers the Young Learners Chinese Test (YCT) designed by the Chinese Language Council International (commonly known as “Hanban”). It is a test for non-native Chinese learners under the age of 15 that consists of Level 1, Level 2 and Level 3. Level 1 assesses youngsters who have studied Chinese for roughly 150 hours and mastered a vocabulary of about 500 characters. Level 2 assesses youngsters who have studied Chinese for roughly 250 hours and mastered a vocabulary of about 1100 characters. Level 3 assesses youngsters who have studied Chinese for roughly 400 hours and mastered a vocabulary of about 1700 characters.

### **Educational Support Services**

YHIS enjoys an excellent student-teacher ratio and strives to provide individualized instruction. For students who demonstrate a need for specialized support in academic skills that may not be met within the group context, we work closely with Catapult Learning to serve the students. Catapult Learning is a state-funded, non-profit agency that provides supplemental instruction to qualified students in English language arts and math, and offers diagnostic services for families. Referrals are made based on teacher recommendations and/or parent requests.

If a child receives individual tutoring outside of school that has been arranged privately, parents are to notify the YHIS Director, as it is essential that the school is fully aware of all on-going academic support.

Occasionally, in spite of our commitment to small classes, personal attention, and instructional groupings, over time it becomes clear that a child's evolving learning needs cannot be adequately addressed by the school. In cases such as these, parents will be advised to seek another learning environment for their child. Assistance will be provided in locating a proper alternative setting for each student.

## **Homework**

Homework is an effective educational activity that can have positive effects on achievement and character development. It also serves as a vital link between the school and the family. Homework has different purposes at different grade levels. For younger children, it fosters positive attitudes, habits, and character traits and reinforces the learning of simple skills introduced in class. For older students, it facilitates knowledge acquisition in specific subject areas.

Homework is not used to teach new skills and materials. It will typically focus on skills and materials already learned or on the integration of skills already taught.

Specific homework tasks will most often be set for all students from Monday to Thursday. For younger students, simple learning tasks and reading assignments are appropriate.

Homework is introduced in Kindergarten and should not take more than 10 minutes to complete. In each subsequent grade level, homework should take an additional ten minutes. The approximate homework time expectations for grades one to six are as follows:

Kindergarten: Approximately 10 minutes, plus reading time  
Grade 1: Approximately 20 minutes, plus reading time  
Grade 2: Approximately 30 minutes, plus reading time  
Grade 3: Approximately 40 minutes, plus reading time  
Grade 4: Approximately 50 minutes, plus reading time  
Grade 5: Approximately 60 minutes, plus reading time  
Grade 6: Approximately 70 minutes, plus reading time

Students at all grade levels are expected to read at home (or be read to at home) for a minimum of 20 minutes every day.

As the students' schedules vary, the amount of homework will also vary. Long term assignments will require students to develop and exercise pre-planning and time management skills so that daily obligations are not sacrificed when deadlines approach. If your child seems to be having difficulty completing homework or is working too late, please contact the appropriate teacher or the Dean of Academics. The school also expects that time be allotted for independent reading on a daily basis.

In order to develop student responsibility and independence, homework assignments typically should not require parental involvement for completion. Regardless of students' ages or linguistic backgrounds, the formal role of parents should be minimal, with the exception of "home projects" for younger students. These projects require the involvement of parents. Homework in all grades is the student's

responsibility and should be completed independently. Therefore, assignments emailed/faxed/delivered to school during the school day will not be accepted. The ability to complete quality work on time is an important deciding factor in considering a student's promotion from one grade to the next.

There are some important ways that parents/guardians can provide support for the homework process:

- create a home environment that helps your child develop good study habits, such as setting up a suitable place and keeping adequate supply of writing materials;
- establish a priority of daily obligations and extracurricular activities that clearly supports the importance of homework;
- provide general oversight of the homework process by checking the daily homework slip;
- limit the time spent watching TV, playing video games, and using the computer for non-educational purposes;
- avoid routinely changing your child's homework answers. If your child experiences difficulty completing the homework assignments, his/her work should reflect such difficulty, so the teacher can gauge the situation properly and provide individualized support.

## **Co-Curricular Programs**

### ***Community Service/Excursions***

YHIS philosophy encourages all members of the YHIS community to become involved in community service activities. The school sponsors both all-school projects – such as performing at senior centers and recycling in the school - as well as smaller scale classroom-centered activities. The aims of this service work are to build in students an awareness of the world beyond their immediate environment, an understanding of broad societal issues, compassion for those struggling under difficult circumstances, the ability to view problems from a variety of perspectives, and capacity to make change to better our community and the world through civic and environmental engagement. YHFA sponsors excursions to rural, suburban, and urban communities in the region to increase student and family awareness of the local communities and cultures in our immediate area for academic, cultural, and social enrichment and engagement.

### ***Field Trips***

Teachers plan off-campus trips for individual class sections, whole grades, or for the entire school. These trips are designed to be educational and to relate to the curriculum.

To participate in any off-campus activity, parents are asked to sign and return permission slips for each trip. Parents are sometimes asked to help with chaperoning trips, especially for younger students. We ask that parent chaperones understand that their role on a trip is that of an “assistant teacher” for the activity. When on a field trip, parents should remember that the responsibility of supervising a group of school children may require a heightened level of attention not customary in a family setting. Parent chaperones should refrain from taking personal or business cell phone calls while they are “on duty.”

We also ask that parents allow the teachers to plan snacks for all the children on the trip with consideration for those students with food allergies (i.e. no nuts or nut-based products).

### ***After-Care Program (ACP)***

The After-Care Program (ACP) offers supervised after-school care until 6 p.m. for students in all grades. The program features time for snack, outdoor and indoor play, homework and individual tutoring sessions. It is available at additional expense as a service to all YHIS families. Parents may sign up for a set number of days or on a per diem basis.

To provide proper supervision, daily after-care drop-ins will be on a sign-up basis only. If your child is not on a regular ACP plan, but you want your child to stay for it on a particular day, you must notify the school before 10 a.m. on that day. Spaces are limited.

All children remaining on campus after regular pick-up time must report to the ACP unless they are under the direct supervision of a faculty member.

In addition to the on-site ACP, a number of off-site activities and lessons are also organized and coordinated by YHIS parents and guardians. Families are encouraged to check the YHFA webpage for the updated list of programs.

### **After School Program (ASP)**

The After School Program (ASP) is designed for non-YHIS students who attend schools other than YHIS during the day and wish to receive daily Chinese instruction during after-school hours. ASP runs from 3:30 to 6 pm Monday through Friday. The program features a one-hour Chinese lesson (usually 4 to 5 pm), time for snack, homework assistance, and individual math tutoring conducted in Chinese.

## **School Procedures and Policies**

### **Admissions**

YHIS admits students from pre-school (age 3) to elementary grades as space allows. YHIS wishes to enroll students who exhibit an eagerness for learning. Accordingly, our admission process concentrates on examining each child's potential to contribute to and benefit from participating in the YHIS community.

Open houses are scheduled throughout the year, and we welcome inquires and family visits by appointment.

Applications for admission will be accepted throughout the school year. Applicants are placed into a grade level according to birth date with a December-31<sup>st</sup> cutoff. In addition, maturity, social skills and educational achievement are all considered. YHIS reserves the right to place each child in the class and grade level deemed to be the most appropriate and beneficial to that child.

YHIS is an equal opportunity institution. YHIS does not discriminate in admissions decisions on the basis of applicants' race, ethnicity, family type, gender, gender identity or expression, sexual orientation, national origin, immigration status, religious and spiritual beliefs, disabilities, and socio-economic status. YHIS affirms cultural diversity.

### **Attendance**

#### ***School Hours***

School begins at 9:00 a.m. and dismisses at 3:30 pm, Monday through Friday. Half-day programs at pre-school level dismiss at 12:30 pm.

The extended care program includes before- and after-care. The before-care program begins at 7:30 each morning, and the after-care program ends at 6:00 each evening. (Please refer to the previous section for a more detailed description of the after-care program.)

#### ***Arrival and Dismissal***

At the beginning of the school year, each family receives a Family ID Code for electronic check-in and -out. When a student is dropped off in the morning, parents or guardians are to check in the student using the assigned Family ID Code. Similarly, when a student is picked up, parents or guardians are to check out the student electronically.

YHIS will not dismiss a student to anyone other than the child's regular adult driver or designated pick-up person. Any changes in the normal routine must be explained in a note to the child's homeroom teacher. When a child is visiting another family after school, a note to this effect is needed from both the sending and the receiving families.

## ***Tardiness***

Students arriving after 8:55 a.m. are considered late for school. We ask that all families evaluate their morning routines to ensure children arrive on time. There are many reasons that this is important:

- Most children who arrive after classes start feel rushed and unsettled, and many feel embarrassed if they are chronically late. This is not a calm way to start the day.
- Chronic lateness disrupts teaching and learning for all teachers and students in the classroom.

Our tardy policy is as follows:

- After a student has been tardy five times, a letter will be sent home. We realize that there are occasionally accidents or major traffic difficulty that can cause large numbers of people to be late, and we will not count those days.
- If the tardiness continues for another five times, a Letter of Warning will be sent home that continued enrollment of the student is in jeopardy.
- If tardiness continues, the student will not be offered an Enrollment Contract for the following year.

## ***Absences***

If a child is to be absent for any reason, parents are asked to either email [student@yhis.org](mailto:student@yhis.org), or call (732) 513-3034 before 9 a.m. of the school day.

Because the YHIS school calendar provides for a few breaks, we ask for your cooperation in planning family trips during our scheduled vacations. Parents are also encouraged to arrange medical and dental appointments outside the school day.

Regardless of the reason for an absence, students are responsible for the material missed. However, a differentiation is made between excused and unexcused absences.

Excused Absences: Absences due to illness, religious observance, or family emergency are considered excused. After three (3) consecutive days of absence due to illness, please send a doctor's note upon your child's return. Teachers will work with students to help them make up work missed due to an excused absence.

Unexcused Absences: When students miss school due to extended family vacations or other reasons that do not fit the categories outlined above, these absences are recorded as unexcused. YHIS does not hold its teachers responsible for providing work for students who plan to have unexcused absences, nor for providing special help in catching up with work upon the student's return. It is the student's responsibility to make up the work missed.

## **Classroom Policies**

### ***Lunch and Snacks***

Morning Snack: Students eat snack around 10 o'clock each morning. YHIS provides daily snacks to students in pre-school, pre-kindergarten, kindergarten, and first grade. Students may also bring snack from home, which must be nut-free. The snack should be healthy and something that the child can access and eat independently. Please send in a plastic or metal cup for drinking water, labeled with the child's name. The cup should be brought home for cleaning at the end of every week.

Lunch from Home: Students eat lunch around noon time. Lunch must be nut-free. YHIS encourages wholesome and nutritious lunches. Students should not bring soda, soft drinks, candy or gum. Refrigeration and microwave service is available.

Waste-free Lunch: YHIS strives to be a "green school" and we encourage parents to strive to be waste free with lunches. Waste-free lunch programs favor the use of reusable food containers, drink containers, utensils and napkins. We discourage the use of disposable packaging, such as prepackaged foods, plastic bags, juice boxes and pouches, paper napkins, and disposable utensils.

### ***Uniforms***

YHIS has a uniform policy. Kindergarten and upper grade students are expected to be in uniform on a daily basis. The uniform includes a light blue top (polo shirt, short- or long-sleeved) and dark navy bottom (pants, skirts, or shorts). Light blue is a new color starting 2009-2010. In the school years 2009-2010 and 2010-2011, the "phase out" period for light yellow tops, both light yellow (the original color for uniform top) and light blue are allowed. When the YHIS logo is finalized, shirts bearing the logo will be preferred but not required until 2010-11, by which time shirts with logos will be available at a uniform website, and our school will start a "Uniform Reuse" program to help recycle gently used uniforms.

### ***School Supplies***

Students in pre-school and pre-kindergarten should bring to school:

- A school bag or backpack
- A metal or plastic cup for drinking (no disposable cup or plastic water bottle)
- Bedding (pillow and a light blanket) for nap time
- A set of change clothes (underwear, top, bottom and socks)

Students in kindergarten and upper grades should bring to school:

- A school bag or backpack
- A metal or plastic cup for drinking (no disposable cup or plastic water bottle)
- A pair of shoes suitable for indoor gym
- A set of shorts and T-shirt suitable for indoor P.E. class
- Learning supplies according to the list distributed by each class

All items should be labeled with the student's name.

## ***Birthdays***

Many consider birthdays as important and meaningful events in the lives of children. Grade level teams will develop and communicate to parents how each class celebrates birthdays in a fun and healthy way. If children would like to bring birthday treats to school to share with everyone, YHIS, based on promoting healthy eating habits, asks that no candy, gum, soda, cupcakes, cake, or other sweets be brought to school. Pizza, fruit and healthy homemade treats are examples of appropriate birthday treats.

In school we place great emphasis on the concept of inclusion. While it is fully appropriate for a child to invite two or three friends for an outing outside of school, if more than half of the child's "group" – however defined – is invited, it seems in the spirit of our school community to include everyone in the group. If your child decides to invite only a handful of friends to an out-of-school event, please distribute the invitations outside of school to avoid hurting a child's feelings.

## ***Pets, Toys, Electronics, Collectibles, Candy and Gum***

Pets and toys are not allowed in school buildings except for those brought in for educational reasons. Electronic video games, cell phones, collectibles, candy and gum should not be brought to school. Trading or selling of collectible items is prohibited.

## **Communications**

### ***General Information***

|                  |  |
|------------------|--|
| <b>By phone</b>  | (732) 513-3034 (for all inquiries)<br>(609) 588-5700 (for registered parents at Lawrenceville campus)<br>(609) 924-5293 (for registered parents at Princeton campus)   |
| <b>By fax</b>    | (262) 995-6389   |
| <b>By mail</b>   | 510 Lawrence Square Blvd South, Lawrenceville, NJ 08648  |
| <b>In person</b> | <u>Lawrence Campus</u> :<br>510 Lawrence Square Blvd South, Lawrenceville, NJ 08648<br>(inside Lawrence Day School)<br><hr/> <u>Princeton Campus</u> :<br>407 Nassau Street, Princeton, NJ 08540<br>(inside Lutheran Church of the Messiah)                      |
| <b>By email</b>  | <ol style="list-style-type: none"><li>1. For accounting-related questions, please email <a href="mailto:accounting@yhiss.org">accounting@yhiss.org</a></li><li>2. To contact your child's teacher, please email according to your child's grade level:</li></ol> |

|                |   |
|----------------|---|
|                | <p>Pre-school: <a href="mailto:PS@yhis.org">PS@yhis.org</a></p> <p>Pre-kindergarten: <a href="mailto:PK@yhis.org">PK@yhis.org</a></p> <p>Kindergarten: <a href="mailto:K@yhis.org">K@yhis.org</a></p> <p>Grade 1: <a href="mailto:G1@yhis.org">G1@yhis.org</a></p> <p>Grade 2: <a href="mailto:G2@yhis.org">G2@yhis.org</a> (and so on)</p> <ol style="list-style-type: none"> <li>3. To contact the Parent Coordinator for issues related to YHIS parents (e.g. YHFA, volunteering, information sharing, suggestions, discussion, etc.), please email <a href="mailto:parents@yhis.org">parents@yhis.org</a></li> <li>4. To contact Dr. Bonnie Liao, Head of School, please email <a href="mailto:bonnieliao@yhis.org">bonnieliao@yhis.org</a></li> <li>5. To contact Ms. Joy Zhao, Director, please email <a href="mailto:director@yhis.org">director@yhis.org</a></li> </ol> |
| <b>Website</b> | <a href="http://www.yhis.org">www.yhis.org</a>  |

### ***Change of Information***

If your address, home or work telephone number, or any other contact information changes, please update the school immediately by phone at (732) 513-3034 or through email at [director@yhis.org](mailto:director@yhis.org).

### ***Parent-Teacher Conferences***

There are three scheduled parent-teacher conferences throughout the year, and parents and guardians are expected to attend them. Before the conference, parents and guardians will be asked to complete and return a questionnaire to help the teachers understand your questions and concerns, if any. During the conference, the teachers will discuss lessons and curriculum taught as specifically related to your child. They will describe your child’s progress in all subjects and his/her peer relationships. Finally, teachers will review challenges faced by the child and steps the parents and teachers can take to support the child to overcome them.

### ***Publications***

Website - [www.yhis.org](http://www.yhis.org): Our school website serves as a vital representation of our school to the public and YHIS families. Parents can find timely information such as YHIS daily event calendar, notices, event photos and ways to stay connected to the school community. Family members are encouraged to check the calendar regularly to stay current on school events.

Newsletter: Major school events, articles, faculty/board member/family profiles, and student work are included in the newsletter, which is published online and available in hard copy.

## ***Student Progress Reports***

YHIS does not follow a grading system in evaluating student progress. In general, all students are encouraged to make their best effort in school, and are expected to complete the work that is assigned to them. Promotion of grades and graduation from YHIS depends on teacher evaluation and recommendation.

Student Progress Reports are distributed three times a year for students in kindergarten and up. These reports include a detailed description of academic achievement in each subject, a characterization of the child and his/her work, attitude, effort and all relevant aspects of the personal and social development of the child.

## **Code of Conduct and Consequences**

### ***Philosophy of Discipline***

At YHIS, we believe in the development of each student's potential for learning in a positive, safe and orderly school environment. Discipline at YHIS is based upon the following philosophy:

- All students are innately good and have the capacity to behave responsibly and make good choices.
- Our strength as a school is our ability to maintain close and positive relationships with all our students; personal attention for each individual student is guaranteed.
- We help students develop and maintain appropriate behavior when we tell them specifically what they do right, and have clear, specific expectations and consequences in our classrooms and in other situations.
- We recognize that students sometimes make mistakes. Students benefit from the educational process best when teachers, administrators, and parents and guardians work cooperatively to ensure that students gain the most from their mistakes.
- Disciplinary consequences should be reasonable, predictable, and productive.

### ***Code of Conduct***

YHIS has developed a Code of conduct, in line with the YHIS Mission and Philosophy, as a positive way to encourage appropriate behavior. The Code of Conduct includes four positive statements that represent desired behaviors and habits that students are expected to model and practice daily. YHIS educators, staff, and families consistently encourage students to consider their behavior and contributions to school life in terms of the Code of Conduct.

- Excellence: to strive to be the best that we can be; to be actively engaged in learning and inquiring.
- Diversity: to embrace difference with an open mind; to be respectful of other's perspectives and sensitive to the needs of others.
- Compassion: to be caring, helpful and polite to others.

- Integrity: to pursue excellence of character; be responsible for one's words and conduct.

The Code of Conduct applies to all school-related activities, on or off campus, during or outside of normal school hours.

To ensure the safety and well-being of all participants, parents and guardians are responsible for appropriate supervision of their children, with the assistance of any faculty or staff members present, for school-related activities.

### ***Class Rules***

Typically, classroom teachers work with students to develop a set of class rules that are in line with the above Code of Conduct in developmentally appropriate terms.

### ***Categories of Misbehavior***

Student misbehavior generally falls into 6 categories. Each category requires a different response from school staff.

- **Category One:** Low-level peer problems (low-level, mutual friendship conflicts not involving name-calling, exclusion, rumors or threats). Teachers respond to these behaviors with encouragement for and/or suggestion of more positive ways to resolve the problem.
- **Category Two:** Quiet, non-disruptive refusal to do schoolwork. Teachers notify parents after two incidents. Teachers set up a conference between teacher, parent and student after three incidents to develop a plan. A screen for learning difficulties may be suggested.
- **Category Three:** Inappropriate but not aggressive actions (rough play or swearing not directed at another child). These behaviors are best dealt with by staff-created consequences such as removal from the activity, no recess, or a call to parents.
- **Category Four:** Bullying (teasing, exclusion, or hitting – see definition of terms in the next section). See the section of “Major Infractions” below for consequences.
- **Category Five:** Class disruption (disrespect to teacher or disrupting others' learning). See the section of “Major Infractions” below for consequences.
- **Category Six:** Severe behavior (severe hitting or harassment – see definition of terms in the next section; putting one's own or others' safety at risk) See section of “Major Infractions” below for consequences.

### ***Definition of Key Terms***

- Teasing: name calling, insulting, or other behavior that would hurt others' feelings or make them feel bad about themselves.
- Exclusion: starting rumors, telling others not to be friends with someone, not allowing someone to play in an activity or at recess, or other actions that would cause someone to be without friends.

- Hitting: pushing, slapping, grabbing
- Severe hitting: punching, kicking, and similar behavior that may injure others.
- Harassment: racial, sexual, religious or other forms of severe harassment.

### ***Major Infractions***

When behavior moves beyond the “teachable moment” level as described previously in Categories One, Two and Three, major infractions of school rules are handled by administrative personnel. The student and his/her parent or guardian generally will meet with the Director and/or the Head of School to discuss the infraction. A recommendation for outside counseling may be required. Failure to pursue the recommended counseling may result in immediate dismissal or non-renewal of Enrollment Contract.

If improvement in behavior is not noted, disciplinary measures including probation, suspension, or dismissal may result.

Local, state and federal policies may lead to more serious consequences for severe behaviors. If the student has broken the law, the school will inform the police.

Major infractions are:

- Repeated minor infractions as described in Categories One, Two and Three;
- Misbehavior as described in Categories Four, Five and Six;
- Deliberate damage to school property or other personal property;
- Academic dishonesty, including cheating and plagiarism;
- Stealing;
- Possession, use, or distribution at school or on class trips of alcohol or other drugs including over-the-counter and illicit drugs, narcotics, marijuana, prescription medications, dangerous substances, or weapons.

### **Emergency Policies**

Should it be necessary to cancel classes or close school due to inclement weather, to delay the opening of school due to hazardous road conditions, or to close school due to other circumstance, parents and guardians will be notified by phone and email. Notice will also be posted online at the school website.

### **Financial Information**

#### ***Financial Aid***

YHIS is deeply committed to making the excellence of its education available to qualified students and to ensuring that the school continues to attract a culturally, linguistically, and economically

diverse student body. The school awards financial aid grants based on demonstrated family financial need. The amount of financial aid is contingent upon the availability of funds in the school's financial aid budget.

YHIS is also committed to providing for the fair and equitable distribution of financial aid funds. The school seeks a partnership with families who will make YHIS education a high priority in their budgeting of financial resources. With the assumption that the student and his/her family receive the benefits of an independent school education, YHIS believes that the student's family, not the school, should be the primary source of financial support for the student. The student's family includes non-custodial separated or divorced parents.

### ***Financial Aid Application***

A student must be accepted to YHIS before an award is considered. If needed, a Financial Aid package should be requested when the application for admission is submitted. The needs of returning students are met first. Remaining funds are then awarded to new students. The Financial Aid process must be repeated each year for continued assistance.

The School and Student Service for Financial Aid (SSS, <https://sss.ets.org>) is used to assess the information provided in each Financial Aid application. Award decisions are determined by YHIS based on SSS recommendations.

Financial Aid Application information is confidential and treated with discretion.

### ***Reenrollment Agreement***

YHIS sends Reenrollment Agreement Forms to all YHIS families in February-March of each year. Families are asked to return these forms through email or in hard copies to the school by March 31<sup>st</sup> with a non-refundable deposit as a place holder for the next school year.

Reenrollment forms become financially binding after June 1<sup>st</sup>, that is, families are then under obligation to pay tuition for the following school year.

### ***Tuition Policy***

Virtually all independent schools require full payment for the entire school year because expenses are incurred on an annual basis. YHIS cannot, therefore, refund tuition paid or cancel unpaid obligations in the event of a student's separation from school during the school year. We recognize, however, that family circumstances may change beyond one's control, so in the event of involuntary relocation or loss of employment, a family may apply to receive financial aid from the "Emergency Financial Assistance Fund."

## **Health Policies**

Although YHIS is not staffed with medical personnel, nurse service is provided through scheduled visits by Catapult Learning. Minor injuries are cared for on site by appropriate teachers. For more severe illness or injuries, teachers will notify parents to have the child taken to the doctor. In the event of an emergency, parents and guardians will be notified immediately, and the child will be taken to the nearest medical facility. If parents or guardians cannot be reached, the school will contact an adult whose name and number is provided in the Family Information Form as the emergency contact. It is, therefore, essential that parents keep the school notified of any change in address, contact phone number and emergency contacts.

### *Allergies*

YHIS is a NUT-FREE environment. Many children have allergies to certain foods, but a common and dangerous allergy is to nuts (peanuts, almonds, walnuts, cashews, etc.) and nut products. Since a child may have a serious reaction not just by ingesting but also when in contact with or in the vicinity of nuts or nut products, we have declared the school a “nut-free zone.” Please do not send any nuts or nut products to school.

If a student has allergies that may require medications during the school day, please notify the school.

### *Illness*

Students with the following symptoms of illness should not attend school or will be sent home:

- Temperature of 99.6F or 37.5C or above
- Nausea, vomiting or severe abdominal pain
- Diarrhea
- Acute cold, sore throat, persistent cough
- Red, inflamed, or discharging eyes
- Acute skin rashes or eruptions
- Suspected scabies or impetigo
- Swollen glands around jaws, ears, or neck
- Earache
- Any weeping skin lesions unless protected and diagnosed as non-infectious
- Head lice
- Pink Eye
- Other symptoms of severe illness

Please report any infectious conditions such as chickenpox, infectious diarrhea, Hand-Foot-and-Mouth Disease, Scarlet fever, tuberculosis, impetigo, meningitis, Mononucleosis/Glandular Fever, Pink Eye, or Hepatitis. Students with these conditions should return with a doctor’s note stating that they are no longer contagious.

Students with Head Lice should not attend school until they are effectively treated. They should return with a doctor’s note stating they are lice free. Students with Pink Eye should not attend school until they are effectively treated. They should return with a doctor’s note stating they are no longer infectious. These procedures are necessary to ensure the health of the rest of the school.

Please note that YHIS staff is not allowed to dispense medication to any student during the school day. If a short-term illness requires the use of antibiotics or other medication, parents and guardians should arrange for such medication to be taken before or after school.

### ***Immunizations***

New Jersey State Law requires parents to furnish a complete and up-to-date record of all immunizations before a child may attend school. These immunizations include, but are not limited, to DPT, DT, Polio, hepatitis B, Mumps, Measles, Chicken Pox, and Rubella.

All pre-kindergarten students are required by state law to receive the flu shot by the end of the calendar year.

### ***Prescription Medications***

If your child is on medication for a life threatening illness, such as asthma, diabetes, or severe food allergy, all medications must be submitted to the Main Office. An Action Plan from the doctor is also required. A copy of the Action Plan is to be posted at a conspicuous place in the child's classroom.