

**2020-2021 STUDENT & PARENT HANDBOOK**



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## **1. Our History**

### **Partnership to create global citizens**

In an increasingly globalized world, schools have to change how their learners are educated. Our young learners will have to be equipped with the values and thinking skills to better understand the world they live in. Their choices in life tomorrow will be far different than those their parents made yesterday. Their success will therefore depend on the wisdom behind the choices they make.

SIS has a reputation for understanding the global village we live in. The SIS curriculum is “alive”, which means it is continuously enriched and based on the latest research and best practises to ensure that the necessary skills are imbibed in the programs that are run in the School. To ensure quality, independent appraisals of the various programs are regularly conducted.

SIS educators are experienced and passionate. SIS facilities are modern, safe and perfect for a learning environment. Its academic, sporting, music and drama programs have seen SIS students doing consistently well in international examinations and competitions.

SIS enrolls students who come from a variety of countries providing a truly international environment for learning and sharing. Our students return to some of the best schools in their home country. Others move on to colleges and universities of great repute.

In SIS we seek a partnership with every member of the School community to ensure that our learners become global citizens.

In 1995, several leading members of the Singapore business community felt the need for a Singapore-style school in Jakarta to cater for children of Singaporeans and other nationalities working in Indonesia. Initial meetings with the then-Singapore Ambassador to Indonesia H.E. Edward Lee fired the enthusiasm needed to start the project. This culminated in a meeting in early 1996 with several Ministers in Singapore, including the then-Deputy Prime Minister of Singapore, H.E Dr. Tony Tan who was also at that time the Education Minister. The inspiration drawn from these meetings set the wheels in motion for our flagship Singapore International School.

In the following two decades, with the support of numerous key Education and Government figures in Singapore and Indonesia, SIS has opened 7 additional schools in Jakarta and across the Indonesian archipelago, making its world-class education accessible to increasingly wider audiences. (The SIS Group of Schools currently runs 7 institutions in Indonesia: Singapore International School (Bona Vista), SIS Kelapa Gading, SIS Pantai Indah Kapuk, SIS Medan, SIS Semarang, SIS Cilegon, and SIS Palembang.)

Going forward, SIS is committed to further expansion to bring quality education to middle and lower income populations of Indonesia, as well as deepening our public-private partnerships to build the educational capacity of the communities around us.

## **2. Our Values and Beliefs**

### **A. Our Vision**

“Inspiring Learners Toward Greater Heights.”

## B. Our Mission

“To spark curiosity and inquiry while developing values and 21<sup>st</sup> century skills. We prioritise learners and personalise learning to make a better world”

## C. SIS Values

- Collaboration
- Innovation
- Integrity
- Perseverance
- Respect

The SIS Values represent the expectations and behaviours of all members of the SIS Community and guide the alignment of our planning, priorities and cultural development.

## 3. Our Insignia

### A. The School Crest

The logo is made up of 3 elements- Crest, Symbol and Ribbon

The crest is represented by a lion torch. The lion facing right symbolizes our forward-looking vision and confidence in the opportunities that lie ahead.

At the heart of our logo is a symbol that pays tribute to our roots and heritage, while the graphic treatment of its shape positions SIS as a springboard to help our students leap forward

### B. The School Colours and Motto

The colours red and white are the colours of Singapore and Indonesia, and they represent our proud heritage and recognition of Singapore’s close ties with Indonesia, which all pupils of SIS will grow to learn and appreciate. Gold is the colour of royalty and nobility in this part of the world. SIS will strive to be noble and maintain the highest of standards.

The motto “*Towards Greater Heights*” speaks of the fervent hope that our staff, pupils, parents and all other stakeholders of SIS will work hard and progress together in all their endeavours to be successful.

### C. The School Uniform and Song

The School *uniform was designed by the pioneer Head Teacher and Teachers.*

The SIS song was written by Mr. Froilan Cruz, a long-term BV Teacher and was modified by the Head Teachers in 2005 by changing the words “Singapore International School” to “S-I-S our beloved School” so that it could be used by all the SIS Schools. This song is sung at every School assembly.

### Towards Greater Heights

Together we stand on a great firm foundation,  
'Tis built on the rich Singapore education;  
Equipping us today to boldly face the future,  
We treasure tradition, our tomorrow is secure.

Together we strive to excel and be able,  
We think on the things that are pure, just and noble;  
Our passion is indeed for learning and for knowledge,  
Determined to prosper, we desire to lead this age ...

#### *Refrain:*

Towards greater heights  
Move on SIS our beloved School,  
With God's guiding love and light,  
We will achieve every goal.

Together we soar to explore and discover  
The wonderful truths – to the world we will offer;  
As hearts and minds are one, our voices are resounding,  
United we'll press on so in harmony we sing ...

#### *Repeat Refrain:*

Towards greater heights  
Thus shine SIS our beloved School,  
Your heritage proudly beams,  
Inspiration of our dreams.

(Words and Music by  
Froilan Cruz)

### 4. Introduction to the SIS Curriculum

#### A. The SIS curriculum

The SIS curriculum is modelled after the curriculum used in the top schools in Singapore, and injects best practices from several other educational systems to best promote learning in our international environment. SIS Schools are also honour and operate in compliance with minimum Indonesian education requirements.

SIS Schools offer a variety of programs including Preschool, Primary, Secondary and Junior College divisions. Although each SIS School has its own unique character, the strength of the SIS network ensures that each campus offers fundamentally similar programs, which facilitates the transfer from one campus to another should the need arise.

SIS students, like those in Singapore, embody the Desired Outcomes of Education. They have a good sense of self-awareness, a sound moral compass, and the necessary skills and knowledge to take on challenges of the future. They are responsible to their families, community and nation. They appreciate the beauty of the world, possess a healthy mind and body, and have a zest for life. In sum, SIS students are:

- **confident individuals** who have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively;

- **self-directed learners** who take responsibility for their own learning, who question, reflect and persevere in the pursuit of learning;
- **active contributors** who are able to work effectively in teams, exercise initiative, take calculated risks, are innovative and strive for excellence; and,
- **concerned citizens** who are rooted to home and host communities, have a strong civic consciousness, are informed, and take an active role in bettering the lives of others

Learning activities are guided by the principles of student-centred, inquiry learning. Classroom experiences are hands-on, and students are encouraged to leverage their existing knowledge and skills in order to further develop their critical and creative capacities. Interdisciplinary activities and formal project work lead students to address real-world problems that bridge specific subject areas, and require constant collaboration with their peers. SIS Schools are also renowned for their academic rigor, high expectations, and disciplined focus on results.

As Values and Internationalism lie at the heart of our students' development, community service touches areas across our curriculum. Students study three languages, participate in overseas learning journeys, and explore the local communities in which they reside.

While our academic programs in Maths, Sciences, Languages and beyond are rigorous and produce world-class results, we recognize the importance of the development of the whole child, and all SIS students are challenged to reach their potential in aesthetic, physical and social competencies.

## B. Assessment and Evaluation

A SIS student's development is monitored all year round. Dynamic Assessment and Evaluation are done throughout the school year by way of daily class work, project work, homework, periodic tests, and SIS-wide Semester Assessments. Assessments are varied – both formative and summative – and 'over-testing' is avoided.

Feedback is regularly given to students and parents via each student's subject files and notebooks, updates in the child's Communication Book, and through numerous other avenues based upon individual school and Teacher practice. Parents are expected to keep abreast of their child's daily and weekly assignments and progress, be appropriately communicative with Teachers, and attend Parent-Teacher Conferences held at the end of each Term.

Periodic external examinations from bodies such as Cambridge International Examinations and the International Baccalaureate are also an integral part of SIS programs that enable the School to independently gauge the progress of its students and quality of its programs. All eligible students are expected to sit for such examinations at the appropriate levels.

## C. Academic Support / Remedial Programs

While SIS admissions are highly selective, the School recognizes that all students have different abilities, and some will require extra academic support in certain subjects. Teachers will periodically identify students in need of targeted support, who may be required to attend Academic Support / Remedial classes for the remainder of

the Term or Semester. This extra time enables Teachers to help struggling students catch up without slowing down regular class time. Clear targets for improvement are set for each student, who is expected to 'graduate' from these extra classes within a fixed period of time.

Please note that Academic Support / Remedial classes are not intended for students who are meeting or exceeding academic expectations; as such, requests by students or parents to join these classes will only be entertained at the recommendation of the Teacher.

#### D. Multilingual Policy

SIS is known for its strong Language programs and expects all students to develop fluency in 3 languages. In addition to our core English instruction, every student is expected to study a Second Language as well as Burmese, the language of our host country.

SIS has a mature program in Mandarin, the most widely-spoken language in the world. Mandarin continues to be the most popular Second Language Programme and is compulsory in most SIS Schools at most levels.

Some SIS Schools also make available the teaching of other languages like French, Hindi or other common international languages. Please contact the School's Head Teacher for further inquiries about additional language study options.

### 5. Supporting Programmes

#### A. Co-curricular Activities (CCA)

The SIS programme has a strong emphasis on non-academic areas. It is mandatory for SIS students to participate in at least one CCA. A broad range of Co-curricular Activities (CCA) is available for students for all levels. The activities below are a few examples of CCA's in SIS (these will vary by school):

Modern and Chinese Dance  
Cooking  
Calligraphy  
Soccer  
Swimming  
Basketball  
Tennis  
Wu-shu  
Scouts  
Debate and Drama  
Golf  
Robotics  
Science Club

#### B. SIS Advocacies / Community Service

As Values and character development lie at the heart of the SIS Curriculum, all SIS students must participate in regular community service activities in support of the SIS Advocacies. By teaching our students to give back to the community, defend the disadvantaged

and vulnerable, respect and work with other cultures, and protect the environment, we create passionate stewards for future generations.

The power of community is great, and families of SIS students are also encouraged to join the School in sharing their ideas, resources, and talents in serving these noble causes.

#### C. Field Trips, Learning Journeys, and Immersion Programs

A key component of the SIS Curriculum is the application of values, knowledge and skills through exposure to real issues in their local and surrounding communities. All SIS students participate in off-campus Field Trips focused on the SIS Advocacies or specific Learning Objectives of subjects students are currently studying. These may be visits to social organizations, businesses, parks or natural habitats, or other destinations of interest. Attendance is required, and the School conducts thorough preparations and a risk assessment prior to each trip to ensure the safety of students. That said, no trip is without risk, and the School requires that parents / guardians submit 'Consent Forms' in advance of each trip.

Upper Primary (at some Schools), Secondary, and Junior College students are also expected to participate in Field Trips ('Learning Journeys') abroad as part of their exposure to other cultures and education systems. These experiences strengthen student independence and adaptability, and understand of diverse global perspectives. Students in designated levels are expected to attend these trips abroad; Schools will endeavour within reason to provide a range of options to cater to different interests.

#### D. Entrepreneurship

In a world shaped by the creativity and vision of entrepreneurs, SIS incorporates the fundamentals of "entrepreneurship" into class and project work wherever possible. These included the skills of creativity, critical thinking, collaboration and planning, communication and persuasion, and the practical application of knowledge and skills. Schools provide a variety of opportunities for young entrepreneurs to develop their talents, which may include Interdisciplinary Projects (IDP), Leadership Camp, Business Week, guest speakers and presentations, and other special projects.

SIS encourages its students' parents and family members with special skills and experience to contact Teachers about opportunities to share their talents for the benefit of our pupils.

#### E. ESOL and English Language Standards

As SIS admits students from different countries, the standard of written and spoken English varies. SIS Schools operate a variety of programs to address student needs, including ESOL (English for Speakers of other Languages), remedial classes, and differentiated classroom instruction. While SIS endeavours to help all students succeed, it is understood that the school reserves the right to accept new incoming students based on minimum academic requirements, and that all students must ultimately achieve expectations for promotion to subsequent academic levels.

## 6. Homework Policy

The School expects its pupils to take responsibility for their continued independent learning outside the classroom. Regular homework activities are thus assigned in an amount appropriate for each age group. The main aim of giving homework is for the student to prepare for or reinforce what is being taught in the classroom. Homework can be in different forms: readings, research, creative activities, writing, worksheets, review topics or concepts, or practicing concepts and skills. Homework done will be properly checked and corrections made by the Teachers. As individual Teachers have different approaches in teaching, the amount and manner of homework will be determined by the Teacher. The amount of homework that will be assigned will vary with grade level and subject matter.

Parents play an important role in the learning process, and can assist with homework by:

- Modelling a passion for learning through their own reading and interests
- Talking with their child about what he / she is learning in School
- Taking an interest in their child's homework and class work
- Checking their child's Communication Book and completed assignments
- Helping set a regular routine and conducive, distraction-free environment for studying
- Helping their child to plan and utilize his / her time effectively
- Encouraging and praising their child for his / her achievements
- Minimizing outside tuition except in cases where the child genuinely needs extra support

- Spending time reading or discussing intellectual topics with their child every day
- Informing the Teacher when problems arise

## 7. School Hours and Academic Calendar

Please refer to separate Academic Calendar for detailed dates and events. Expectations for all SIS schools include:

- Events are an important part of the SIS Curriculum and student attendance is required according to the same expectations as regular class activities.
- Students must be in the appropriate classroom and prepared to study prior to the morning bell. Tardiness will be dealt with according to the Code of Discipline.
- Permission to leave class must be obtained from the Teacher.
- No student will be allowed to leave campus without the appropriate permission from the Head Teacher or Deputy Head Teacher.
- Students arriving before opening hours or dismissing after closing hours must be under the supervision of a Teacher and / or retained in the designated holding area.
- Excused absence from class requires written correspondence with the Head Teacher or Deputy Head Teacher. Absence due to illness must be accompanied by written explanation to the Head Teacher or Deputy Head Teacher along with accompanying medical documentation.
- Any 'make-up' work provided to students following excused absences from regular class days will be at the discretion of the Teacher. It is ultimately the responsibility of the student to make-up work missed during absences.



- Absences during examination periods and any make-up work (if granted) will be subject to the SIS Examination Policy and mark reductions as defined within.

### **Administration**

#### **8. Admission of Pupils**

The Head Teacher will generally be the first point of contact with parents, seeking or requesting information on admissions of their children. All prospective students are required to sit for a placement 'exam' and interview with the Head Teacher or Deputy. Criteria are strict in order to maintain the highest academic standards of the School, and the Head Teacher reserves the right to make the final admissions decision.

The Head Teacher will assign the student admitted to a class and inform the respective Form Teacher. He / she will then forward the forms to the administrator, with a note to confirm the admission of the student, and to the particular class the child has been admitted to.

Duty to inform: All parents are responsible for informing the School prior to enrolment of any previous history (academic, behavioural or medical) that may be detrimental to the performance of their child or other students.

#### **9. Free Trial Classes**

The School has a 2-day free-trial policy for interested students. Any child who may wish to enrol in SIS and would like a free trial first is

welcomed. However there must be a written letter from the child's parent to the School (with a copy to the Head Teacher) giving at least a week's advance notice. Please contact the Parent Relations Officer for further details.

#### **10. Learning and Physical Disabilities**

While the School will make all reasonable efforts to accommodate students with learning or physical disabilities who meet minimum academic and behavioural requirements, it reserves the right to refuse admission if the School's facilities cannot provide a reasonable education programme or facilities to a student with such difficulties.

#### **11. Pupil Withdrawal from School**

Parents must inform the Head Teacher in writing as soon as they know that they are withdrawing their child/ren from SIS. Parents withdrawing their children from the School will be required to attend an exit interview with the Head Teacher or the Deputy Head Teacher. This will enable the School administration to get feedback. After the interview the School administration will prepare all relevant documents needed by the parent provided there are no outstanding fees or payments.

#### **12. Emergency Procedures and Drills**

The School has emergency procedures in place and conducts regular fire, earthquake, and other emergency drills. In an emergency, a continuous alarm will go off, and students will follow their Teacher's directions in an orderly manner. Drills are held at least once a Term to ensure that all students are familiar with evacuation procedures.

Teachers must ensure that all contact details for their students are updated regularly. The School has an Emergency Phone Tree system. If the School has to be cancelled on any given day, the 'Phone Tree' will be activated. It is therefore important that you update the School of any changes to your current telephone numbers, e-mail and home addresses.

### **13. Part-time Work and Tuition**

Parents in SIS are requested to not approach any Teacher to privately tutor or work part-time to coach their child. Any Teacher will be seriously breaching the policy of this school on this issue if they are indeed engaging in any of these activities. Any special circumstances that require these activities to take place must have a written request from the Teacher (through their Head Teacher) followed by a written approval from the Board of Governors. All accompanying spouses of SIS Teachers' are also subject to the same "no tuition" policy.

### **14. Canteen**

Most Schools has a canteen operated by an experienced canteen operator. It is the School's policy to ensure parent participation in the selection and / or feedback process through the appropriate committees. Hygiene and an appropriate menu which provides healthy nourishment to the student population, is most important.

While the School makes every effort to provide a variety of quality options, due to our diverse student body it may not be possible to satisfy all dietary needs and preferences. Students who do not wish to purchase food from the canteen operator are always welcome to

bring their own food, to be stored in the appropriate location prior to break / lunch per the School's procedures.

### **15. Pick-up and Drop-off Procedures**

The School has strict pick-up and drop-off procedures, which are announced, at the start of the year. These procedures are constantly reviewed and when changes need to be made they will be quickly communicated to parents. It is important that parents appreciate that such strict procedures are for the safety of the students and to ensure smooth-flow of traffic with minimum disturbance to the neighbours and community at large. When procedures are announced, the School also has strictly internal measures to ensure that the procedures are enforced:

- A. A driver who does not observe the pick-up and drop-off procedures will be requested by the security guard to give his name. In addition, the name of the student picked-up and the number of the car will be noted and a report made.
- B. The School will initially inform the student's parent (verbally or in writing) to request that the driver be disciplined.
- C. If a driver repeats his violation of the drop-off and pick-up procedure, the School will immediately ban the driver from dropping off or picking up the student and at the same time and will follow this ban with a notification letter to the student's parent.

### **16. Pets**

No pets or animals are allowed in SIS at any time without written permission from the Teacher and approval of the Head Teacher.

### **17. Birthdays and Gifts**

The School discourages the celebration of birthdays and exchanges of cakes and gifts during school hours. Birthday parties must only be done only during lunch breaks with prior permission from the Head Teacher.

### **18. Copyright**

It is an offence to photocopy or reproduce any forms, brochures / pamphlets, video, computer programme, film and / or any document of the School for financial gain or other unethical purposes. Student or Teacher work may not be reproduced without the written consent of the individual concerned and the School.

### **19. Comments, Suggestions, and Correspondence**

Any correspondence to the School must be sent to the Head Teacher and bear the senders details clearly. The School will not entertain any anonymous notes. Any formal letters written to Teachers and other staff without a copy to the Head Teacher will be deemed personal

### **21. Parents and Guardianship**

It is the School's policy that student information may only be shared, released or discussed with the child's parents or formally-authorized guardians. No information will on-parental relatives, friend, employee or domestic servant can serve as a guardian of a child in SIS. Therefore, in the case of parents / guardians leaving Yangon during the academic year, and a temporary guardian is appointed,

and the school will not take any active role in the matter concerned. Parents and Teachers are discouraged to correspond with the Board of Governors, independently of the Head Teacher. Only when an unsatisfactory reply is received from the Head Teacher on any issue, should the individual proceed to write to the Board of Governors, with a copy sent to the Head Teacher. Under these circumstances, the Board will investigate the matter and parents will be invited for an interview. All letters addressed to the Board are viewed very seriously, and the writer must be prepared for an interview.

### **20. Lost and Found**

All students are discouraged from bringing any valuable items to School. Parents, students, visitors and staff are reminded that they are responsible for their own belongings when in the School. As the School does not make any reimbursement for lost and damaged property, students are encouraged to properly tag or mark their own property and always keep them secure. However, the school makes every effort to locate any missing property and students are therefore reminded to immediately report lost items to their Teacher or Head Teacher. A 'Lost and Found' Office is on site to facilitate the return of the lost items.

The School must receive notice in writing immediately. It is important for the School to remain confident that the student can contact parents or their guardians quickly during emergencies.

### **22. Student Records**

All personal particulars of students are maintained in the general office. This information is confidential and cannot be released for any purpose. It is the responsibility of the parents to communicate

immediately in writing to the general office, with a copy to the Head Teacher, should there be any change in the particulars of their child e.g. address, telephone, e-mail, emergency contact details, medical information etc. The school reserves the right to ask for supporting documents to confirm these changes.

A student's original academic records and his / her history of performance is an important document. These documents will be kept in the School for safe-keeping. To prevent loss of such documents, the School will release these documents only to the parent when a child is being permanently withdrawn from the School for whatever reasons. On all other circumstances, only 'certified true' copies will be released. Should there be any need for original documents, the parent must ask in writing for such documents stating what the objectives are.

### **23. Counselling**

SIS Students have access to counselling for moderate learning, behavioural or emotional needs. Please talk to your Teacher or Head Teacher if these services are required.

Either parents or Teachers may refer a student for counselling, having observed a child facing persistent difficulties. In many mild circumstances, the Teacher will attempt to counsel and assist these pupils first.

When a Teacher (or parent) has exhausted all means and efforts to address a student's issues, he / she will speak to the Head Teacher or Counsellor to make a formal appointment for evaluation. While School professionals will make all reasonable efforts to help students,

no Teacher or staff member will attempt to provide counselling beyond his / her ability or qualification. Serious cases may require recommendation to seek external counselling to be arranged by the student's family.

All information communicated to the Head Teacher or Counsellor, either verbally or in writing, will be treated with the strictest confidence.

### **24. Medical and Health**

#### **A. Administration of Medication**

The School is only able to provide emergency first aid treatment in cases of minor illnesses or injuries. No member of staff will prescribe any medication to students. In a case where a child, because of a condition, is required to take medication regularly, the parent must write to the Teacher (with a copy to the Head Teacher) with a supporting note from the doctor. The parent must explain in writing any medical procedures that need to be carried out in an emergency, dosage of regular medication and its storage. It is the responsibility of the parent to ensure that sufficient stock is maintained. The parent must then immediately meet the Nurse and Head Teacher to practice such a procedure. It is the School's policy that only the Nurse or Head Teacher, and in his/her absence, the appointed assistant will administer any medication in such circumstances.

#### **B. Pupils Taken ill or Injured in School**

A parent will be immediately informed if any child has become seriously ill or injured and will be consulted on the next step to be

taken. The child will be in the School sick bay awaiting a decision from his/her parent. In the event that all contact with a student's parent or guardian is in vain, the school will take the child to the nearest clinic or hospital to be given the necessary medical care (only in the case of a perceived threat against life and limb). The medical costs incurred will be borne by the parents.

#### C. School Nurse

SIS students have access to a Nurse. The responsibility of the School Nurse includes providing emergency first aid, routine health checks and maintaining updated health records on student concerned.

#### D. Notes on Diseases

The School monitors closely all cases of break-outs of contagious diseases in this country as well as those developments in neighbouring countries. The School's policy on this issue focuses on prevention. This includes being attentive to symptomatic children and advising parents to take the child home to rest and seek early medical attention. Toys and other common items are regularly washed and disinfected.

Parents are requested to keep unwell children home; in particular, influenza, hand, foot and mouth disease, chicken pox and head lice are commonly seen among school-age children, and may require students to be kept at home to avoid contagion. The School reserves the right to insist that a sick child stays home until full recovery as well as the right to ask for the necessary medical information from a reliable medical institution to confirm full recovery of the child before he/she is allowed to attend class again.

### 25. Visitors and Guests

The School welcomes visitors and guests. However all guests and visitors must observe the School's security and safety rules. Advance notice of guests of parents should be made to the School (with a copy to the Head Teacher) regarding the visit and intention. The School has the right to refuse such a request.

### 26. School Security

SIS ensures that optimum security is maintained in the School and neighbourhood at all times. SIS employs around-the-clock Security personnel who meet a strict set of reference and clearance checks prior to employment. Please note that in order to maintain the highest safety standards for all members of the School community, Security may routinely be required to:

- Physically check vehicles entering School premises
- Physically check and / or keep bags or packages brought into school premises
- Require formal identification documents prior to granting entrance to the school
- Require visitors to sign-in prior to entrance
- Require all community members to wear visible identification issued by the School
- Deny entrance or remove from the premises at any time any individual or group deemed to be a potential security concern
- Involve law enforcement officials in the event of security threats or violations

## **Community and Conduct**

### **27. Student Rights and Responsibilities**

#### **A. Student Rights**

- To experience quality education that will enable everyone to learn and grow as individuals
- To be in a school that is well-regarded by the community
- To be safe, appreciated, and treated with respect

#### **B. Student Responsibilities**

- I will do whatever it takes for myself and my classmates to learn
- I will cooperate with my Teachers, follow instructions, and complete my assignments
- I will respect and protect other's rights to the same happiness and enjoyment
- I will follow school rules, policies and norms, and behave in a way which reflects well on the School
- I will protect the rights, basic interests, and safety of all individuals in the school community

### **28. Parent Rights and Responsibilities**

#### **A. Parent Rights**

- To experience quality education that will enable everyone to learn and grow as individuals
- To be in a school that is well-regarded by the community

- To be safe, appreciated, and treated with respect

#### **B. Parent Responsibilities**

- We will do whatever it takes to support and monitor our child's learning progress
- We will communicate regularly and respectfully with our child's Teachers and other members of the school community
- We will cooperate with our child's Teachers and honour their professional decisions
- We will actively participate in the School community through Events, Parent-Teacher Conferences (PTC), Class or School-level Parent Committees, Community Service, Field Trips and other Activities
- We will follow school rules, policies and norms, and behave in a way which reflects well on the School
- We will protect the rights, basic interests, and safety of all individuals in the school community

### **29. Teacher Rights and Responsibilities**

#### **A. Teacher Rights**

- To experience quality education that will enable everyone to learn and grow as individuals
- To be in a school that is well-regarded by the community
- To be safe, appreciated, and treated with respect

## B. Teacher Responsibilities

- We will teach in the most effective way possible and do whatever it takes to maximize student learning
- We will hold our students, colleagues and parents to high expectations, and focus on achieving results
- We will be available to students, parents and colleagues to provide assistance and address concerns
- We will follow school rules, policies and norms, and behave in a way which reflects well on the School
- We will protect the rights, basic interests, and safety of all individuals in the school community

## 30. Code of Discipline

Each SIS School has its own 'Code of Discipline' detailing school rules and consequences. While minor variations exist according to the culture and norms of each School, there are a number of SIS-wide guidelines on matters of discipline.

School rules and regulations set the standards and tone of a School. They are not intended to inhibit. Rather, the intention is to create a stable and orderly school in which the tack of the School can be accomplished with minimum disruption.

They are intended to protect the interests of all students, so that they derive the maximum benefits from the School. They are to provide Teachers with the necessary conditions to perform their duties, and to reassure parents that the School will protect the interests of their children and accustom them to healthy habits.

## A. Major vs. Minor Offences

While most minor discipline offenses are part of the 'growing up process' and can be handle as part of regular school activities, repeated minor or single major offenses may require more serious responses from the school. These may include behaviours that seriously disrupt the learning environment, discriminate against or put school community members in danger, or violate social or legal norms.

In such cases, the School authorities may take immediate action to separate a disruptive student to ensure safety to students or staff, or to retain appropriate order for the good of the School community. Parents will be notified in the case of such repetitive or major offenses, and must be aware that a student's misbehaviour and misconduct may ultimately be subject to the civil and criminal laws of Myanmar.

## B. Consequences for Inappropriate Student Conduct at SIS

Any student violating any of the school rules and regulations will be spoken with by the teacher and the corresponding sanction stipulated in the Code of Discipline given.

If the violation is a major offence, the student may be referred to the Discipline Head / Discipline Committee which will conduct an investigation. The Discipline Head, Head Teacher or Deputy Head Teacher will be called upon and the necessary sanction based on the Discipline Handbook will be given.

The consequences for inappropriate behaviour include:

1. Reminders
2. Conference with student / verbal reprimand
3. Green/blue slips of paper (as record of violation)
4. Call to parents
5. Written warning
6. Loss of privileges
7. Replacement / repair of items lost or damaged
8. Apology
9. Detention
10. Immediate sending home of student
11. Parent-teacher conference
12. Parent-Head Teacher conference
13. In-school suspension
14. Out-of-school suspension
15. Refer to counsellor
16. Report to Police
17. Expulsion

Corporal (physical) punishment and any form of public embarrassment are strictly prohibited as disciplinary consequences in school.

#### C. Appearance / Dress Code / Uniform

Every student must look neat and tidy when he / she is in the SIS uniform. Shoes must be black and Socks must be white. On days when pupils have P.E or CCA, they are required to bring their PE outfit to school if required. Hair must be uncoloured, and short and neatly combed (boys) or tied back with a simple black tie (girls). Facial hair, jewellery, and long / painted nails are not allowed. The School reserves the right to send home students if they cannot comply with requirements.

#### D. Travel Policies

It is important to note that during Learning Journeys, Competitions and other official school activities held off campus, all students will be held to the same standards of conduct and discipline as they are on campus. Students and all members of the school community are expected to conduct themselves in a manner that positively represents SIS and respects all members of the host community. In the case of discipline violations during off campus school activities, supervising Teachers reserve the right to make disciplinary decisions in accordance with the general guidelines of the School Code of Discipline.