

Yogyakarta Independent School

Faculty and Staff Handbook



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Yogyakarta Independent School Faculty Handbook

Professional Expectations / Policies / Operational Procedures

TEACHER STANDARDS

In order to meet its Vision and Mission, YIS seeks to employ and develop exemplary teachers. To achieve this aim, the YIS Teacher Growth and Appraisal process uses the six Teacher Standards shown below. Exemplary practices within each teaching standard domain are listed as descriptors.

1: Planning

Teachers will display effective planning skills.

- a. Demonstrate understanding of YIS and IB curriculum and pedagogy.
- b. Construct and keep up-to-date curriculum documentation as required.
- c. Design lessons with clear learning objectives that correlate to agreed school curriculum.
- d. Plan collaboratively with the instructional teams.
- e. Plan in a way that recognizes and meets the diverse needs of all learners.
- f. Plan for the intellectual, social, emotional and physical development needs of the age group.
- g. Use evidence of student learning to guide planning.
- h. Plan learning experiences which facilitate connections with other subject areas and provide opportunities for real world experiences and application.

2: Learning Environment

Teachers will develop a positive and stimulating classroom environment that is conducive to a culture of thinking and learning in an environment of transition and mobility.

- a. Establish and maintain a respectful, student-centered classroom environment.
- b. Establish a climate of trust and teamwork with students.
- c. Establish high, but attainable, learning expectations that are clear to all and support students to achieve these.
- d. Maximize instructional time.
- e. Effectively manage student behavior.
- f. Maintain a safe and organized classroom.
- g. Maintain relevant displays of materials, student work and learning aids as appropriate in the classroom.

3: Approaches to Teaching and Learning

Teachers will demonstrate the use of methodologies that are inclusive and which support effective student learning.

- a. Employ strategies that are appropriate to and aligned with the IB framework.
- b. Employ strategies that are aligned with the YIS Mission components of creative thinking, curiosity, life-long learning and international mindedness.
- c. Effectively differentiate teaching and materials to facilitate all varied learning styles, abilities and language levels.
- d. Integrate technology to enhance learning.
- e. Keep students actively engaged in learning activities.
- f. Deliver well-structured and well-paced lessons.
- g. Guide students to clear understanding of concepts and content.

4: Assessment

Teachers will use assessment purposefully to facilitate effective student learning and guide instruction.

- a. Assess prior knowledge to develop expectations for learning.
- b. Align assessment with established curriculum objectives.
- c. Work with colleagues to standardize understanding of learning objectives and application of assessment criteria.
- d. Employ appropriate and varied assessment types and strategies to match learning intentions and learner needs.
- e. Ensure students are well-informed of assessment expectations.
- f. Facilitate student ownership of learning throughout the assessment process.
- g. Provide constructive and timely feedback to students and parents/guardians.
- h. Regularly analyze assessment data to modify planning and instruction.
- i. Maintain clear records of all assessment evidence to document student learning throughout the year.

5: Communication

Teachers will use effective personal and professional communication skills.

- a. Communicate professionally, respectfully and honestly in all situations.
- b. Communicate clearly with students to support learning and understanding.
- c. Communicate pro-actively with parents/guardians to build a partnership in learning.
- d. Communicate supportively in order to build and maintain positive relationships and rapport with students.
- e. Communicate in a way that is solution-oriented and problem solving.
- f. Communicate in a way that assumes the positive intentions of others.

6: Professional Responsibilities

Teachers will display a collaborative, problem solving and professional mindset.

- a. Model the IB Learner Profile attributes.
- b. Commit to the YIS mission and follow policies and procedures.
- c. Meet deadlines and fulfill responsibilities in a timely manner.
- d. Collaborate positively with all members of the international school community.
- e. Take responsibility for own professional learning and growth and incorporate this into teaching practice.
- f. Contribute positively to the curriculum development and monitoring processes.
- g. Hold oneself accountable for student learning.
- h. Systematically reflect on and learn from practice.
- i. Demonstrate an understanding of, and commitment to, the programmes.

Contributing to the Wider Life of the School

Teachers' contributions to the wider life of the school are a valuable asset and are essential for a positive school culture. YIS values all such contributions, which may include but are not limited to:

- contributions to school initiatives and development programmes;
- contributions to, and attendance at, school events and student performances;
- organization of curricular excursions;
- representing the school beyond YIS; and
- offering of professional development for colleagues, etc.

While not assessed explicitly within the teaching standards, such contributions make YIS the successful learning community that it aims to be.

During any contract all teachers will be regularly observed by the Principals to ensure that the published Teaching Standards are being met. The Appraisal process is based upon these standards. Anyone who is experiencing difficulty in meeting these standards may be placed on an 'Improvement Plan.' In the event that the member of faculty does not improve there may also be contractual implications.

PROFESSIONAL RESPONSIBILITIES AND EXPECTATIONS

Teachers at YIS are expected to behave in accordance with generally accepted norms of professional conduct. Our teachers are expected to model the attributes of the Learner Profile and communicate a genuine commitment to life-long learning.

In addition to the responsibilities set out in the teacher standards above, teachers are held accountable for good attendance and punctuality.

Working Hours

- All teaching faculty should be on campus *Monday to Friday from at least 07:30 – 16:00 (arrival time is between 07:00 – 07:30 and departure time is between 16:00 – 16:30), for teaching classes, supervision duties, individual lesson preparation, planning and collaboration with colleagues, meeting with students for additional support, etc.
- Teachers should be ready to receive students in classrooms by 8:00.
- Support staff may be assigned alternate start and ending times.
- During teacher PD days, working hours are shortened to 9:00-15:00.

It should be noted that on occasion, extended hours will be required for special evening or weekend events, such as Open House, graduation or awards ceremonies, student programs, parent conferences, etc. These events are considered an integral part of contributing to the wider life of the community and they are a professional expectation.

Late Arrival/Early Departure

All full-time faculty who will be late to arrive / early to depart or needing to leave campus during the day for non-work-related reasons should inform the front office.

Faculty Absences

Contractually, teachers have 7 sick leave days, with an additional 3 for personal leave use. These are paid days. Personal leave days may be used with prior approval / advance notice, provided the dates do not coincide with teacher preparation days or extended holidays. Absences during these times may result in loss of a portion of salary.

In the event of an unplanned absence (sick day), faculty should contact The Principal for permission and to inform concerning class activities to cover. Email lesson plans to the Principal by no later than 07:00. Please note any duties that need to be covered.

Purchase Requisition / Reimbursement

All requests for material acquisition or supplies must be made prior to purchase. In some cases, reimbursement for incidentals under 150,000 IDR may be reimbursed, against receipts, after purchase.

All other purchases must be requested ahead of time, in writing, with estimated costs. After approval is finalized, teachers may either:

1. make the purchases first and obtain reimbursement against receipts, or
2. receive the cash IDR requested up-front and present receipts after purchase.

Purchase requisition forms can be obtained in the front office and submitted directly to the Principal.

Faculty Phones and Devices

With the understanding that teachers are adults who have adult lives and responsibilities outside of school, it is generally expected that teachers and staff will model and follow the same mobile phone etiquette as the students. Phones should not be used while teaching unless there is an emergency or urgent situation.

Duties and Internal Cover

All teachers are expected to actively supervise students outside of lessons during break times and after school. (See duty roster.) Full-time teachers contribute to our community through covering internally for absent colleagues from time to time.

Part-time Teachers

Part-Time teachers are expected to be in school for the classes they teach; they are not required to be in school all day, nor every day. Part-Time teachers are requested to attend all professional development sessions and teacher preparation days, per the published calendar, unless prior arrangements are made with the Principal.

Related Policy on General Conduct: Alcohol & Cigarettes Consumption

As a school whose community reflects a wide range of cultural perspectives with respect to the consumption of alcohol, it is important for all members of our community to be sensitive to, and respectful of, others' differences, views and opinions. Treated responsibly, alcohol consumption is associated with relaxation and celebration, but it is also recognized that excessive or inappropriate consumption is socially unacceptable, from whatever cultural perspective. Within this context, highlighted below are some practical guidelines on the consumption of alcohol;

- At no time should any employee, be on school premises or at YIS-sponsored school activities under a noticeable influence of alcohol to a detrimental effect.*
- During school-related field trips, exchanges, or conferences, when faculty or staff are chaperoning students, this is acting 'in loco parentis', no alcohol shall be consumed.*
- YISPA sponsored events are considered to be school-related events.*

COMMUNICATION EXPECTATIONS: Communication is important in any institution, but in a busy school like YIS, it is vital to provide information to others when needed, but also to take responsibility to find out what is happening from provided sources. If you have a question or concern about something, please go first to the person/people directly involved.

COMMUNICATION WITH PARENTS: Communication is an important aspect of the YIS community as we believe in partnerships in the learning process between the school and the families. Good communication within the community is a critical part of what we do, so this aspect is emphasized in the YIS Teacher Standards.

Regular, positive communication between teacher and parent assists the learning process and maintains a positive culture.

On occasion, a parent may request to meet a faculty member or school administrator. All YIS faculty are expected to respond quickly to any reasonable request and meet parents when it is most convenient for both parties. A meeting should be scheduled within two working days of the request being made under normal circumstances. If this is not possible, the parent must be informed as soon as possible and a meeting arranged at the earliest convenient time.

Letters to Parents

All formal letters to parents must be pre-approved by the Principal. Letterhead should only be used for communication with parents after consultation and approval by the Principal.

Email Protocols

Most communication within the school and with the broader YIS community is conducted via email. Email is a useful tool for rapid communication. There are times, however, when email communication is not appropriate or productive. Examples of such times include: when there is conflict or disagreement; when there are language barriers between sender and receiver; when conveying some types of sensitive information; or when the sender is frustrated or angry. In these types of circumstances, email communication can cause more problems than it solves. YIS faculty are asked to consider carefully whether an email is well suited to convey the intended message.

As a general rule, teachers should make every effort to respond to a parent email within 24 hours of the email being received, *excluding weekends and holidays*. If an issue is complex, or, if it requires some time to be dealt with, the request should at least be acknowledged and a timeline for a fuller answer communicated.

With regards to email, teachers are expected to:

- check their emails every day
- respond to parent emails within 24 working hours
- respond to colleagues and student emails in a timely manner
- write emails to parents and students using accurate grammar and correct English.
- ‘CC’ the appropriate people
- use the BCC field when writing to groups, (to protect privacy and prevent reply all scenarios)

E-mails intended for all YIS Parents, or for an entire grade level or class, can only be sent through designated front office personnel and must be approved by the Principal.

Teachers should not give out their personal contact information to parents or students (email address or mobile numbers).

Internal Protocol for Communication with Parents

1. Phone calls are most appropriate for immediate or urgent concerns, such as emergency medical situations or student absences.
2. Email is suitable for routine information or clarification. **It is not appropriate for engagement regarding sensitive issues or confidential matters related to student learning.**
3. When telephone and email conversations become extended, face to face communication is required by the school. These conversations should take place by appointment.

Home Learning

Purpose of Home Learning

Home learning plays an important role in student life because it encourages the development of self-discipline and associated good working habits. Home learning provides for an out-of-classroom learning experience reinforcing skills and concepts already learned, practicing new skills, preparing for a new unit of study, or extending learning.

Home Learning in the Primary

Home Learning Content

Early Years students will not receive home learning assignments; however, parents will be given ideas on how to support their child's learning through letters from the classroom teacher. All students from Grades 1 to 12 may be assigned home learning. Knowing the importance of ensuring the students have time for a balanced life (i.e. play time, music exploration, etc.), home learning should not be a burden to students or parents.

Should any primary student spend more than 20 minutes in an evening on home learning (excluding reading), parents are invited to write a note to the teacher and the child may stop after 20 minutes of work, regardless of the degree of completion.

Students will not be assigned home learning over the weekend or school holidays. If there is a recurring pattern of missed home learning assignments, the classroom teacher will contact the parent.

Home Reading

We strongly encourage students to regularly read at home. Please encourage students to read in their mother tongue. Parents are also encouraged to read to their children in their mother tongue/home language.

- For Preschool-K children, parents should be reading to their children for at least 10 minutes each evening
- Grade 1 and 2 students should be reading at least 10 minutes each evening with an adult or sibling
- Grade 3 and 4 students should be reading at least 15 minutes each evening with or without an adult or sibling
- Grade 5 students should be reading at least 20 minutes each evening

Home Learning in the Secondary

Home Learning and Assignments YIS students are expected to be able to work independently and to develop the personal responsibility to become self-motivated and disciplined learners. Teachers can set home learning on a regular basis and are required to keep track of all assignments.

Amount of Home Learning: *Guidelines*

Given that the actual time required to complete assignments will vary with each student's study habits, academic skills and English language level, teachers are expected to set appropriate and reasonable assignments and collaborate as a team to ensure students are not overloaded. This is especially important around reporting times.

The following time guidelines are approximate:

- Grade 7 Maximum of 70 minutes
- Grade 8 Maximum of 80 minutes
- Grade 9 Maximum of 90 minutes
- Grade 10 Maximum of 100 minutes
- Grade 11 & 12 Maximum of 3 hours

As a general rule, home learning is not set for students during holiday times. This is to facilitate students being able to have a rest and take a break from academic studies. Exceptions to this may be for things such as Personal Project, Extended Essay and DP students who need to revise and study in an ongoing fashion.

Taking Responsibility

Students are expected to submit their home learning assignments on time. When a student is struggling to meet this expectation, it is the student's responsibility to communicate this to the teacher. The student and teacher should work in partnership to resolve the problem and ensure the work is done. If a student knows he/she is going to be absent, it is the student's responsibility to inform the teacher in advance and negotiate an extended deadline. At the teacher's discretion, an extension may be granted.

If a student misses an assessed piece of work or a test due to illness or family emergency, the student will be allowed to make up the missed work according to a timeline agreed by the teacher. In some circumstances this may not be appropriate (formal exams or group project work, for example).

Students who miss assessed work due to unexcused reasons or extended holidays may not be allowed to make up the work. The teacher should refer such cases to the Principal for a final decision.

Home Learning Responsibilities of Teachers:

- ✓ Assign relevant, challenging and meaningful home learning that reinforces classroom learning;
- ✓ Do not attempt to assign or explain home learning tasks while students are transitioning to their next class.
- ✓ Give clear instructions and make sure students understand the purpose;
- ✓ Ensure students are aware of the due date;
- ✓ Allow students time to record the home learning assignment in a planner;
- ✓ Give feedback and/or correct home learning if appropriate;
- ✓ Communicate with other teachers to ensure the workload is manageable; and
- ✓ Involve parents and contact them if a pattern of late or incomplete work develops.

General Guidelines

Home Learning Should Be:

- appropriate to the students' abilities and differentiated where necessary;
- understood by the students as to what it is that they have to do and how (i.e. with clear instructions, expectations and deadlines – in writing);
- purposeful, meaningful and related to the YIS curriculum;
- assessed promptly with feedback given to the students;

and Home learning should NOT be:

- assigned at weekends or on holidays
- requiring students to use resources or technology which they don't have available at home;
- used as a behavior management tool or as a form of punishment.

Excursion Procedures

The IB program encourages students to be active members of the local environment. With this in mind, teachers should try to find local connections with each unit of study and if possible use the host country as a learning resource.

All requests for excursions must be made on the appropriate Excursion Proposal Form (available from The Front Office). The excursion form must be submitted to the Principal at least two weeks before the planned trip or activity.

In addition, the organizer must inform all teachers whose students will miss their classes about the trip (Primary – specialist teachers, Secondary – all subject teachers).

Excursion Supervision

On all school-sponsored trips involving students, school staff members, with oversight from the Principal, will make provision for supervision. The student/teacher ratio for any trip will be determined by the Principal who will take into account the nature of the excursion and the level of supervision necessary to ensure the safety of the students. However, there will be a minimum of two supervising adults, with a maximum student/teacher ratio of 10:1. On trips with four students or fewer, the Principal is authorized to approve one supervising adult based on student age, gender and group make-up. YIS Security personnel will accompany in most cases.

Steps for Organizing a Field Trip

1. Estimate all trip costs with the Principal.
2. Meet with the Principal to approve and sign the Excursion Proposal for transport and any needed ticket purchase, entry fees, etc.
3. With Principal, send parents an emailed letter regarding the planned excursion.
4. Submit a list of trip participants with emergency contact numbers, to the Principal for office emergency use during the trip.
5. Arrange to check-out a traveling first-aid kit on the day prior to the trip.
6. Return the items and report safe return to Principal after the trip.

General Tutoring Guidelines

No member of YIS faculty may tutor YIS students outside of school hours or in a private home. All teaching and delivery of instruction must be conducted on the YIS campus, under the supervision of the Principal. No money may be accepted by a YIS faculty member for additional or 'extra' learning support of a YIS student. Breach of this policy may result in termination of teacher contract.

DAY-to-DAY SCHOOL PROCEDURES

Student Attendance

Class attendance is taken on the Attendance System and should be completed for each lesson. Late students (or accompanying parent for Early Years children) should go to the office and report late arrival where they will receive a late arrival slip to take to the homeroom teacher.

Please ensure that the School Office is notified of all late arrivals and early departures.

The Front Office will contact parents regarding any children marked 'absent,' and update the record / inform teachers. If parents inform you directly of a late arrival or early departure (e.g. coming or leaving at lunchtime, doctor's appointments) please inform the office and remind the students and/or parents to sign in or out at the office.

Extended Holidays during Term Time

The school recognizes the potential educational value of family or personal trips outside of Indonesia; however, parents are encouraged to plan trips outside Indonesia carefully to avoid missing school days.

Items That Should Not Be Brought to Campus

Chewing gum is not allowed on the school campus. The use or possession of drugs, tobacco or alcohol at school or any school activity, on or off campus, is strictly prohibited for students.

YIS recognizes that there are times when it is genuinely appropriate and useful for students to have access to a mobile phone. However, mobile phones should only be used by students in cases of a genuine need, and courtesy, consideration and respect for others are paramount at all times. Phones should be labeled with the student's name and must not be switched on or used during class time. Under no circumstances should students use a mobile phone to contact home in order to make arrangements to leave school. Any student who is unwell or injured needs to go to the office. The administration will call parents of students who should go home due to sudden illness.

Dress Code for Students

Uniforms are required for all students, everyday – from day one. An official YIS polo-style shirt and khaki (tan) shorts, pants or skirt are to be worn to classes, with an alternative P.E. option available.

Additionally, both faculty and students are expected to adhere to the following:

1. Tops and shirts need to be: well fitting, without inappropriate messages and must cover all undergarments. Any shirt straps must be at least two/three fingers wide and midriffs must be covered.
2. Skirts or shorts for the girls must be culturally respectful and undergarments should not be visible. Shorts and skirts should be at least knee length.
3. Students must wear footwear that enables quick exits for emergencies and safety around the school grounds. High heels are not allowed. Sports shoes with wheels underneath are not suitable. Beach 'flip-flops' are not allowed.
4. Certain classes will have specific safety requirements that may dictate dress.
5. Headwear, unless worn for observance of religious beliefs or specific agreed circumstances, is not permitted during class time.

The Principal have the final say on student dress code issues. If a teacher believes a student is not meeting the dress code, the student should be sent to the front office. Students may be removed from class, sent home or given clothes to change into.

Teachers and staff are expected to model and follow the same general regulations as the students. Teachers are requested not to wear shorts unless it is required due to the nature of the subject being taught. Teachers are requested to be respectful of the conservative culture of our host country. *Professional appearance and demeanor are required at all times.*

Break Supervision and Primary Duty of Care

Break / Lunch Duties

Educators owe the same degree of care and supervision to their students that reasonable and prudent parents would employ in the same circumstances for their children.

Supervision is more than being present when the children are outside. It involves understanding child play patterns, knowing safe and unsafe play behaviors, being proactive and stopping unsafe actions, and understanding and enforcing playground rules.

All supervising adults should ensure that they are familiar with the procedures for their designated duty area and complete their supervision duties according to the supervision schedule as assigned at the start of the academic year.

The Principal is responsible for maintaining the rosters and records and for ensuring equitability between faculty, taking into account teaching loads and contact time with children.

- It is your professional duty of care to be punctual and vigilant at all times. We have a collective responsibility to ensure all our students are safe and secure, including outside our own classrooms.
- As a responsive school, all adults are expected to intervene and assist students to make good choices in their behaviors.
- **Stay at your duty station until a replacement arrives.**
- Please make sure you walk around your area. Closely monitor the students' behavior as preventive intervention is always preferable to reactionary intervention. Watch the kind of play students are engaged in, move close to hear some of the conversation, verbally check in with students by asking how things are going.
- Unless otherwise stated by the classroom teacher, all primary students must be outside on the playground during breaks (no playing in the classrooms, etc.).
- Students are expected to play peacefully. Fighting or name calling are not acceptable. Please intervene to help resolve issues. The person on duty must report any incidents to the homeroom teachers and Principal.

Active Supervision Guidelines

1. Each of the supervisors is expected to **roam about** the designated playground zone and **avoid standing in one place**. Be visible and circulate. Do not cluster to talk with other staff.
2. **Interact positively with students** by saying “Hi, How are you doing? Is everyone okay?” and interacting personally with many different students.
3. **Do not use electronic devices such as mobile phones while on active supervision.**
4. When a student violates a rule, try a verbal reminder first. Use a respectful but firm voice.
5. For subsequent infractions, implement as mild a consequence as reasonably fits the infraction.
6. Supervisors communicate with the classroom teachers if you sense a problem may need their attention.
7. When a child is physically hurt, make sure first aid is provided by you or by the office staff. The office will call the parents if the situation may cause a parent concern.
8. For illegal, physically dangerous, or severe insubordinate behavior contact, or have the office contact, the Principal.
9. CRISIS PROCEDURES: SEND A RESPONSIBLE STUDENT TO THE OFFICE WHEN A SITUATION IS SO SEVERE THAT YOU NEED ADDITIONAL ASSISTANCE.
10. Students who fall ill should go to the office.

Indoor Recess

The Principal will inform all teachers if recess needs to be inside due to inclement weather, such as sudden downpours or thunderstorms.

Students should remain within their own grade level classrooms. Ensure that students do not use the outside corridors as this can disturb secondary classes. Teachers will stay with their grade level, on an agreed upon rotation.

Lunch Duties

Please ensure that you are on time for your duty. Please ensure you are aware of student allergies and keep alert to which items are present in the canteen area. **Be aware of the quantity of food and drink the students are consuming.** Ensure they have eaten most of their food and have had their drink before allowing them to clear away/remove their lunch containers. Inform the homeroom teacher if the child has eaten very little. All students must have something to drink and can take a cup of water from the dispenser

MEDICAL, HEALTH and SAFETY, and EMERGENCY PROCEDURES

Guardianship

It is important that the school is able to contact parents, or other designated responsible adults, at all times in case of emergencies. In the event that a student will not be residing with his/her parent/s at any time during the school year, it is a requirement that the parent/s inform the school of this arrangement in writing in advance. Written notification of guardianship should include contact details of at least one adult who can act in loco parentis in the event of an emergency or any other situation that would normally require the school to make contact with a parent. This information should be provided to the school office.

Student Medical Referrals during the School Day

During the school day, minor injuries and illness are dealt with by the school office staff. Students should be sent or accompanied to the front office.

The front office staff, or Principal will contact parents to discuss appropriate treatment. With parent permission, Paracetamol may be given.

If a student needs to go home, permission will be sought from the relevant principal and the student's parents. Students are not allowed to leave campus without presenting a gate pass at the security office.

Accidents

All accidents, big or small, should be reported and an Accident Form completed and submitted to the Principal. The front office staff, in consultation with the Principal will decide if a student's parents should be contacted.

Medical Appointments

Students leaving school for medical appointments will be given a gate pass and depart through the front gate with parent/guardian. Parents will notify the front office if they wish to make alternative transport arrangements. Exceptions to this must be cleared through the Principal.

YIS MEDICAL PROCEDURES

In the life of children many falls, scrapes, stings and bumps occur as part of daily life. YIS expects that families will have comprehensive medical insurance for their children.

Parents and all staff need to be aware how such accidents are handled at YIS. They can be roughly grouped into three Categories:

1. Minor fall, scrape, cut, sprain or tummy-ache/headache:

- a. Students are taken directly to the front office for immediate, basic first aid.
- b. Parents will be contacted for permission to administer paracetamol, if advised.
- c. After treatment, the child returns to classes.
- d. Parents informed of treatment by email through the front office, via the Principal.

Note: all bumps to the head / head injuries should be followed up as Category 2 incidents.

2. Injury requiring more than basic first aid or tummy/headache, any fever or Category 1 issue that does not resolve:

- a. Students are taken directly to the front office for immediate assessment.
- b. Students are taken to the Infirmary for monitoring and stabilization. Principal is informed and confirms need for outside care.
- c. Parents are contacted to collect the child and informed that YIS does not cover medical expenses—cost are responsibility of parents
- d. Parents collect child and take to preferred medical provider or home
- e. Parents are responsible for medical treatment costs.
- f. If injury, accident report generated by first adult responder (detailed, with timing).

3. Serious Injury or illness requiring emergency medical treatment:

- a. Leadership Team and Security are informed.
- b. Parents are contacted to meet the student and staff at the school or medical facility. Phone contact is maintained through the process.
- c. Local hospital is contacted to send support for stabilization of victim for life-threatening or very serious cases.
- d. Victim is stabilized and transported to medical facility.
- e. In all cases, parents are responsible for medical treatment costs.
- f. Accident report generated by first adult responder.

Head Lice Policy

Parents of students found to have an infestation of head lice will be contacted immediately. Treatment must be sought at home or through a local health facility. The student must be nit-free prior to his or her return to classes. The Principal will inform all parents to check their children, while maintaining the confidentiality of the infected child.

Emergency Response

Students First

Your first and foremost responsibility is student safety - *students first*. Student safety is paramount at all times and should drive all actions in any emergency situation.

Emergency Drills

Several types of emergency drills are practiced on a regular basis throughout the school year – sometimes announced to faculty and sometimes unannounced. Please refer to our separate manual with details for each type.

Teach your students to be silent, calm, quick and cooperative during all emergency drills.

Emergency Evacuation

The Emergency Evacuation Procedures will be posted in each room together with a map showing the exit route. Regular drills are carried out, so that all students know what to do in the event of an alarm and where to assemble.

ALWAYS acquaint yourself with the exit routes for the rooms in which you are working.

Be Prepared ...

- Take attendance for each lesson via the Attendance System.
- Check in and out of campus through the front office.
- Review these procedures regularly.
- Know where your assembly points are for each drill type.

Lead with Confidence...

- Use common sense!
- Quickly, safely and quietly get all your students out of the building to a safe assembly area.

Curriculum

CURRICULUM REVIEW and REVISION

The YIS Curriculum constitutes a contract with our students and parents. This written curriculum is what we pledge to deliver and it should be adhered to and taught as it exists in our curricular documents and mapping.

Whilst many changes to agreements and procedures will be addressed through consultation with faculty and through collaboration in planning meetings, there is a systematic process for curriculum review and development that is managed through a cycle over a period of years. These review cycles are established in cooperation with the IB, for each of the three programmes (PYP, MYP and DP).

It is recognized that some degree of stability is important when managing change, and that enough time needs to be allocated to embed changes into regular practice. Some aspects of curriculum are reviewed annually, such as the PYP's POI and the timeline of the units of inquiry, as well as the ongoing development of teaching units in the MYP and DP. These processes are guided by the Leadership Team, in cooperation with teachers and curriculum leaders.

What is the International Baccalaureate?

YIS is an accredited International Baccalaureate (IB) World School, and we follow the IB framework.

The highly respected International Baccalaureate is an international education foundation that has been designed to prepare students to find their place and excel in the world. It focuses on inquiry-based education that prepares students to succeed by teaching them to think critically and independently, and how to inquire with care and logic.

The International Baccalaureate, which was established in Switzerland in 1968, is recognized by universities around the world. It is taught in more than 5,000 schools in more than 150 countries.

How does YIS implement the IB?

At YIS we pride ourselves on being the only international school in Yogyakarta authorized to offer the complete range of IB education for children from age 3 to 18 years. The programmes we offer are the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

All reports, diplomas and certificates issued by YIS are compatible with other international schools in Indonesia and abroad, as well as with universities worldwide. At YIS, the language of instruction is English and the curriculum also includes French, Spanish and Indonesian.

Assessment and Reporting at YIS

At both the Primary and Secondary levels, assessments are based on holistic criteria provided by the International Baccalaureate, which is the framework around which the YIS curriculum is built. Assessment is not a single set of actions, but an ongoing process which is designed to support and encourage effective teaching and learning.

Specifically, assessment at YIS:

- mirrors the requirements of the IB programmes;
- reflects the international mindedness of the programs by allowing assessments to be set in a variety of cultural and linguistic contexts;
- identifies what students know, understand, can do and feel at different stages of the learning process; and
- places the learner in the center of the assessment process by involving the student in the process.

At the end of each of four Terms, official reports are prepared, which represent a summary of student achievement in selected subjects during the academic year. One of the most important purposes of the formal reporting process is to encourage reflection and goal setting among students and teachers. We also encourage parents to talk with their children about the content of these reports and about how they will use teacher feedback to grow and develop as learners.

The Academic Monitoring Report is an indicative assessment by the school of the student's progress in one or more subjects. These reports are routinely issued at 'mid-term' and only focus on those subjects in which the student requires extra support in order to achieve the set learning outcomes. Its aim is to inform and advise students, so that they can focus their attention and make a special effort to improve their learning, with the engagement of parents and the support of teachers.

National Assessment

In order to comply with the regulations of the Indonesian government and the Ministry of Culture and Education, YIS offers classes in Indonesian language, religion (*Agama*) and civics (PKn, or *Pancasila*) for students in Grades 1 to 12. These classes are mandatory for students whose parents are both Indonesian nationals; national-based grading is issued for Agama and PKn. Kinder students receive an *introduction* to these subjects.

The subjects of Bahasa Indonesia, Indonesian Studies, Agama and Pancasila are also integrated into our program and are offered to Indonesian students during regular school hours.

YIS students who are Indonesian nationals are also automatically registered for the ASPD (Asesmen Standarisasi Pendidikan Daerah), which take place in Grades 6, 9 and 12. In addition, the Grades 5, 8 and 11 will automatically registered for ANBK (Asesmen Nasional Berbasis Komputer). These examinations serve to provide data to the Ministry of Education regarding the achievement levels across the region and across the country. The results of these examinations are not used for the purpose of university applications and we do not include this data in our official, internal YIS reports or transcripts.

YIS Diploma and Graduation Requirements

At YIS there are many paths to success. In Grades 11 and 12, students are expected to take a full programme of IB-DP courses, but students may elect one of the following options:

- Participation in the full Diploma Programme (including the Core subjects of Extended Essay, CAS and Theory of Knowledge), culminating in the external DP exams and an IB Diploma;
- Completion of a full program of courses, electing to take certain subjects for IB certificates;
- Completion of a full program of six (6) courses, taken at Standard Level, without external IB examinations.

Each of these paths culminates in a YIS diploma, awarded at the YIS Graduation Ceremony in the final term of the academic year. The YIS diploma is awarded upon completion of all graduation requirements, which are based upon the following areas: attendance, academic achievement in all courses, service activities, internal final examinations and past high school transcripts (where applicable). More detailed information about the specific requirements is available from the YIS Administration.