

英华 YingHua International School

Family Handbook

2026-2027 School Year

Table of Contents

- Welcome — Page 3
- Mission & Values — Page 4
- School Contacts — Page 5
- Attendance — Pages 6-7
- School Life & Routines — Pages 8-9
- Health, Safety & Student Welfare — Pages 10-11
- Emergency Procedures — Pages 12-13
- Student Conduct — Pages 14-15
- Academic Program — Pages 16-21
- Assessment & Reporting — Pages 22-24
- Learning Support & Enrichment — Pages 25-27
- Technology Policies — Pages 28-29
- Communication — Pages 30-31
- Family Engagement — Pages 32-34

Welcome to the YingHua International School Community!

Dear Families,

Welcome to a new school year at YingHua International School! We are delighted to have you as part of our vibrant, multilingual learning community. Whether you are returning to YHIS or joining us for the first time, we are excited to partner with you on your child's educational journey.

At YingHua, we are proud to offer a rigorous and nurturing learning environment rooted in the values of the International Baccalaureate Primary Years Programme (IB PYP). Our students engage in inquiry-based learning, develop intercultural understanding, and grow into principled, caring, and reflective young people who are prepared to thrive in a global society.
This Family Handbook is designed to serve as a helpful guide to life at YHIS. Inside, you'll find important information about our school policies, routines, programs, and opportunities for involvement. Our goal is to foster strong partnerships between home and school, and we hope this handbook will support clear and open communication throughout the year.

We encourage you to review the handbook carefully and refer back to it as needed. If you have any questions, concerns, or suggestions, please don't hesitate to reach out to our team. Together, we can ensure a joyful, safe, and enriching experience for all students.
Thank you for being part of the YHIS community. We look forward to an inspiring and successful year ahead!

Warm regards,

The YHIS Leadership Team



Wenqi Ding
Special Events, Camp, Before/After School



David Friedrich
Head of School



Whitney Wang
EYP



Evelyn Zheng
PYP, Coordinator of Chinese

Mission and Values

At YingHua, our mission and values are at the heart of everything we do. They guide our decisions, shape our learning environment, and help us create a school culture where students feel safe, challenged, and inspired. As you read through this section, we hope it gives you a clearer picture of what we stand for—and how we work together as a community to support our students in becoming thoughtful, capable, and caring individuals.

Our Mission

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.

Our Values

Excellence: We strive to become the best that we can be every day. It means striving to attain high standards of teaching and learning in all that we do. Excellence, to us, includes personal, social, physical, professional, cultural, and spiritual development in addition to intellectual curiosity and academic excellence. It includes teamwork, community service, and leadership.

Diversity: Our students and staff embrace differences and build on the best of all worlds with a global perspective. We embrace equity among cultures and peoples, and respect the natural world, including its animals and plant inhabitants.

Integrity: We are committed to displaying exemplary character. It means doing the right thing even when no one is watching. Integrity to us involves being observant, aware, and honest in our interactions with others, and leading with humility and grace.

Compassion: Showing empathy, care, and respect are ingrained in the fabric of our community. Connection to and awareness of others are key. We aim to foster a sense of belonging, where all children and adults feel seen, valued, and appreciated. Compassionate citizens engage in service as they participate in the quest to make our world a better place.

The International Baccalaureate Learner Profile

As an IB World School, we are committed to developing students who embody the IB Learner Profile—a set of ten attributes that reflect the mission of the IB and the goals of international education.

YingHua International School students strive to be:

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

These attributes are infused into every aspect of school life and form the foundation of student learning, character development, and community engagement.

School Contacts

Phone

609-375-8015

Physical Address

25 Laurel Avenue
Kingston, New Jersey 08528

P.O. Box

P.O. Box 88
Kingston, New Jersey 08528

Topic	Email Address	Use For
General inquiries & attendance	communications@yhis.org	Absences, late arrivals, early pick-ups, dismissal changes, student records, nursing/health info, general questions
Academic matters	classroom teacher → Head of School (if not resolved)	Curriculum questions, academic support, assessments, progress concerns
Billing & finance	billing@yhis.org	Tuition, payments, invoices, financial documentation
After school programs	extracurricular@yhis.org	After School Program registration, class offerings, enrichment schedules
Admissions	admissions@yhis.org	New student applications, re-enrollment, school tours, admissions inquiries
Family Association	yhisFA@gmail.com	Volunteering, community events, parent involvement
Nursing	nurse@yhis.org	Health forms, medication

Attendance

School Hours

All YingHua International School students attend from 8:20 AM to 3:40 PM

Tardiness Policy

Students arriving after 8:20 AM are considered tardy. Punctuality is essential for students to begin their day calmly and to fully participate in the learning community from the start.

- Students who arrive late must check in at the Main Office, where a parent or guardian will sign them in and an administrator then walk the child to class.
- Occasional delays due to unforeseen events (e.g., accidents or severe traffic) will be excused.
- After five tardies, a member of the YHIS Leadership Team may reach out to brainstorm ways to address the issue.

Absences

If your child will be absent, please notify the school before 8:00 AM by emailing communications@yhis.org and copying the homeroom teacher, or by calling the main office at (609) 375-8015.

Excused Absences

Illness, religious observance, or family emergencies are considered excused absences.

For absences due to illness lasting three or more consecutive days, a doctor's note is required upon return.

Teachers will assist students in making up work missed during excused absences.

Unexcused Absences

Absences for reasons such as extended family vacations during the school year are considered unexcused.

Teachers are not required to provide work in advance or additional support for unexcused absences.

Students are responsible for making up missed work independently.



Extended Leave Policy

At YingHua International School, we value the rich learning that comes from international travel and family experiences. However, to maintain the fidelity and continuity of our academic program, we must carefully manage extended absences.

- Requests for extended leave should be submitted in writing to the administration at least two weeks in advance.
- The request must include the reason for the leave and the expected duration.
- Approval is at the discretion of the Head of School, based on academic considerations and school policy.
- Tuition fees will continue to be charged during the leave unless otherwise agreed upon.
- Extended leave may impact academic progress, and families are responsible for supporting their child in completing missed work.
- The school may recommend additional academic support or alternative learning arrangements as needed to help the student stay on track.

Part-Time Schedules

YingHua International School may offer part-time attendance options in select Early Years programs. The following guidelines apply to part-time schedules:

Schedule Changes: Families wishing to change a part-time schedule (different days, durations, or number of days per week) must provide at least two weeks' written notice via email to communications@yhis.org. Changes are subject to space availability and approval by the YHIS Leadership Team. Additional tuition rates may apply depending on the nature of the change.

Additional Days: Students enrolled part-time may request to attend additional single days or extend a half-day to a full day with at least one week's notice. Drop-in rates apply for these additional days.

Make-Up Days: Make-up days are permitted for excused absences, with one week's notice required. Make-up days are not granted for unexcused absences.

Field Trips on "Off" Days: Part-time students may participate in field trips scheduled on days they are not regularly attending, subject to approval from the YHIS Leadership Team. Drop-in fees may apply.

Attendance Requests on "Off" Days: Teachers may request attendance on a student's "off" day for rehearsals or performances without additional fees for the event time.

Families interested in part-time enrollment or schedule adjustments should contact admissions@yhis.org for current availability and specific guidance.

School Life and Routines

School Hours

- Regular school hours are 8:20 AM – 3:40 PM, Monday through Friday.
- Early Dismissal: On one Friday per month, school ends at 2:40 PM to allow time for an all-faculty meeting. These dates have been noted on the school calendar.
- A daily schedule for your child's grade will be shared with you at Back-to-School Night.

Dress Expectations

- At YHIS, we value each student's right to self-expression while fostering a safe and respectful community. We ask that clothing be age-appropriate, comfortable and safe for all daily activities, and affirm a child's gender identity. We ask families to be mindful of our desire to promote an inclusive environment.

Step 0: Before Care

- Before care opens at 7:30 AM. and lasts until students transition to their homerooms at 8:10 AM.
- Parents should park in the lot, walk their child to the front entrance, and ring the bell.
- A staff member will "buzz" your child in and ensure they are safely checked in.
- The fee for before care is $10 daily for up to 40 minutes. For families in need of consistent before care, we offer a monthly fee of $150. This is billed monthly.

Before care is supervised by YHIS staff and provides a calm, welcoming start to the day. Students have the opportunity to ease into their morning with quiet activities, independent play, or reading.

Step 1: Arrival

Parents have two options for dropping off their children in the morning:

- Option A: Park and Walk
  - Park at Kingston Presbyterian Church (4565 Route 27, Kingston, NJ 08528)
  - Then walk your child to the school building and accompany them to their classroom.
- Option B: Car Line Drop-Off
  - Use the car line in front of the school to safely drop off your child. A staff member will greet your child at the car and walk them into the building. Please do NOT park in the car line and walk your child in. This creates unsafe traffic conditions and delays for other families. Thank you for keeping our arrival smooth and safe!



Step 2: Morning Meeting

- Each day begins promptly at 8:20 AM with Morning Meeting, a time for building community, sharing announcements, and setting intentions. This daily routine helps students feel connected, focused, and ready to learn.
- Please ensure your child arrives on time to fully participate in this important start to the day.

Step 3: The School Day

- After Morning Meeting, students engage in a full day of inquiry-based learning that includes core academics, specials (such as art, music, PE, and STEAM), and Chinese immersion.
- Language immersion is a key part of the YingHua experience. Students learn academic content in both English and Chinese, developing bilingual proficiency in a natural and meaningful way.
- Learn more about our approach to language immersion in the Academic Program section of this handbook.

Step 4: Lunch and Recess

Lunch

- Students in Nursery, Preschool, and Pre-Kindergarten eat lunch in their classrooms, supported by their classroom teachers.
- Students in Kindergarten through Grade 5 eat in our multi-use space. Lunch is organized so that students interact with peers from other grades in a safe, supervised environment.
- Families may choose to send lunch from home or participate in the school lunch program.
- Please pack nut-free, balanced meals and snacks each day.

Recess

- Students in Nursery, Preschool, and Pre-Kindergarten have recess in the fenced-in small playground located in the backyard of the school.
- Students in Grades K–2 enjoy recess together in the large yard/field, with appropriate adult supervision and age-appropriate activities.
- Students in Grades 3–5 also share the large yard/field for recess, with supervision and opportunities for active play and social interaction.

Outdoor play is an important part of our school day. Please be sure your child comes to school dressed for the weather.

Step 5: Closing Circle & Dismissal

- Each school day ends with a Closing Circle, a time for students to reflect, share, and transition calmly from the school day to home or after-school plans. This final gathering helps students internalize what they've learned and leave school feeling connected and grounded.
- Dismissal begins at 3:40 PM (or 2:40 PM on designated early dismissal Fridays).
    - Parent Pick-Up: Parents or pre-approved adults enter through the main gray door by the office and go directly to their child's classroom to pick them up. After collecting your child, you must exit through the playground door and check out with the designated school official stationed there.
    - Parking: Parents may park on the street, but we strongly encourage parking at Kingston Presbyterian Church (4565 Route 27, Kingston, NJ 08528).
- Please do not block the church OR school parking lot entrance or exit for dismissal.
- Be courteous to our Kingston neighbors when parking on surrounding streets.
- If your family plans to stay and play on the school playground after dismissal, please park in the church lot, not on the street.
- Your care and cooperation help us keep dismissal safe, calm, and respectful for everyone in our community.
- Designated Pick-Up Persons
    - For the safety and security of all students, only parents or authorized adults listed by the family may pick up students at dismissal. The school requires families to submit and keep updated a list of authorized pick-up persons. School staff will verify identity with photo ID at pick-up. If a person not regularly authorized will pick up a student, families must notify the school in advance with the individual's name and pick-up date.

Step 6: After-Care Routines

- After-care runs daily from 3:40 PM to 6:00 PM (2:40 PM dismissal on early Fridays). It offers a supervised, calm space for students to relax, play, and do homework.
- Students are grouped by age and should bring a nut-free snack. Pick-up is at the front door—ring the bell and a staff member will assist you.
- After-care requires registration. For questions or billing, contact extracurricular@yhis.org.

Health, Safety, & Student Welfare

At YingHua International School, the health, safety, and well-being of every student is a top priority. The following policies and procedures are in place to support a safe and nurturing environment for all.

Annual Medical Forms

All required medical forms must be completed and submitted prior to the start of each school year. Students may not attend school until these forms are received and reviewed.

First Aid & Emergency Medical Care

Basic first aid is provided on-site by trained staff during the school day. Nurse services are provided through scheduled visits by the Educational Services Commission of New Jersey (ESCNJ). In the event of illness or injury:

- Parents/guardians will be contacted promptly.
- Emergency medical services (911) will be contacted when necessary.
- If a parent/guardian cannot be reached, the school will contact an adult listed as an emergency contact in the Family Information Form.
- Families where children reside in two households must provide current emergency contact information for both households; both parents will be notified of illness or injury.

Consent for emergency care: Parents & guardians provide consent for emergency care when completing annual forms. Student health records are kept confidential in accordance with HIPAA and FERPA regulations.

Medication at School

Students may not carry or self-administer any medication (including over-the-counter remedies) without prior approval.

- Prescription medications require a completed Medication Authorization Form signed by both the physician and a parent/guardian.
- Non-prescription medications must be authorized by a parent/guardian and provided in the original packaging.
- All medications must be dropped off and stored securely at the main office.
- Parents must complete a medication consent form indicating which over-the-counter medications (e.g., Tylenol, Benadryl) may be administered if needed.
- A medication administration log will be maintained and parents notified when medication is given.

Action Plans for Chronic Conditions

If a student has a life-threatening condition (e.g., asthma, diabetes, severe allergy):

- A physician-completed Action Plan must be submitted at the start of the school year.
- Emergency medications (e.g., EpiPens, inhalers) must be provided and clearly labeled.
- Action Plans are kept in both the school office and the student's classroom.

Immunization Requirements

YHIS complies with all New Jersey state immunization requirements for school attendance.

- Up-to-date immunization records must be submitted before the start of school.
- Students will not be allowed to attend if documentation is incomplete by the required date.
- Children younger than 5 must receive the flu vaccine between September 1 and December 31 annually.
- Only state-recognized exemptions (medical or religious) will be accepted with proper documentation.

Illness Policy & Contagious Conditions

To reduce the spread of illness, students exhibiting the following symptoms should remain at home:

- Fever of 100.4°F or higher (must be fever-free for 24 hours without medication before returning)
- Nausea, vomiting, diarrhea
- Persistent cough or sore throat
- Red, inflamed, or discharging eyes (e.g., pink eye)
- Skin rashes, open wounds, or lesions unless cleared by a physician

If a student becomes ill during the school day, parents or emergency contacts will be contacted and must arrange prompt pickup.

School Exclusion List: Students diagnosed with contagious illnesses must follow NJ state return guidelines. A doctor's note may be required. NJ School Exclusion List

All infectious diseases (e.g., chickenpox, HFMD, meningitis, etc.) must be reported immediately to communications@yhis.org.

Incident Reports & Injuries

When a student is injured during the school day:

- Minor injuries (e.g., small scrapes) are treated on-site.
- Parents are informed of any significant injuries (e.g., head injury, burns, cuts, sprains).
- An Incident Report will be sent home for all significant medical, behavioral, or safety-related incidents. This form must be signed and returned the following day.

Emergency Procedures

The safety and well-being of our students and staff are our highest priorities at YingHua International School. To ensure a swift and coordinated response in emergency situations, the school has established clear procedures and a reliable communication system.

Emergency Notifications

In cases of school closure, delayed opening, early dismissal, or other urgent situations (such as inclement weather, hazardous road conditions, utility failures, or safety threats), families will be promptly notified through multiple channels:

- Automated phone calls and/or text messages
- Email announcements
- Updates on the school website

One Call Now Communication System

YingHua International School uses One Call Now, a trusted communication platform used by thousands of schools nationwide. This system allows us to send timely voice calls, texts, and emails with important updates, reminders, and emergency alerts to keep families informed throughout the school year.

Updating Contact Information

To ensure you receive all communications without delay, it is essential that your contact information is current and accurate. Contact information must be updated at the start of each school year using the beginning-of-year forms. Any changes during the year should be sent directly to communications@yhis.org.

Thank you for your cooperation as we work together to support the safety and success of our school community.

Emergency Preparedness Procedures

YHIS has written procedures and conducts regular drills to prepare for a range of emergency situations, including fire and security drills (such as a lockdown, bomb threat, or non-fire evacuation). All staff members receive training on emergency protocols, and students participate in developmentally appropriate safety drills throughout the year. Our goal is to respond calmly and efficiently while ensuring that students feel safe and supported. Families are encouraged to speak with their children about these drills in a calm and reassuring way, reinforcing that the purpose is to keep everyone safe. A follow-up email will be sent to families after each security drill, summarizing the exercise and confirming student safety. For questions about emergency preparedness or protocols, please contact the Head of School.

Health and Safety Communication Methods

- Families are kept informed about matters that may impact their child's health or safety. This includes:
  - Health-related notices, such as exposure to communicable diseases (e.g., strep throat, flu)
  - Safety updates following drills or school-wide incidents
  - Individual notices when a specific concern or incident directly involves your child
- When a student is involved in a behavioral, medical, or safety-related incident at school, an Incident Report will be sent home. This form must be signed and returned to the school office the following day.
- Communication is shared via email or direct messages from teachers or school administrators. We aim to provide timely, clear, and age-appropriate updates in partnership with families.

Supporting a Safe & Caring School Environment

At YHIS, we believe a safe and healthy environment is essential for learning. We partner closely with families to support students' well-being and to build a school culture rooted in care, respect, and open communication.

We ask that you please keep us informed of any health updates or emergency contact changes, notify us promptly if your child is ill or diagnosed with a contagious condition, and reach out with any concerns related to safety or student welfare.

For any questions related to health, wellness, or student safety, please contact communications@yhis.org.



Student Conduct & Behavioral Expectations

Our Approach

YHIS believes that children who display improper behavior do so for a reason. It is our hope to find that reason and determine the best procedure to handle the situation.

Our approach to discipline is aligned with the Responsive Classroom. It relies on using the three R's of teacher language - reinforcing, reminding and re-directing. Sometimes students need more than a cue or a redirection to correct their behavior. In this situation, logical consequences can do the job. Unlike punishments or public demerits, logical consequences help children connect their behavior to its effects and repair any damage that behavior may have caused.

Code of Conduct

The ultimate purpose of school discipline is the development of self-discipline and the maintenance of a safe and caring community of learners. As adults (teachers/parents), we believe our role is to help our children:

- Develop respect for themselves, others, and the learning environment
- Learn to identify, reflect on, and solve problems with increasing independence
- Approach challenges as opportunities for growth and learning
- Make principled decisions and understand the natural consequences of their actions
- Recognize and manage their own emotions while empathizing with the feelings of others
- Grow in their understanding and demonstration of the Learner Profile attributes and our school's core values

Through consistent modeling, support, and guidance, we aim to empower students to become caring, reflective, and responsible members of our global community.

Responding to Behavior: A Developmentally Appropriate and Restorative Approach

At YingHua International School, we view discipline as an opportunity to help students grow into principled, reflective, and caring individuals. Our goal is to guide students in developing the self-management and social skills necessary to be successful members of a respectful and inclusive learning community. We approach behavior through the lens of student agency, helping learners take responsibility for their actions, reflect on their choices, and actively participate in restoring relationships when harm is done.

The School's response to violations of the conduct code will take into account, at a minimum, the severity of the offense, the developmental age of the student, the student's behavioral history, and Board policy. We recognize that each situation is unique, and our responses are guided by a consistent framework that ensures fairness, transparency, and alignment with our school's mission and values.

Whenever possible, responses include opportunities for restorative dialogue, peer or adult-guided reflection, and skill-building supports to promote growth. Below is a table outlining sample behaviors and a range of possible interventions. This list is not exhaustive or prescriptive; rather, it represents the kinds of supports and consequences that may be implemented in response to student behavior.

Student behaviors that may require intervention include, but are not limited to:

- Cheating, lying, or forgery
- Willful disrespect or disobedience
- Name-calling, teasing, or bias-based remarks
- Physical behaviors such as pushing, hitting, biting, or spitting
- Inappropriate gestures or language
- Stealing or vandalism
- Bullying or targeted harassment
- Leaving school grounds without permission
- False public alarms or threats
- Inappropriate touching or exposure
- Possession or use of weapons, drugs, tobacco, or alcohol

Menu of possible supports & consequences:

- Student conference with teacher or staff
- Guided reflection activities
- Written or verbal apologies
- Behavior reflection forms or journals
- Parent/guardian notification
- Teacher–parent conference
- Teacher–student–parent meeting
- Problem-solving meeting with school counselor or administrator
- Peer mediation or restorative circle
- Conflict resolution meeting
- Community service or restitution
- Plan to repair harm (e.g., repairing, replacing, or apologizing)
- Loss of privileges
- Referral to Head of School
- In-school suspension
- Out-of-school suspension (for serious or repeated offenses)

Harassment, Intimidation and Bullying (HIB)

At YingHua International School, we are committed to maintaining a safe, respectful, and inclusive learning environment. Please inform a school administrator if you become aware of any incident involving harassment, intimidation, or bullying - whether physical, verbal, emotional or social.

These behaviors may include, but are not limited to: name-calling, teasing, exclusion, threats, spreading rumors, or any actions that cause a student to feel unsafe or targeted. Incidents can occur in person or through electronic communication.

Although private schools are not mandated to follow New Jersey's public school HIB laws, YingHua International School holds all staff to a high standard of vigilance and responsiveness. Prompt reporting ensures that administration can take timely and appropriate action to support students and uphold a positive school climate.

Academic Program

Immersion Curriculum

YingHua International School offers a Chinese immersion program that aligns with leading research showing that immersion is the most effective way to develop bilingual proficiency, cognitive flexibility, and strong academic achievement. Our model is designed to integrate native English and Chinese speakers, with students learning rigorous academic content in both languages through meaningful, inquiry-driven instruction.

With our International Baccalaureate (IB) program, we combine this immersion model with a transdisciplinary curriculum that encourages students to think critically, ask questions, and make connections across cultures and subjects.

What Makes Our Immersion Model Unique?

In our Nursery Program through Kindergarten, the entire school day is conducted in Chinese. This full immersion builds a strong foundation in the target language during the years when children are most receptive to language acquisition.

Starting in Grade 1, English is introduced in a staggered and developmentally appropriate way, increasing in proportion each year. Students continue to receive significant instruction in Chinese through all grade levels.

Students don't just learn Chinese and English—they learn in Chinese and English. Core subjects such as math, science, and social studies are taught in both languages to promote academic language development and deepen content understanding.

The IB framework supports instruction that is concept-driven and student-centered, helping children become bilingual in thought, not just in vocabulary.

How We Support Language Growth Over Time

By immersing students in Chinese from the earliest years and gradually increasing English instruction, students develop strong skills in both languages without sacrificing one for the other.

Research shows that bilingual immersion supports executive function, metacognition, and long-term academic performance. Our students experience these benefits through consistent, challenging engagement in both languages.

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Instructional Language Ratios

The table below shows our target instructional language ratios by grade level. These ratios reflect the percentage of the school day spent in Chinese vs. English. Actual classroom practice may vary slightly based on staffing, scheduling, and student needs. Any significant deviations from the model will be communicated to families.

Grade Level	Chinese Instruction	English Instruction
Nursery through Kindergarten	100%	0%
Grade 1	80%	20%
Grade 2	75%	25%
Grade 3	65%	35%
Grades 4 & 5	55%	45%

Our Goal: Confident, Capable Bilingual Learners

Graduates of YingHua are confident, compassionate, and academically prepared students who can read, write, and speak fluently in both Chinese and English. Just as importantly, they are culturally aware and globally minded—equipped to communicate across languages and cultures with respect, empathy, and purpose.

Core Subjects Across Programs

YingHua International School offers a continuum of IB education through the Early Years Program (EYP), and Primary Years Program (PYP). Each program is designed to meet the developmental needs of students at different ages, and the subjects taught reflect this progression.

Early Years Program (Nursery through Kindergarten)

The focus in EYP is on nurturing the whole child through play-based, inquiry-driven learning in a full Chinese immersion environment. Learning experiences are integrated through Units of Inquiry (UOI) that encourage curiosity, exploration, and foundational understanding of the world.

Core subjects in the EYP include:

- Language Acquisition (Chinese)
- Units of Inquiry (UOI) – transdisciplinary learning through themes such as "Who We Are" or "How the World Works"
- Science
- Personal and Social Education
- Early Literacy & Numeracy
- Motor Skills Development & Physical Education
- Music & Art

Primary Years Program (Grades 1 through 5)

In the PYP, learning is organized around Transdisciplinary Themes that help students explore big ideas across subject areas and make meaningful connections between what they learn and the world around them. Instruction is inquiry-based and student-centered, encouraging curiosity, collaboration, and critical thinking.

Core subject areas in the PYP include:

- Chinese Language Acquisition
- English Language Arts
- Units of Inquiry (UOI): Interdisciplinary studies that integrate science, social studies, and more
- Mathematics
- Science
- STEAM: Hands-on learning that combines science, technology, engineering, art, and math
- Personal and Social Education: Social-emotional learning and well-being
- Physical Education
- Art and Music

Student Agency and Choice

At YingHua, we believe students learn best when they have voice and choice in their learning. Throughout the year, students are given opportunities to explore interests, build on strengths, and take ownership of their growth through:

- Explorations: Students are introduced to cultural activities such as tai chi, cooking and Chinese calligraphy.
- WIN (What I Need) Periods: Daily time for academic support, enrichment, or independent learning based on student needs and goals.
- Student-Led Projects: From the Science Fair to PYP Exhibition, students engage in meaningful, inquiry-based projects that reflect their passions and encourage action.

These experiences promote independence, motivation, and a lifelong love of learning.

Homework Policy

At YingHua International School, we believe that homework should be purposeful, developmentally appropriate, and supportive of student well-being. Homework is not about busywork or compliance—it is a tool for reinforcing learning, building responsibility, and fostering independent thinking.

Our Approach

- **Homework supports learning—not stress.** Assignments are designed to reinforce concepts taught in class, promote language exposure in both English and Chinese, and encourage the development of study habits, time management, and reflection skills.
- **Reading is the top priority.** We place a strong emphasis on daily reading in any language spoken at home. Reading aloud to children, independent reading, and family discussions about books all play a critical role in language development and academic success.
- **Homework should be student-led.** Students are expected to complete homework independently. If a parent is asked to assist, clear instructions will be provided in English. Homework should reflect the child's own effort and understanding so teachers can assess progress accurately.
- **Time expectations by grade.** Following research-backed guidelines, homework time increases gradually by grade level:

Grade Level	Expected Nightly Homework Time
Kindergarten	10 minutes + reading
Grade 1	20 minutes + reading
Grade 2	30 minutes + reading
Grade 3	40 minutes + reading
Grade 4	50 minutes + reading
Grade 5	60 minutes + reading

- K–2: Read or be read to for at least 20 minutes daily
- Grade 3+: Independent reading for 30 minutes daily
- Reading in any language is encouraged!

Homework in a Dual-Language Environment

We recognize that not all families speak both Chinese and English at home. Homework is designed so that all students can complete it independently, regardless of home language. Assignments may focus on practice, review, reflection, or personal inquiry.

Family Support: What You Can Do

We ask families to support, not complete, homework by:

- Providing a quiet, well-lit space with necessary materials
- Helping your child establish consistent routines and healthy time management
- Encouraging curiosity and effort, not perfection
- Communicating with teachers if your child regularly struggles to complete assignments independently

If homework is consistently taking longer than the expected time or causing stress, please reach out to your child's teacher.



Assessments & Reporting

At YingHua International School, assessment is an essential part of the learning process. It is used not only to measure what students know, but also to support their growth as thinkers, problem solvers, and bilingual communicators. We assess learning in both Chinese and English, as appropriate, to reflect our dual-language immersion model.

Our Approach to Assessment

Our assessment practices are designed to:

- Support student learning through regular feedback, goal-setting, and self-reflection
- Inform teaching by helping educators understand student needs and guide instructional decisions
- Communicate progress clearly to families through a variety of tools and conversations

We use a range of formative (ongoing) and summative (end-of-unit) assessments across subjects. These may include:

- Observations and anecdotal notes
- Performance tasks (e.g., science labs, presentations, projects)
- Student reflections and self-assessments
- Writing samples and creative responses
- Rubrics and checklists
- Student portfolios
- Student-led conferences and exhibitions

Assessment is embedded in daily instruction and aligned with IB PYP learning objectives and subject area content standards. We emphasize growth over time, deep understanding, and real-world application.

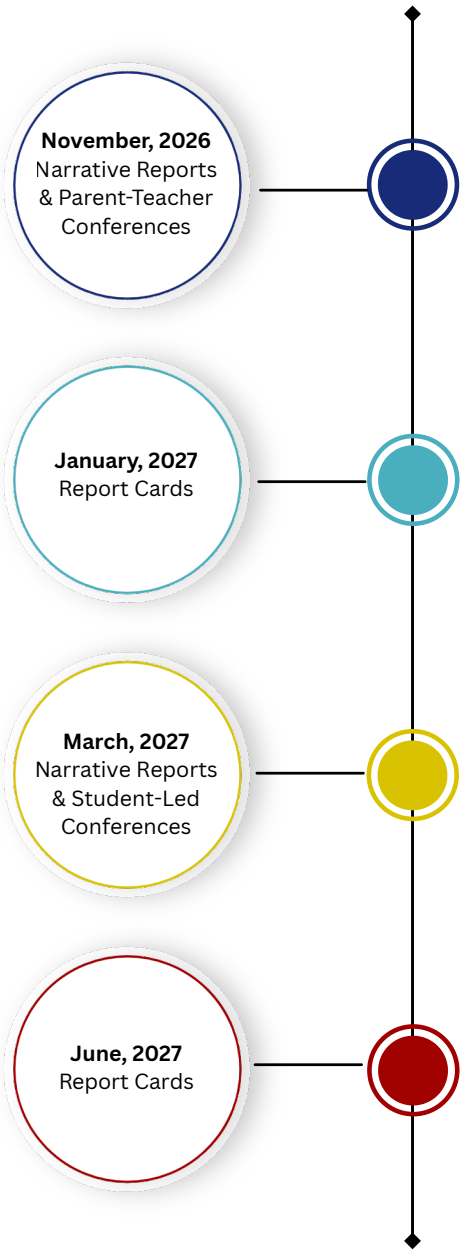


Progress Reports and Conferences

At YingHua, we believe that families are essential partners in the learning process. We provide multiple touchpoints throughout the year to keep families informed about student growth, progress, and goals.

Student progress is shared through the following:

- Report Cards. Formal report cards are distributed twice per year—at the end of each semester—through our Learning Management System, Toddle.
  - Semester 1: September 3, 2026 – January 14, 2027
  - Semester 2: January 15 – June 18, 2027
- Formal Progress Reports for Conferences. Prior to scheduled conferences, families receive narrative reports summarizing academic progress, learner development, and areas for growth. These reports serve as a foundation for meaningful conversations between families and teachers and are also distributed through Toddle.
  - Parent-Teacher Conferences. Held once per year in the fall to discuss student progress, goals, and supports.
    - Date: November 5, 2026
  - Student-Led Conferences. Students take the lead in reflecting on and presenting their learning across subjects. This is an opportunity for families to hear directly from their child about their growth, achievements, and next steps.
    - Date: March 10, 2027
- End-of-Unit Celebrations. Throughout the year, families are invited to join Unit of Inquiry presentations and other class exhibitions that showcase student work and celebrate inquiry, creativity, and progress.
- Weekly Learning Updates. Teachers prepare and share weekly grade-level updates via Toddle. These updates highlight what students are learning in each subject, share important reminders, and offer suggestions for how families can support learning at home.
- Ongoing Teacher Communication. Teachers may reach out at any time to share observations, celebrations, or concerns. Families are also encouraged to initiate communication when questions arise.



Standardized Testing

At YingHua, standardized assessments are used selectively to complement the rich, inquiry-based evaluation practices embedded in daily instruction. These assessments offer additional insight into student learning and growth, and help inform instructional planning and curriculum development.

While participation is strongly encouraged and the default for students in relevant grade levels, families may choose to opt out of standardized testing by notifying the school in writing.

English Language Assessments (Grades 3–5)

Students in Grades 3 and up typically participate in standardized assessments from the Educational Records Bureau (ERB):

- CTP (Comprehensive Testing Program): Measures achievement in subjects like verbal reasoning, reading, math, vocabulary, and, in Middle School, science. Scores are normed against national and independent school populations.
- WrAP (Writing Assessment Program): A performance-based writing task assessing structure, development, and clarity across genres.

These assessments provide valuable data for teachers and school leaders while helping students practice formal test-taking in a supportive environment.

Chinese Language Assessments (Grades 3-5)

YingHua students participate in the AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages), an internationally recognized assessment designed to measure real-world language proficiency in Chinese. The AAPPL aligns with national standards set by the American Council on the Teaching of Foreign Languages (ACTFL) and supports our commitment to developing confident bilingual communicators.

Grade-Level Participation:

- Grades 3–4: Students complete the Listening and Speaking sections of the AAPPL to assess oral comprehension and interpersonal communication in Chinese.
- Grade 5: Students complete the full AAPPL suite: Listening, Speaking, Reading, and Writing, providing a more comprehensive measure of language proficiency across communication modes.

Learning Support & Enrichment

Student Support Services

At YingHua, we are committed to supporting the success of every learner. Our small class sizes, bilingual teaching teams, and inquiry-based approach allow us to differentiate instruction and respond to individual needs with care and creativity.

We do everything we can to support each student within our school setting—academically, socially, and emotionally. This includes writing individual learning goals, providing flexible support during WIN ("What I Need") periods, and designing learning experiences that meet students where they are.

Academic and Learning Support

When a student demonstrates a need for additional support in areas such as reading, writing, math, speech/language, or executive functioning, we take a collaborative, tiered approach. Support may include:

- Differentiated classroom instruction
- Small-group or individualized interventions
- Teacher-led support sessions during WIN
- Bilingual scaffolding and additional practice in Chinese or English
- Individual learning goals developed and monitored by teachers and specialists

We work closely with the Educational Services Commission of New Jersey (ESCNJ), a state-funded program that provides supplemental instructional services and evaluations at no cost to families. Referrals to ESCNJ services can be made by teachers or parents when appropriate.
In some cases, when additional or specialized support is needed beyond ESCNJ services, YingHua may facilitate in-house tutoring or therapy with preferred specialists. These services are coordinated by the school but are offered at an additional cost, with parental agreement.

External Tutoring and Support

If a student receives private tutoring or therapeutic services outside of school, we ask families to inform the YHIS Leadership Team. This helps ensure that all adults working with the child are aligned and that the school can adjust in-school supports accordingly.

Collaborative Planning for Unique Needs

While we are dedicated to providing the best possible support within our school community, there may be times when a student's individual needs require resources or services beyond what we can offer. In these situations, we will work closely with families to explore all available options and support a smooth transition to an educational setting that aligns with the child's unique strengths and goals.

Enrichment and Co-Curricular Programs

Community Service and Action

At YingHua, community service is a vital part of our students' growth as caring, engaged citizens. As an IB World School, we emphasize action—encouraging students to apply their learning to make a meaningful difference in the world around them.

Our school and Family Association (FA) regularly organize service projects that connect students and families with local and global causes. These range from all-school initiatives—like recycling drives and performances at senior centers—to class-based actions tied to student inquiry.

Through these experiences, students develop empathy, take responsibility, and build habits of civic and environmental engagement. Service is not just about helping others—it's about learning to lead with compassion and purpose.

Field Trips

Field trips are a vital part of the YingHua learning experience. These off-campus excursions are thoughtfully designed to extend classroom learning—especially through students' Units of Inquiry—and to help students connect with the world around them in meaningful, hands-on ways.

To participate in any field trip, a signed permission slip is required for each individual trip. Families will receive detailed information in advance, including the date, destination, learning purpose, and logistics.

Some trips require parent chaperones, while others do not. When needed, chaperones will be invited and confirmed in advance by the YHIS Leadership Team. For safety reasons, we cannot accommodate unconfirmed adults, siblings, or non-enrolled children. Chaperones are expected to actively support student supervision throughout the trip.



After School Homework Club

Students in Grade 2 and above may also attend Homework Club, where they are expected to complete assignments or seek help before joining regular ASP activities or engaging in quiet independent work.

All students remaining on campus more than 10 minutes after dismissal must be signed into ASP unless directly supervised by a teacher. Drop-in rates apply for late pickups.

Please pack an extra snack for your child if they will stay after school.

After-School Chinese Program

YHIS offers an After-School Chinese Program for Kindergarten through Grade 3 students. The program provides dynamic language instruction and hands-on cultural enrichment activities such as calligraphy, cooking, music, and traditional arts. Students build skills in listening, speaking, reading, and writing while deepening their appreciation of Chinese language and culture.

Vendor Programs

The YHIS After-School Program (ASP) includes classes and activities run both by the school and by outside vendors. Vendor classes require separate fees, which are billed directly by YHIS, with fees varying by program.

If a student is enrolled in a vendor class, YHIS will not charge ASP fees on this day.

Technology in Learning

Technology Use Expectations

At YingHua International School, technology is a valuable tool to enhance learning. Our expectations promote responsible behavior and good digital citizenship, both online and offline. These expectations apply to all technology use at YHIS, regardless of device.

- Students should use technology respectfully and responsibly, ensuring their use does not disrupt their own learning or that of others.
- Technology use must not disturb nearby students or staff.
- Texting, instant messaging, group chats, or Google Chat are not allowed during class time or while completing schoolwork, at school or at home. Students must follow their teachers' rules regarding technology use.
- Students must not create, share, or communicate anything that demeans, harasses, or harms others or disrupts the learning community.
- Academic integrity is essential; students may not seek or accept unauthorized assistance on assignments, assessments, or homework.
- Users must respect intellectual property and copyright laws, avoid vandalizing data or unauthorized account access, and refrain from sharing private communications without consent or sending offensive content.

Technology Infrastructure and Security

The school maintains networks, computers, tablets, and audiovisual equipment to support teaching, learning, and operations. Attempts to disrupt or bypass these systems, whether intentional or accidental, violate school policy and will result in disciplinary action.

Personal Device Policy

- Starting in Grade 4, students are required to bring their own devices to school for educational use.
- Students in Grades Nursery through 3 are not permitted to bring personal devices to school.
- Students must use Google Chrome and be logged into their assigned school accounts when working online on their personal devices. This ensures they remain protected within our secure network environment.
- Use of other browsers, networks, or attempts to bypass this requirement will result in disciplinary action.
- The school does not assume responsibility for loss, theft, or damage to personal devices. Students should keep devices secure when not in use. Families are encouraged to review their homeowner's insurance policies for coverage.

Responsibility for School Devices

If a school device is damaged, the Head of School must be notified immediately. The school covers the first two accidental damages; fees will be charged starting with the third repair incident.

If a student damages another student's personal device, their family is responsible for repair or replacement costs. Students are also responsible for the full cost of lost or stolen school devices.

Appropriate Use of Technology on Campus

Technology use on campus is strictly limited to academic purposes, including school-sanctioned assignments and activities.

Students are not permitted to use personal or school devices for personal entertainment or non-academic activities during the school day, early care, or after care.

This policy helps maintain a focused learning environment and ensures technology supports educational goals.

Cell Phones

Students may not use or have cell phones in the classroom during class hours. Phones must be turned off and turned in to the Main Office, where they will be securely held until the end of the day. Phones used or seen during class will be confiscated, and a parent will need to retrieve the phone from the office.

Technology and Recording

Recording people, conversations, or interactions is prohibited without the explicit consent of everyone involved. Use of recording devices requires prior permission. When posting photos or videos on social media, please respect privacy by avoiding images of students who do not have permission to be shared publicly. You are encouraged to reach out to the parents of other children

Use of Google Workspace for Education

YingHua International School provides students with Google Workspace for Education accounts to enhance learning and communication. These accounts give students access to essential tools like Google Classroom, Docs, Drive, and more, used for completing assignments and collaborating with teachers and classmates.

To comply with data privacy requirements, families will be asked to review and sign a Google Workspace for Education Consent Form. This form explains how Google collects and uses student data and outlines privacy protections.

Please note that without signed consent, students will not have access to Google Workspace accounts, which may limit participation in some classroom activities.

For detailed information, families can review the full Google Workspace for Education Privacy Notice provided by the school.

Communication

At YingHua International School, clear and timely communication between the school and families is a priority. Below is an overview of the primary channels and protocols used to keep families informed and engaged throughout the school year.

Toddle via Announcements

Homeroom teachers and administrators send regular updates and announcements through the Toddle platform. These messages provide important information about classroom activities, upcoming events, and learning goals.

Toddle Platform for Learning Updates

Toddle also serves as a hub for sharing student portfolios, learning progress, assignments, and reports. Families can access their child's work and communicate with teachers through this platform.

School Calendar

The official school calendar is maintained and accessible on the school website. Families are encouraged to check it regularly for updates on holidays, events, and special activities.

Weekly Head of School Updates

Families receive a weekly newsletter from the Head of School via Mailchimp. These updates include school news, upcoming events, and important reminders.

Family Association

The Family Association coordinates community-building activities and events. Families receive communications about these through email and Evite invitations.

Publications

YHIS produces a variety of publications to showcase school programs, achievements, and community stories. These are shared via email, the website, and social media channels.

Social Media and Website

Our school website and social media platforms provide timely updates, photos, and stories highlighting school life. Families are encouraged to follow and engage with our official channels. Please note our media permission policies regarding student images and names (see Media and Publicity Permissions).

Admissions, Transfers, and Withdrawals

For all matters related to admissions, student transfers, or withdrawals, families should notify the Communications Office by emailing communications@yhis.org. This helps us ensure accurate records and smooth transitions.

Communicating Changes in Information

Please promptly inform the school of any updates to your contact details, emergency contacts, home address, family circumstances, or authorized pick-up persons to ensure we can maintain effective and timely communication.

Complaint and Concern Resolution Protocol

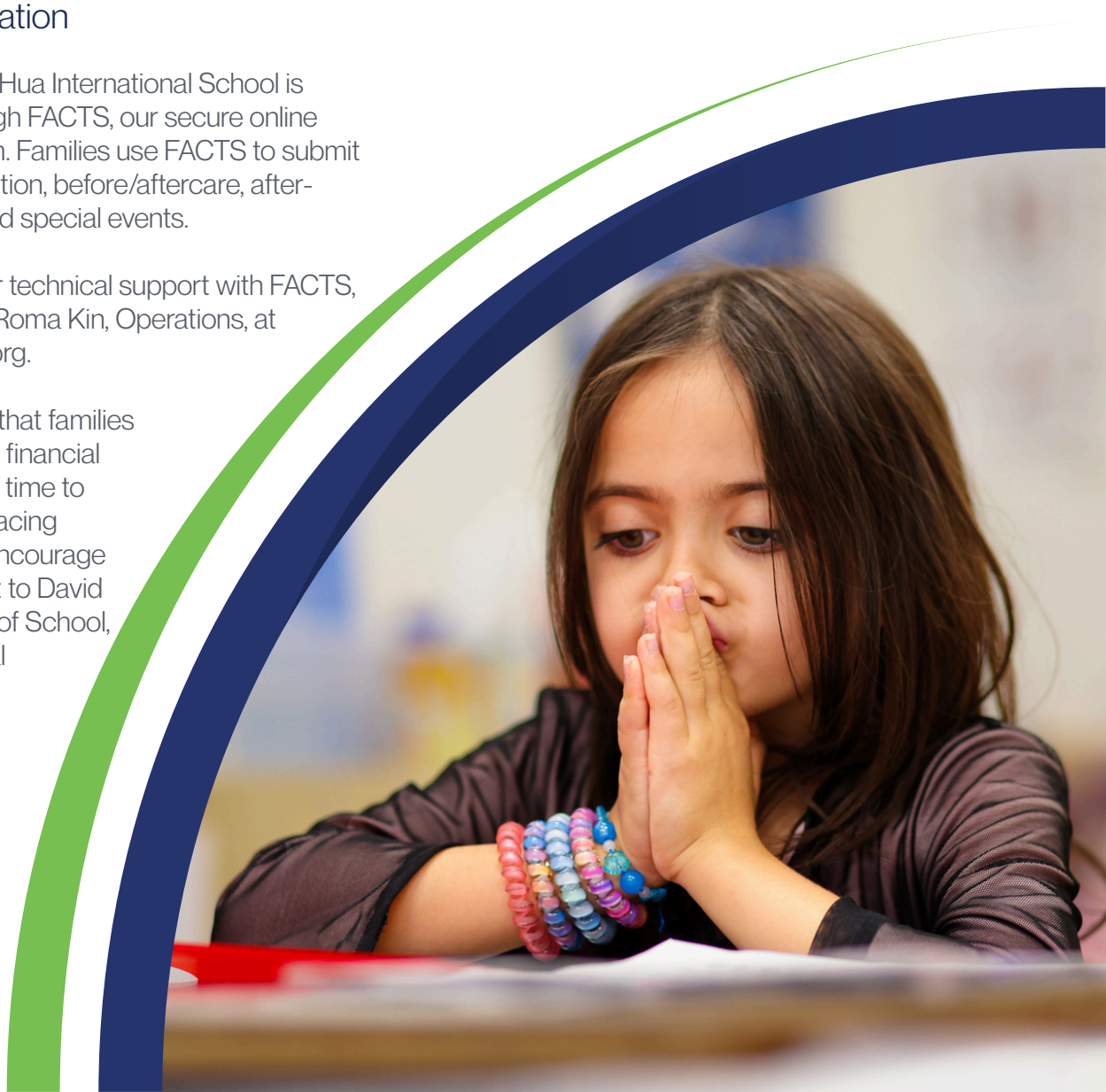
YHIS is committed to addressing family concerns promptly and respectfully. Families are encouraged to first discuss concerns directly with the teacher or staff member involved. If resolution is not reached, contact the appropriate administrator.

Billing Information

All billing at YingHua International School is managed through FACTS, our secure online payment system. Families use FACTS to submit payments for tuition, before/aftercare, after-school clubs, and special events.

For questions or technical support with FACTS, please contact Roma Kin, Operations, at roma.kin@yhis.org.

We understand that families may experience financial challenges from time to time. If you are facing difficulties, we encourage you to reach out to David Friedrich, Head of School, for a confidential conversation.



www.yhis.org

Family Support & Engagement

At YingHua International School, families are essential partners in our shared mission to nurture curious, compassionate, and confident learners. We believe a strong home-school partnership builds a community rooted in respect, open communication, and shared values. Our approach is shaped by the International Baccalaureate (IB) framework, the Responsive Classroom approach, and our school's commitment to bilingualism, cultural understanding, and global citizenship.

Guided by Our Core Values

Our partnerships with families reflect YingHua's core values and help build a school community where students thrive academically, socially, and emotionally:

- Excellence: We strive for high standards in everything we do. We invite families to support a culture of excellence by encouraging curiosity, persistence, and pride in learning at home and at school.
- Diversity: We honor and celebrate the many cultures, languages, and perspectives represented in our school community. We encourage families to share their traditions and lived experiences to enrich our collective understanding.
- Compassion: We model empathy, kindness, and care in all relationships. Through Responsive Classroom practices and open communication, we partner with families to nurture children's emotional wellbeing and sense of belonging.
- Integrity: We foster honesty, responsibility, and ethical behavior. We believe families are vital partners in helping children grow into principled individuals who act with courage and fairness.

How We Support Families

We strive to create a warm and inclusive environment where families feel welcome, informed, and involved. We do this by:

- Communicating regularly about student learning, school events, and family opportunities
- Offering parent workshops and information sessions about IB, language acquisition, and social-emotional development
- Providing translation support and bilingual materials to ensure accessibility for all families
- Welcoming family input in shaping school activities, initiatives, and strategic planning

How Families Can Engage

Families are encouraged to participate in our school community in ways that reflect their interests, schedules, and strengths:

- Attend parent-teacher conferences and student exhibitions
- Volunteer for classroom activities, cultural events, or field trips
- Get involved with our Family Association or serve on committees
- Participate in school-wide service projects and celebrations
- Reinforce IB Learner Profile attributes and Responsive Classroom practices at home

Family-Teacher Communication

We believe that consistent, respectful communication builds trust and enhances student success. Teachers are available to meet with families throughout the year. School news is shared via:

- Weekly updates
- Email and digital platforms (e.g., Toddle)
- The YHIS website

We encourage families to reach out with questions, feedback, or concerns at any time.

Learning Beyond the Classroom

At YingHua, education is not confined to the school day. Families help children become balanced, principled, and reflective learners by:

- Discussing current events and diverse cultures
- Encouraging curiosity, kindness, and independence
- Supporting healthy habits and emotional awareness
- Modeling lifelong learning through reading, inquiry, and exploration

Together, We Build Community

We are deeply grateful for the trust and partnership of our families. Together, we create a learning community that upholds our shared values and prepares children to lead with purpose and integrity in a connected world.

英华 YingHua International School