

# KAZAKHSTAN INTERNATIONAL SCHOOL



## SECONDARY STUDENT-PARENT HANDBOOK 2022-23

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### KIS 2022-2023 PUBLIC CALENDAR

National holiday dates are subject to change due to government decisions which can involve working on Saturdays. KIS will inform parents of changes as soon as possible

8-12: New Teachers orientation  
15-16: First Billing period  
15-19: Whole staff training and preparation  
19: Orientation Day for all new students  
22: First day of school year for students  
29-30: National holiday

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

8-9: Third Billing period  
6: Reports sent home; 2nd Term  
9: Three-way conferences  
10: Three-way conferences (no lessons)

1: Back to School evening - PYP  
7: Back to school evening - MYP & DP  
24: Family Fun Day (whole-school event)

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8: National holiday  
20/03-02/04 - Spring Break

10-11: Second Billing period  
14: End of Term 1  
17-21: Fall break  
24: Staff training day

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3: First day of school after Spring break  
7: End of Term 3  
14: Nauryz celebration  
21: 3rd term Reports sent home (Secondary only)  
26: Student-led conferences (EY, no lessons)  
27: Student-led conferences (Grade 1 - 5, no lessons)  
27/04-19/05: Grade 12 DP Exams

4: Reports sent home  
10: Three Way Conferences  
11: Three Way Conferences (no lessons)

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1: National holiday  
8-9: National holiday  
27: International day

1: National Holiday  
10: Winterfest  
16: National holiday, 17th moves to 19th - day off  
16: Winter Break begins

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

13: Reports sent home  
14: End of Semester 2  
14: Last day of the school year. Half day for students (leave at noon)  
15-16: Staff days for teachers  
16: Last day of work for teachers  
19: Summer Camp 2023 starts

1-2: National holiday  
9: First day after Winter break  
30: End of semester 1

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7: Summer Camp 2023 ends

- School open
- School closed
- School event
- Reports
- Teacher Development (no students)
- Summer Camp

Total contact days: 176.

Highlighted and bold – dates of payments for your convenience. August 15&16/ October 10&11/ February 8&9

## Kazakhstan International School Campus

### Kazakhstan International School:

118/15 Al Farabi Avenue

If you need to leave a message for a member of our academic team, e.g. your child's homeroom teacher, please call:

+7 (727) 395 3354

+7 (777) 395 3354

+7 (727) 356 5000

### Key Contacts

**Head of School:** Ole Sealey, [osealey@kisnet.org](mailto:osealey@kisnet.org)

**Secondary Principal:** Jeff Smith, [jsmith@kisnet.org](mailto:jsmith@kisnet.org)

**Elementary Principal:** Elena Maksymova, [emaksymova@kisnet.org](mailto:emaksymova@kisnet.org)

**Early Years (EY) Coordinator:** Nina Babintseva, [nbabintseva@kisnet.org](mailto:nbabintseva@kisnet.org)

**Primary Years Programme (PYP) Coordinator:** Shivani McAinsh, [sainsh@kisnet.org](mailto:sainsh@kisnet.org)

**Middle Years Programme (MYP) Coordinator:** Clare Gibbings, [cgibbings@kisnet.org](mailto:cgibbings@kisnet.org)

**Diploma Programme (DP) Coordinator:** Will Fox, [wfox@kisnet.org](mailto:wfox@kisnet.org)

**ICT Department:** [it@kisnet.org](mailto:it@kisnet.org)

**Accounting (school fees):** Olga Potapova, [opotapova@kisnet.org](mailto:opotapova@kisnet.org)

**Transport:** Tanya Bharti, [thekisregistrar@kisnet.org](mailto:thekisregistrar@kisnet.org)

**Endeavour** (uniform suppliers): [sale@endeavour.kz](mailto:sale@endeavour.kz)

**Life Style LLP - Catering company:** +7 778 071 40 90, [kis.caterin@gmail.com](mailto:kis.caterin@gmail.com)

### Communications

Parents with queries regarding their child should contact the homeroom teacher or relevant subject teacher in the first instance, using the teacher's kisnet.org email address. KIS does not share teachers' private telephone numbers or personal email addresses.

**VISION:** To be a caring, impactful community that excels in learning and in life.

**MISSION:** The KIS community nurtures a growth mindset through a holistic education that connects cultures.

**CORE BELIEFS ABOUT SUCCESS LEARNING AND LIFE:**

**AT KIS WE VALUE THE FOLLOWING:**

- **WE VALUE LEARNING.**
  - KNOWING HOW TO LEARN IS KEY TO SUCCESS IN ONE’S LIFE; LEARNING TAKES PLACE NOT ONLY IN ACADEMICS, BUT ALSO IN RELATIONSHIPS, SELF-DEVELOPMENT AND GENERAL WELLNESS.
- **WE VALUE SAFETY**
  - IN ORDER TO LEARN, PEOPLE MUST BE IN A PHYSICALLY AND PSYCHOLOGICALLY SAFE ENVIRONMENT.
- **WE VALUE DIGNITY**
  - ALL PEOPLE HAVE DIGNITY AND ARE DESERVE TO BE TREATED WITH RESPECT.
- **WE VALUE DIVERSITY**
  - ALL PEOPLE CAN LEARN AND ALL LEARNERS LEARN DIFFERENTLY.
  - WE BELIEVE THERE ARE DIFFERENT WAYS TO BE “RIGHT”.
- **WE VALUE RESILIENCE**
  - SETBACKS AND MISTAKES ARE LEARNING OPPORTUNITIES IN ALL AREAS OF LEARNING.
- **WE VALUE RELATIONSHIPS**
  - WHEN TRUST IS BROKEN, IT MUST BE REPAIRED

**KIS - (STATEMENT OF GRADUATE QUALITIES)****A KIS GRADUATE IS:****Principled**

- We are honest, respectful and responsible global citizens.
- We advocate for a better and more peaceful world for all.
- We work and live with integrity.
- We can be trusted to follow through on our commitments.

**Independent**

- We know how to plan for, and achieve, success.
- We take responsibility for our choices and actions.
- We use reflection as inspiration for continuous improvement.
- We commit to our well-being through healthy self management.

**Collaborative**

- We take shared responsibility for the success of our teams.
- We understand the importance of taking on different roles to accomplish common goals.
- We communicate respectfully at all times
- We speak a variety of languages.

**Curious**

- We are skilled inquirers who actively seek new knowledge and deeper understanding(s).
- We wonder why things “are” and how they can be made better?
- We transfer our knowledge to learn new things.
- We are excited by new challenges.

**Adaptable**

- We are resilient when faced with challenges, failures and setbacks.
- We are keen to try new things and gain experiences.
- We view positive and negative experiences as opportunities for growth.
- We are flexible and open-minded when faced with change.

**Empathetic**

- We care about and preserve the dignity of all people.
- Our care for others inspires us to take positive action.
- We seek to understand the positions of others before deciding we are “right”.
- We consider the experiences of other people before judging their actions.

## GENERAL INFORMATION

With around 30 nationalities, our diverse yet unified school creates a truly international educational experience where multicultural students learn in English all day, every day.

We aim to cultivate international-mindedness in our school community by providing equal educational opportunities for students from diverse racial, ethnic, social, and cultural groups. With students from diverse backgrounds, our emphasis on English language support (as a second or additional language) distinguishes KIS from other international schools, and prepares our students for success across all aspects of school life. Our commitment to one another—among teachers, students, parents, and support staff—creates a strong sense of belonging within the KIS community.

KIS is an IB World School, authorized to deliver the Primary Years Programme (PYP) from pre-school up to Grade 5. The middle school programme for Grades 6 to 10 is based on the IB Middle Years Programme (MYP) curriculum framework. We achieved IB accreditation for the MYP during academic year 2018-19. Students in Grades 11 and 12 follow the IB Diploma Programme.

## IB MIDDLE YEARS PROGRAMME (MYP) OVERVIEW

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning.

The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

At KIS, the MYP is a five-year programme. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) in Grades 11 and 12.

MYP Year	KIS equivalent
Year 1	Grade 6
Year 2	Grade 7
Year 3	Grade 8
Year 4	Grade 9
Year 5	Grade 10

## THE IB MIDDLE YEARS PHILOSOPHY

*The IB MYP emphasizes Holistic Learning.*

The IB MYP should expose students to as many different subjects, skills and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students should have the opportunity to show their various strengths while being rewarded for them and gaining a sense of personal achievement.

*The IB MYP emphasizes Intercultural Awareness and Communication.*

In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all our students. It should also guide them in forming their own, international, outlook. This implies an emphasis on communication skills, both in the languages and in other subjects.

*The IB MYP is student-centered.*

It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.

*The philosophy's key elements permeate and are practised throughout the whole curriculum.*

MYP educators have continued to focus on how best to meet the needs of adolescents, who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to develop a growing awareness of themselves and others, as they explore real-world issues.

## CURRICULUM

The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- Language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The Arts
- Physical and health education
- Design

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In MYP years 4 and 5 (Grades 9 and 10 at KIS), students have the option to take courses from

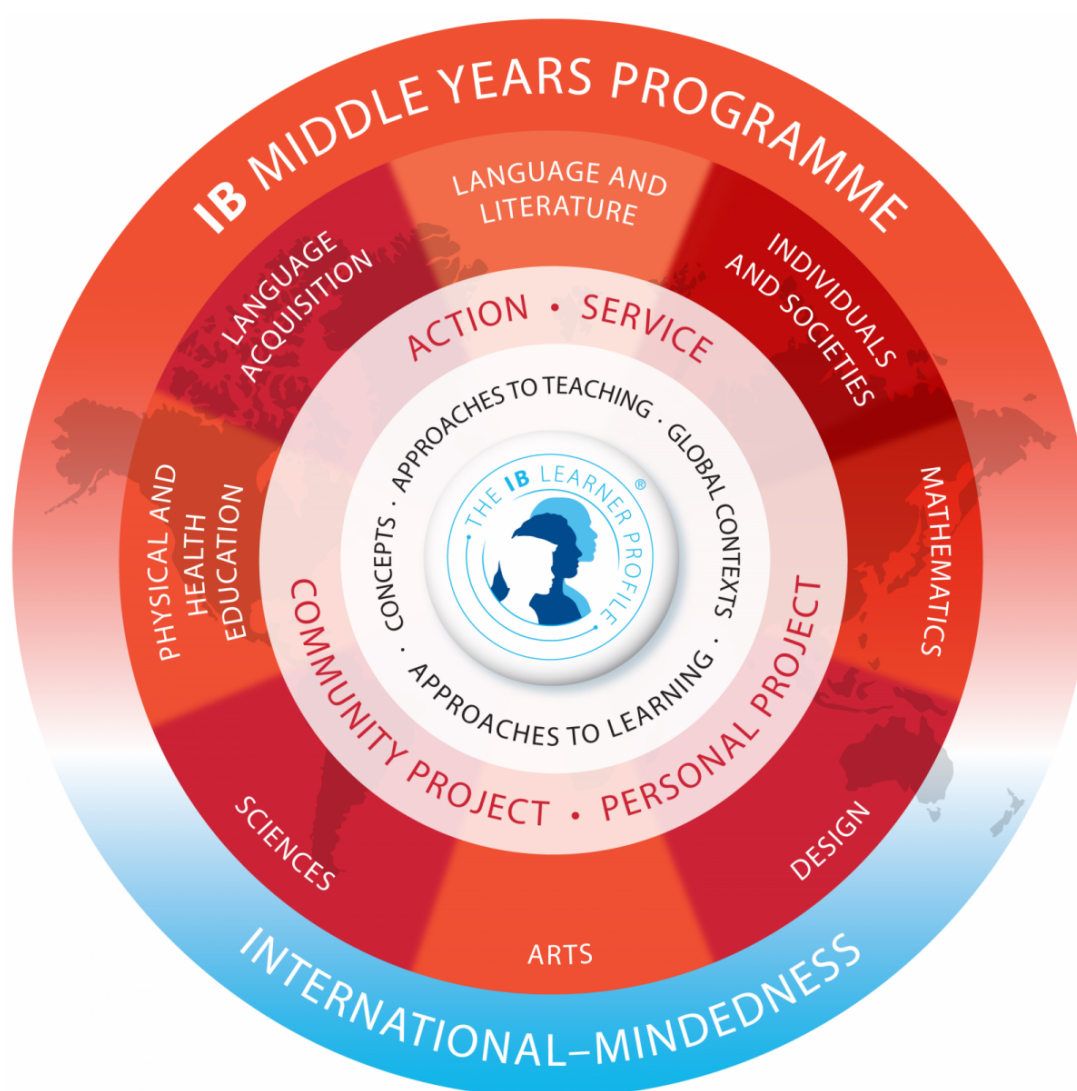


six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

### THE MYP CURRICULUM MODEL



## A CONCEPT-DRIVEN CURRICULUM

A concept is a big idea—a principle that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter, or place in time. Concepts represent the vehicle for students' inquiry into issues and ideas of personal, local and global significance, providing the means by which the essence of a subject can be explored.

**The MYP identifies prescribed key concepts and related concepts.** These concepts ensure the development of a rigorous curriculum and promote a shared community of practice among IB World Schools offering the MYP.

A concept-based model is used in the MYP because it encourages students to:

- process factual knowledge at a deeper intellectual level as they relate the facts to concepts and essential conceptual understandings;
- create personal relevance, as students relate new knowledge to prior knowledge, and encourage understanding of cultures and environments across global contexts through the transfer of knowledge;
- bring their personal intellect to the study as they use a key concept to personally focus on the unit topic in order to increase motivation for learning;
- increase fluency as students use a common language to articulate their deeper conceptual learning
- achieve higher levels of critical, creative and conceptual thinking as students analyze complex global challenges through the study of discipline-specific related concepts.

### Global Contexts

Subject content is organized around themes or perspectives called Global Contexts. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning. Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts (shown on the right) inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life



The MYP global contexts

issues and concerns of 11 to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education. Over the course of their study, students should encounter all six global contexts, which are shown in the diagram.

MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance that structure teaching and learning in the Primary Years Programme (PYP), creating relevance for adolescent learners.

## **EXTERNAL ASSESSMENT AND RECOGNITION**

In the final year of the programme, the optional MYP eAssessment provides IB-validated grades. Grade 10 students undertake on-screen examinations in four core subjects: English (Language and Literature or Language Acquisition), Mathematics (Standard or Extended), Individuals and Societies and Integrated Sciences. In addition, students' Personal Projects will be externally assessed and graded. Students receive certified transcripts of their grades which are awarded by the IB.

## **SERVICE AS ACTION**

Action and service have always been shared values of the IB community.

Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.

For more information, see the Service as Action Guide.

## **PERSONAL PROJECT**

MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community.

All students who complete the MYP in Year 5 (Grade 10 at KIS) complete the personal project. Schools register all MYP Year 5 students for external moderation of the personal project, promoting a global standard of quality.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations

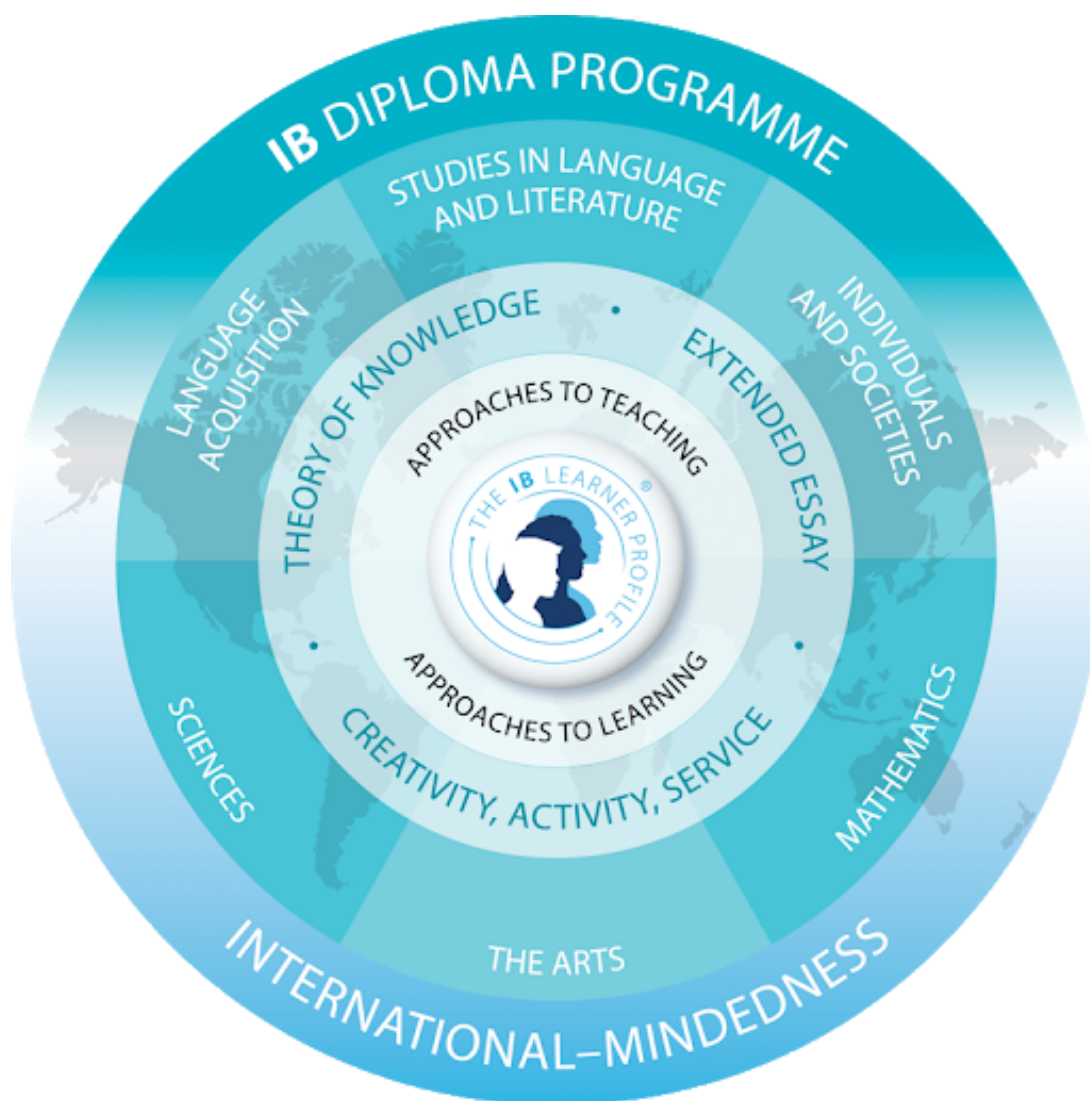
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

MYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes.

These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.
- As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic, and develop an understanding of themselves as learners.

## IB DIPLOMA PROGRAMME (DP) OVERVIEW



Established in 1968, the International Baccalaureate® (IB) Diploma Programme (DP) was the first programme offered by the IB and is taught to students aged 16-19.

The DP was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

It was created by teachers at the International School of Geneva, with assistance from several other international schools. Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the programme.

The International Baccalaureate® (IB) Diploma Programme (DP) centres on the DP core. Three components make up the core, which are studied alongside individual subjects and throughout a student's time in the DP.

At KIS, the DP is a two year programme. Students who complete the DP are better able than their peers to cope with demanding workloads, manage their time and meet the expectations placed on them.

DP Year	KIS equivalent
Year 1	Grade 11
Year 2	Grade 12

## CURRICULUM

The curriculum is made up of the DP core and six subject groups.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

**Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.

**The extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.

**Creativity, activity, service**, in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

There are different courses within each subject group.

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take 3 subjects at higher level (HL) and 3 at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

## **ASSESSMENT**

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

The IB uses both **external and internal assessment** in the DP.

### **External assessment**

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- Essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

### **Internal assessment**

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- Art exhibitions

For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the theory of knowledge (TOK) essay and the extended essay (EE).

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

### **How DP assessment is scored**

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.



A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

### **THE DP CORE**

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score.

Creativity, Action, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

### **Higher level and standard level courses**

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

### **Receiving a bilingual diploma**

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in a different language, will also receive the bilingual diploma.

### **DP ONLINE**

Pamoja works in close collaboration with the IB to develop and deliver authorised online Diploma Programme courses, and is dedicated to supporting the IB in their efforts to increase global access to the Diploma Programme.

Pamoja continues to develop innovative ways to provide students and teachers with a collaborative and dynamic online learning environment and to support students in achieving their academic potential. Hundreds of schools work with Pamoja in order to provide additional course choices for students, build more flexibility into student timetables, provide students with a broader educational experience, and accommodate students who transfer from another school.

Currently, KIS students can choose 1 online course if they wish. However, the cost must be covered by parents.

## **UNIVERSITY RECOGNITION**

The International Baccalaureate (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.

The IB diploma is a passport to higher education. Universities around the world welcome the unique characteristics of IB Diploma students and recognise the way in which the programme helps to prepare students for university level education. IB students routinely gain admission to some of the best-known universities in the world. European and

American institutions such as Oxford, Yale and the Sorbonne have accepted the IB since its inception. Many North American universities and colleges offer course credits where students have achieved high points in higher level subjects since they view the IB as an honours programme of exceptional merit.

Most higher education institutions have established recognition policies for the IB diploma. Information about university recognition and entrance requirements can be found on the IB website.

## **ENTRY REQUIREMENTS FOR THE DIPLOMA PROGRAMME**

### **i. Academic achievement**

#### **a. Internal students**

1. A minimum final achievement score of 4 in each of the following subject groups: Language and Literature, Language Acquisition, Individuals and Societies, the Sciences, and Mathematics (an average score will apply if a student is enrolled in multiple subjects within a subject group);
2. Students must receive least 32 points in MYP
3. Completion of Personal Project (PP) and Service as Action (SA) requirements.

#### **b. External MYP students**

1. A minimum final achievement score of 4 in each of the following subject groups: Language and Literature, Language Acquisition, Individuals and Societies, the Sciences, and Mathematics (an average score will apply if a student is enrolled in multiple subjects within a subject group);
2. Completion of Personal Project (PP) and Service as Action (SA) requirements;
3. One teacher recommendation addressing behaviour, attendance, motivation and self-discipline.

c. External non-MYP students

1. One teacher recommendation from the current school that addresses student behavior, attendance, motivation and self-discipline
2. Completion of the CAT. 4 test
3. School transcripts

**ii. Interview (external students)**

1. All applicants will be interviewed by the DP Coordinator or school principal to determine their level of commitment and ability to take personal responsibility for their learning, as well as their level of oral English fluency. The primary purpose of the interview is to consider the applicant's potential to succeed not only in their individual subjects but also in the core components of Creativity, Action, Service (CAS), Theory of Knowledge (TOK), and the Extended Essay (EE).

iii. Writing test

All applicants will produce a short piece of independent writing to determine their writing ability level in English. The test will be assessed by the EAL Coordinator using the EAL entrance exam rubrics.

**iii. Learning contracts**

1. All candidates must sign a learning contract indicating their awareness of the rigorous nature of the programme and constituting their commitment to meeting its academic deadlines;
2. All candidates must sign an Academic Honesty contract indicating their commitment to the school's policy of academic honesty;
3. All candidates must sign the Bring Your Own Laptop (BYOL) policy contract.

V. Application

1. Upon admission, external students will be asked to complete an application form which is held by the Admissions Office. The completed form will be given to and kept by the DP Coordinator.

#### VI. Transfer students

1. Students who transfer from other IB schools are welcome. KIS will work closely with parents and other DP coordinators to ensure as smooth a transition as possible;

2. Where an appropriate subject or level is not available at KIS, parents may need to pay the cost of tutoring or an online course.

The criteria outlined above do not, on their own, determine a candidate's eligibility. Individual circumstances and student interest are also taken into account.

The school's Special Educational Needs and Language policies outline our philosophy on making all IB programmes as accessible as possible given the financial and professional resources available.

In all admissions cases, the Principal of the school makes the final decision.

### **CONDITIONS TO COMPLETE**

Each subject in the IB Diploma Programme (DP) is a rigorous course. The DP offers you more than knowledge; it prepares you for university, and encourages you to:

- pose complex questions;
- learn how to learn;
- develop a strong personal and cultural identity;
- develop the ability to understand, as well as communicate with, people from other countries and cultures.

To be successful in the Diploma Programme, students must strive to demonstrate the attributes of the IB Learner Profile and must be willing to develop their Approaches To Learning (ATLs).

For a student to make the transition from DP1 (first year of DP) to DP2 (second year of DP), you must show you are committed to the programme. A student may be asked to move onto the DP Course\* if one or more of the following conditions apply:

- A 1500 word Extended Essay (EE) draft has not been submitted;
- the student has below 90% attendance;
- the student gains an E or below in Theory of Knowledge (TOK);

- Grade 2 has been awarded three or more times (HL or SL);
- Grade 3 or below has been awarded four or more times (HL or SL);
- the student has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
- the student has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

If there is a bigger concern, you may be asked to repeat DP1. This decision will be made by the Head of School.

## IB LEARNER PROFILE

Through thoughtful teaching and careful modeling, KIS uses these ten attributes to develop international-mindedness in our students:

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balance in different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and

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	others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## ENGLISH LANGUAGE USAGE

English is the language that unites KIS as a community. Parents' expectations are that their children will become fluent in English. Fluency is defined as the ability to comprehend, read, write, and speak English spontaneously with ease in an academic setting.

Students are expected to:

- view English as the language that unites our campus – the language of inclusion
- use English in their classrooms to develop their listening, speaking, reading and writing skills, thereby maximizing learning
- help create a supportive, accepting environment in the classroom and across the campus that fosters the learning of English
- be aware of the benefits of using English in class (e.g. taking opportunities to practise the language; including others who do not share different languages spoken in school)
- be aware of the impact of not using English in on-campus interactions and off-campus school-sponsored activities, where non-native speakers of the language are present.

## Mother Tongue

It is imperative that parents support mother tongue language development at home and provide a language-rich environment. Research has shown that strong mother tongue skills facilitate additional language acquisition.

## DAILY SCHEDULE

The secondary schedule follows an 8 day cycle. On each day there are 4 teaching blocks on a homeroom period. An extended homeroom period is set on Friday of each week. The timing of the teaching blocks is indicated below. Teachers and students should refer to ManageBac for an indication of the classes on a particular day.

### Regular days

Prior to 9:30	Before School Activities
9:40 - 9:50	Homeroom (10)
9:55 - 11:15	Period 1 (80)
11:20 - 12:40	Period 2 (80)
12:40 - 1:10	Lunch (30)
1:10 - 1:40	Extended Lunch/Flex Time
1:40 - 2:55	Period 3 (75)
3:00 - 4:15	Period 4 (75)

### Extended Homeroom Days (Fridays)

Prior to 9:30	Before School Activities
9:40 - 10:25	Extended Homeroom (45)
10:30 - 11:40	Period 1 (70)
11:45 - 12:55	Period 2 (70)
12:55 - 1:50	Lunch (55)
1:50 - 3:00	Period 3 (70)
3:05 - 4:15	Period 4 (70)

## RESPONSIBILITIES

The teachers and administration of Kazakhstan International School expect students to come to school prepared to learn. When circumstances prevent a student from concentrating on learning, the staff of KIS

will seek ways to help the student. However, it is expected that the student will cooperate and want to improve his/her performance or behavior. Behavior expected of all students includes:

- respect for the rights of other students.
- respect for the authority of all KIS staff
- respect for school property
- being on time for class
- being prepared for class.

## **PUNCTUALITY**

Students are expected to arrive at school and for their lessons on time.

## **ATTENDANCE**

The school's instructional program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for coursework and general academic progress at the school. Consistent and regular attendance enables students to keep up with classroom learning expectations and fully enjoy the varied classroom activities. The school expects students to achieve a **minimum** of 90% attendance for the school year. Students may not automatically receive academic credit nor pass up to next grade unless they have attended school for the required number of days. Significant late arrivals and early departures may be considered as days of absence. Attendance is recorded and tracked on ManageBac and this information can be accessed by parents, students and teachers.

## **ABSENCE/LEAVING SCHOOL**

If a student is absent for any reason, a parent or guardian must inform the school using, and state the reason for the absence. In urgent cases, parents are expected to call and inform the school on the morning of each absence. Students are expected to be in school each day for the full school day. Students (in grades 11 and 12) are not permitted to leave campus when they have a free or study period

While teachers will make every effort to indicate what work will be covered during the period of absence, it is the student's responsibility to make up this work. The student is expected to return the completed work upon his/her return to school. Work and understandings that are collaboratively and interactively constructed through activities in class may not be possible to make up if the student was absent. Furthermore, the school cannot guarantee that all assessments can be taken in cases of absence.

If a student needs to leave during the school day (e.g. for a medical appointment), parents must inform the homeroom teacher using Managebac. In urgent cases, parents must call the administration office. When the student leaves, he or she must take an exit slip from the administration office which will be signed by the homeroom teacher and given to the receptionist on departure. Students are expected to return to school later in the day whenever practicable, e.g. if attending a doctor's appointment in the morning. If possible, appointments (e.g. for a doctor or dentist) should be made after school hours.

In order for students to participate in the activities program, students are required to be in school on the day of an event such as a game or performance. If a student is not in attendance for the full day on the day of a school event, they will not be eligible to participate in the event on that day.



**EXTENDED LEAVE**

The school strongly encourages parents to plan all family vacations during regularly scheduled school breaks so that children do not miss school. When students are absent from school for an extended time, they miss important instructional and educational interactions with teachers and classmates. Teachers are not required to prepare additional materials for absent students, except in cases of extended illness or family emergency.

**EARLY WITHDRAWAL**

Early withdrawals from school are discouraged and will only be considered if extenuating circumstances are presented. When students leave early, they may not be in a position to complete all work for each class and this may impact their ability to earn credit in those courses. KIS will not prepare final records early and will only release final school records when families have met all obligations to the school.

**REPORTS AND GRADING**

Reports are published 4 times per year. The first term report is available in early October and the second term (first semester) report is available at the end of January. The term 3 report is published in April and the term 4 (semester 2) report is available at the end of the year. Reports are available to families through ManageBac.

## KIS DIPLOMA

In order to earn a KIS Diploma\*, students in grades 9 to 12 must earn a minimum of 25 academic credits\*\* and complete the IB core requirements (listed below).

\* *The KIS Diploma is anticipated to be accredited by the Middle State Association from the 2022-23 school year onwards.*

\*\* *A half credit is earned each semester by achieving a grade of 3 or above in the respective subject.*

## KIS DIPLOMA REQUIREMENTS

Academic requirements		IB core requirements(*)	
Subject	Credits	Item	Grade
English	4	Service as Action	9-10
Mathematics	3	Personal Project	10
Science	3	Creativity, Activity, Service (CAS)	11-12
Individuals & Societies	3	Theory of Knowledge (TOK)	11-12
Language other than English (Lang A or B)	3	Extended Essay (EE)	11-12
Physical Education	1		
The Arts	1		
Design	1		
Additional credits	6		
Total	25		

### Important notes:

1. KIS students are required to take eight subjects in grades 9 and 10.
2. KIS students are required to take six subjects in grades 11 and 12.
3. An English course **must** be taken in grades 9 to 12.
4. Changes to a specific student's timetable, schedule of courses or adjustments to the IB Core Requirements (\*) for graduation can be made at the discretion of the secondary principal in consultation with parents.

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This policy is not retroactive and only applies to students entering grade 9 in August 2021 (KIS class of 2025) and beyond. Guidelines for students in grades 10 (KIS class of 2024) and 11 (KIS class of 2023) in 2021-22 will follow a prorated credit system indicated below.

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## **AWARDING ACADEMIC CREDIT**

The credibility of the KIS Diploma is dependent on KIS maintaining high standards.

In grades 9 to 12, credit is awarded on a course-by-course (or subject-to-subject) basis each semester, according to the following guidelines:

- Course credit (a half credit each semester) will be granted to students who earn a final score of 3 (on a scale of 1 to 7) or above. Credit is not awarded for a grade of 2 or below.
- Students who achieve a grade of a 1 or 2 in any subject may be given the opportunity to recover the credit on a case by case basis. Possible means of credit recovery include, but are not limited to, completion of supplementary assignments, completion of supplementary assessments or completion of online courses.
- Students with less than 90% attendance in a class in a semester may not automatically earn credit despite receiving a score of 3 or above.
- A student may be placed on “Academic Probation” if s/he continues to earn a 3 or below in more than one subject. The student will be expected to meet the terms and conditions of the probation in order to continue to study at KIS.

Where a specific learning difficulty has been verified and documented, a student may be placed on a Learning Support Plan. In this case, the decision to permit registration in specific courses will be made in consultation with the student, parent, course teacher, learning support teacher and the IB Program Coordinator/Principal.

### **Transfers**

KIS will not award transfer students more than eight credits per year in MYP years for completed courses at a previous school(s). The Secondary School Principal may waive particular KIS graduation requirements if they could not have been met at a previous school(s).

### **Academic credit and attendance**

When a student is absent from school and makes up homework and tests, only part of the learning process proceeds normally. When students are absent, they miss:

- The interactions that take place during classroom discussions.

- The opportunity to clarify feedback from teachers and peers regarding progress towards learning targets and learning outcomes.
- The direct and first-hand learning which comes through classroom activities.
- The possibility to ask questions to clarify homework, presentations, activities, discussions and assessment tasks.
- Ongoing small group work and projects.
- The opportunity to take out books or other print materials needed for research.
- The opportunity to use the school's print, media, and educational technology tools for research.

### **Excessive absences**

Students are expected to attend school and their courses each day. Every student shall maintain an attendance rate of **at least 90%** for each semester of the school year.

Students who are absent from a particular course for 9 lessons or more in any semester for any reason, apart from school-sponsored trips, are considered to have "excessive absences". A student with excessive absences may not automatically receive credit for courses, impacting their progress towards graduation.

Excessive absences compromise a student's ability to achieve his/her academic potential and could have negative consequences on one or more of the following areas:

- Participation in school-sponsored trips
- Meeting expectations on their Approaches to Learning (ATL's)
- Earning a passing mark (3 or above) for achievement
- Advancing to the next grade
- Continuing enrolment as a KIS student
- Earning an IB Diploma and/or an KIS Diploma

Note: KIS may be required to inform colleges/universities or other secondary schools of student excessive absences.

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### **AWARD OF THE KIS DIPLOMA**

The Secondary School Principal will convene an academic council to review credits earned, and the requirements met, by grade 12 students. The Secondary School Principal (or his designate) may use his/her discretion to take the following actions.

- Inform a student and family that a student may be at risk for not meeting requirements to earn a KIS Diploma by the end of the first semester of grade 12.

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- Attach specific conditions to the award of the KIS Diploma. The student and his/her family will be notified in writing.
  - Notify, in writing, any student who has not met the minimal requirements necessary to earn an KIS Diploma by 1 May.
  - Recommend that a KIS Diploma be awarded to a student who has not met the minimal requirements necessary to earn the said KIS Diploma, when sufficient, extenuating or mitigating factors justify its award.

### Requirements for the Class of 2024 (grade 10 in August 2021)

As the KIS diploma requirements will take effect from August 2021, credit requirements for students entering grade 10 in August 2021 (the class of 2024) have been modified as they only have 3 academic years to earn credits.

#### Academic requirements

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Subject	Credits
English	3
Mathematics	2
Science	2
Individuals & Societies	2
Language other than English (Lang A or B)	2
Physical Education	1
The Arts	1
Design	1
Additional credits	4
Total	18

*IB core requirements and important notes are unchanged.*

**Requirements for the Class of 2023 (grade 11 in August 2021)**

As the KIS diploma requirements will take effect from August 2021, credit requirements for students entering grade 11 in August 2021 (the class of 2023) have been modified as they only have 2 academic years to earn credits.

**Academic requirements**

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Subject	Credits
English	2
Mathematics	2
Science	2
Individuals & Societies	2
Language other than English (Lang A or B)	2
Additional credits	1
Total	11

*IB core requirements and important notes are unchanged.*

**BEHAVIOR EXPECTATIONS/STUDENT CONDUCT**

Expectations of student conduct at KIS are based on the principle that no one has the right to interfere with other people, their property, or their time. The school seeks to develop and encourage an attitude of individual responsibility towards the quality of life in the school community.

The code of behavior expected from students rests on these basic rules:

- respect for others
- respect for safety
- respect for oneself.
- respect for one's own property, and that of others.

In accordance with the Learner Profile, students are expected to show caring, cooperative, respectful behavior towards others. Children learn better when they are part of a safe, supportive environment. The school strives to ensure that a student's acceptable behavior is acknowledged, supported and recognized.

Students are expected to show caring and respectful behavior towards school's property (such as books and furniture). In case of damage or loss of school's property, students will have to reimburse the cost of damaged/lost items.

We acknowledge that parents are their children's first and most important teacher. When there is an incident or situation at school, teachers/administration may contact the parent to seek their cooperation in addressing the situation. If a solution cannot be found,

Behaviour incidents are recorded on ManageBac, where they can be viewed by parents. Positive comments and praise can also be recorded on ManageBac. Misconduct is dealt with in accordance with the severity and persistence of the behaviour, as shown on the diagrams on the following pages.

Note that the school/parent contract gives the school the right to terminate the agreement (and therefore exclude a student permanently) in case of breach of school regulations and policies relating to school curriculum, attendance, behaviour, dress code and other policies of the School.

#### Addressing Poor Behaviour and the use of Sanctions

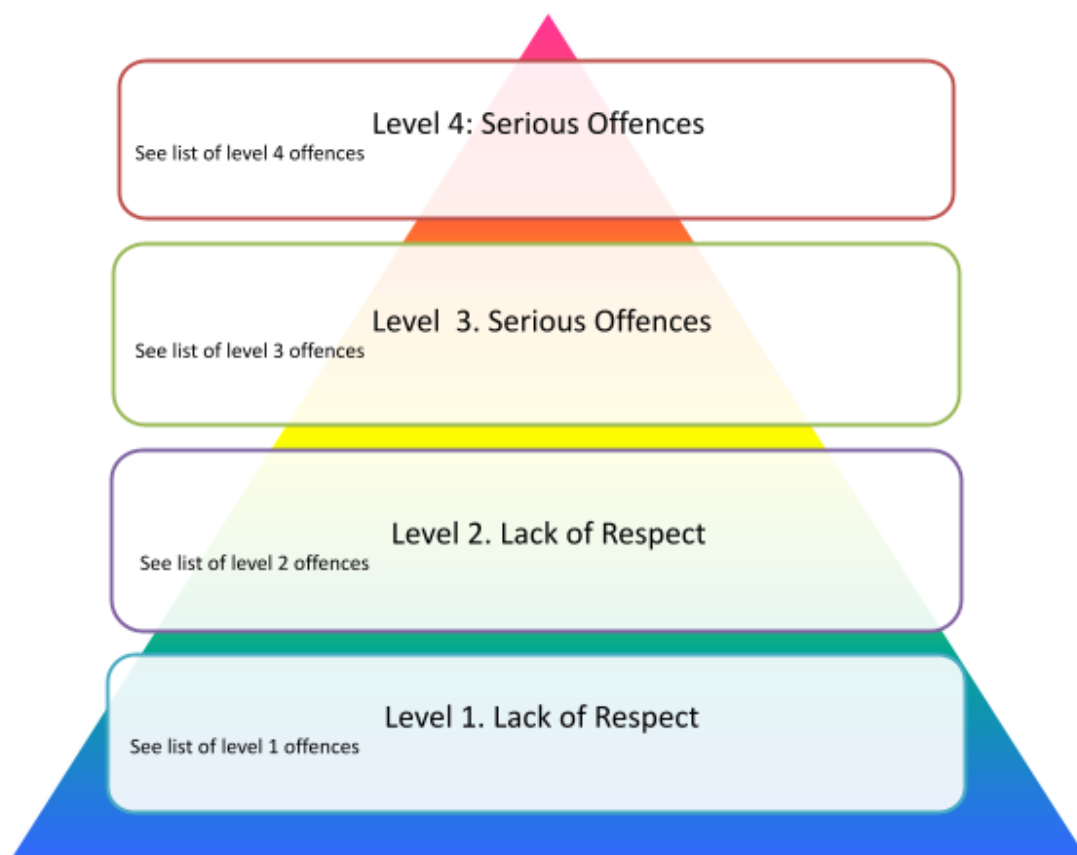
Level 1: Lack of Responsibility	Potential Actions
<ul style="list-style-type: none"> <li>● Non-compliance with dress code</li> <li>● Lateness to school</li> <li>● Lateness to lessons</li> <li>● Lack of equipment needed for learning</li> <li>● Failure to complete homework/class work</li> <li>● Inappropriate use of laptop in lessons (gaming or accessing social media); failure to adhere to mobile phone policy</li> <li>● Dropping litter or not clearing up</li> <li>● Leaving personal possessions unattended</li> <li>● Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal warning</li> <li>● Reasons established and ways to improve discussed – further investigation may be needed depending on response</li> <li>● Recorded on Managebac</li> <li>● Confiscation of mobile devices during the school day.</li> </ul>
Level 2: Lack of Respect	Potential Actions
<ul style="list-style-type: none"> <li>● Repeated level 1 infractions</li> <li>● Disrespect or rudeness shown towards fellow students, staff or any member of the KIS community</li> <li>● Defiance</li> <li>● Not following the instructions of administration, faculty or staff</li> <li>● Inappropriate displays of affection</li> <li>● Vandalism e.g. graffiti</li> </ul>	<ul style="list-style-type: none"> <li>● Recorded as a referral on Managebac by the member of staff</li> <li>● Parents notified</li> <li>● Formal meeting between student, teacher making referral and appropriate SLT member (MYP/DP Coordinator/Principal)</li> <li>● Student to be monitored, weekly report initiated by MYP/DP Coordinator where appropriate</li> </ul>

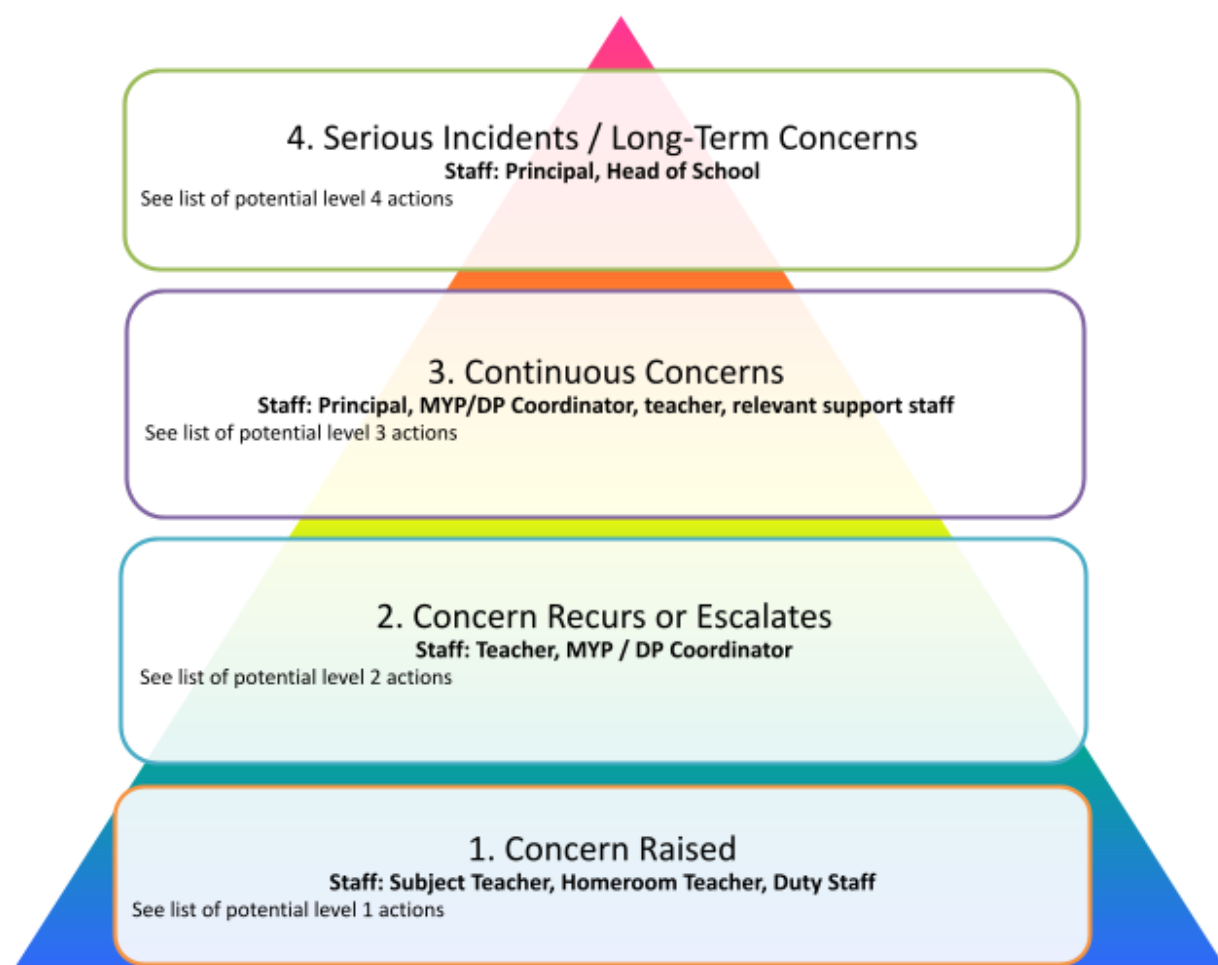
<ul style="list-style-type: none"> <li>• Disruption to the learning of others in lessons</li> <li>• Truanting a lesson (including excessive time in washrooms or at the nurse)</li> <li>• Name calling/isolating others/interfering with the personal property of others</li> <li>• Use of inappropriate language</li> <li>• Misuse of IT and/or equipment</li> <li>• Academic malpractice</li> </ul>	<ul style="list-style-type: none"> <li>• Detention at break, lunchtime or after school.</li> <li>• Letter of apology where appropriate</li> <li>• Restorative process followed as appropriate</li> </ul>
Level 3: Serious Offences	Potential Actions
<ul style="list-style-type: none"> <li>• Persistent breaches of school expectations</li> <li>• Repeated level 2 infractions</li> <li>• Fighting or violent behaviour</li> <li>• Verbal or written threats</li> <li>• Physical aggression</li> <li>• Actions causing bodily harm</li> <li>• Harassment</li> <li>• Acting or speaking in racially-charged or xenophobic manner</li> <li>• Acting or speaking in a sexist, homophobic or transphobic manner</li> <li>• Vandalism causing more serious damage than Level 2</li> <li>• Theft</li> <li>• Defiance of authority</li> <li>• Bullying</li> <li>• Academic malpractice, (academic malpractice in any component of external examinations may result in loss of MYP or DP award).</li> <li>• Lying, misleading or withholding information from faculty, administration or staff</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate referral to Principal</li> <li>• Recorded on Managebac by teacher</li> <li>• Parents informed and a meeting with parents set</li> <li>• Behaviour contract created with fixed term review and completion if appropriate</li> <li>• Internal or external suspension</li> <li>• Completion of work in controlled environment</li> <li>• Restitution for damages caused by vandalism</li> </ul>
Level 4: Serious Offences	Potential Actions
<ul style="list-style-type: none"> <li>• Persistent breach of school expectations</li> <li>• Repeated level 3 infractions</li> <li>• Possession, distribution or use of alcohol or tobacco products (including e-cigarettes or vaping devices)</li> <li>• Possession, distribution or use of narcotics</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate referral to the school principal. Full documentation completed by member of staff involved on Managebac</li> <li>• Restitution for damages caused by vandalism</li> <li>• External suspension</li> <li>• Parents contacted</li> </ul>



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<ul style="list-style-type: none"><li>• Possession, distribution or use of drug paraphernalia</li><li>• Possession or supply of pornographic material</li><li>• Possession of any form of weapon; threat or actual use of any object as a weapon that may cause serious physical injury</li><li>• Engaging in any form of illegal activity</li></ul>	<ul style="list-style-type: none"><li>• Meeting with Principal</li><li>• Student's future at the school discussed with Head of School; Board informed of permanent exclusion, if deemed necessary</li></ul>
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## Bullying

KIS has zero tolerance for bullying at the school.

### Bullying is:

- Deliberate
- Hurtful
- Repeated

### Bullying can be:

- Physical (hitting, kicking, talking, or damaging belongings)
- Verbal (name calling, insulting, making threats)
- Indirect/Emotional (spreading nasty stories, excluding from groups, making someone feel uncomfortable or scared).

**Student Incident/Accident Form**

In case of an accident or incident at school, a Student Incident/Accident Form is completed by a member of staff who witnessed the event, including the date, event, witnesses, and evidence relating to the incident.

In case of a disciplinary incident, the consequences are dealt with with consideration to the severity of the misconduct, and whether it is an isolated incident or part of a pattern of behavior.

**STUDENT DRESS CODE AND PERSONAL APPEARANCE (Grades 6 to 12)**

KIS students in the Secondary Programme are required to follow the school dress code: KIS branded tops are mandatory. Parents and students can choose other items as long as they meet these guidelines:

**Tops** (mandatory; available from the uniform shop throughout the year)

- a 100% cotton polo shirt with KIS logo, in sky or dark blue (short and long sleeves available).
- a hooded sweater with school logo (for the winter), in dark blue, to be worn over a school polo.
- KIS cardigan or KIS bomber to be worn over a school polo
- KIS hoodies sold by the PTA are also allowed to be worn over a school polo

**Trousers and Skirts**

- must be black or dark blue, clean, and in good condition (no ripped jeans, for example). Skirts and shorts should reach at least as far as the knee.
- Trousers should reach the ankle.
- Clothing such as yoga pants or tights are not allowed as a part of the uniform.

**Footwear**

- must be closed toe (no sandals or flip-flops) for safety and hygiene reasons, and sturdy enough for the varied demands of a school day

**Jewelry and Make-Up**

- jewelry should be minimal, and must not pose a safety risk
- make-up should be modest and appropriate.

**PHE**

- Students must wear the school PHE uniform for PHE lessons and sports activities, including trainers.

The school reserves the right to send students home or have them purchase appropriate uniforms if they do not have them. There is a uniform store on campus.

## **WATER FOR DRINKING**

Students are expected to bring water bottles with them to school each day. Bottled water is available in each class and the cafeteria for children to drink. Students may refill water bottles as needed. For hygiene purposes, please label your water bottle with your name and class, and do not share your bottle with your friends. It is recommended to take bottles home regularly for cleaning. Cups will be available only if you forget your water bottle.

## **LIBRARY**

KIS has a growing library, which plays a central role in the school's learning program, and provides a good range of reading material for students. There are both reading and reference books used for class time and for recreational reading. Students are encouraged to borrow books each week to develop the habit of reading books that they enjoy and foster a lifelong love of reading.

The school's library policy on missing or overdue books is as follows: the borrower is reminded verbally within the first week of missing the due date; a written notice is issued the second week; finally, the librarian will send a written notice home to the parents. No other material will be issued to the borrower until all materials have been returned.

Students with overdue books at the end of each semester will not be given their report cards until all materials have been returned or paid for in full. A letter will be sent home before the end of each semester informing parents about overdue books, for return or settlement.

## **HOMEWORK**

Homework forms an important part of a student's education since it reinforces or prepares for the work covered during lessons. For students at KIS, homework is an expectation, although the amount and nature of the homework will vary according to the age and grade of the student. The school uses ManageBac to assist students and teachers with the setting, tracking and assessment of assignments. Homework assignments and due dates are recorded on ManageBac, as are assessments, and these can be viewed by parents. ManageBac is also a useful vehicle for direct communication between home and school.

It is recommended that parents/guardians remain aware of their children's homework, coursework, assessments, and project commitments. Helping ensure that adequate time is set aside and that there is a quiet place for each child to work will be of particular assistance in establishing good study habits.

Please consult your child's teacher if your child needs more time for completion of homework on a continual basis.

**Late or incomplete homework**

Students are expected to complete and submit all homework assignments on time. It is expected that the school and your parents will support one another and work together to provide support for you.

**FIELD TRIPS**

Field trips are an integral part of the curriculum and provide extended learning activities outside the classroom for students in all grade levels. A field trip is defined as any planned activity that necessitates the students leaving the school grounds during the instructional hours from 8:00am to 4:30pm. Field trips are mandatory and should be attended unless a student is ill, or for some other unavoidable reason. Parents will be informed when a student needs to attend any trip or function away from school. A notice will be sent home advising of the date, place, return time, and reason for the trip.

Before a student can go on a field trip, a signed permission form from the parent must be on file in the office. Verbal permission is not accepted. To ensure the safety of students, they must leave and return to campus with their teacher on the school bus. Parents may be asked to serve as volunteer chaperones on these trips.

**BEFORE-SCHOOL ACTIVITIES (BSAs)**

The Before-School Activities Program operates in the morning before the start of homeroom at 10:00 AM. Further information about the BSA program is made available to students and parents through the weekly school newsletter.

**SCHOOL TRANSPORT**

KIS outsources a bus service to transport children to and from school. There is always an adult to accompany children to and from school on every school bus. Using this service incurs a charge. If you wish to take advantage of this service, please contact [transport@kisnet.org](mailto:transport@kisnet.org).

Parents of children using this service need to complete the [School Bus Rules form](#). Parents and children using this service should familiarise themselves with the rules in this document, of which the following is an extract:

**BUS RULES**

- The driver and the bus monitor are in charge and may assign seats.
- Enter the bus in an orderly manner, take your assigned seat quickly, buckle your seatbelt, and wear it during the entire trip.
- Only students may board the school bus; nobody else should board the bus.
- No eating, drinking, or chewing gum is allowed. Food items are not permitted for cleanliness, to avoid choking hazards, and to respect the possibility of food allergies of other students, except food contained inside a sealed lunch box or backpack.
- Do not litter on the bus or throw things from the bus.

- Keep books, packages, coats, and all other objects out of the aisles and drivers' area. If you cannot hold the object on your lap, it is too large to be transported.
- Be polite and respectful to the bus operator, monitor, and all other passengers.
- Use 'indoor voices' while on the bus.
- Keep your head and hands inside the bus. Windows should be kept closed.
- Learn about bus safety and keep your child safe. Discuss appropriate bus behavior with your child.

## MEALS AT SCHOOL

There are a number of options for students to eat at school:

1. Students may opt for the cafeteria meal plan provided by the food provider. Information on this service is issued by the food provider directly to parents.
2. Students may bring their own snacks and lunches from home.
3. Students may purchase items from La Tartine during the lunch period. If students purchase lunch from La Tartine, they are required to move into the assigned cafeteria to eat.
4. Students in grades 6-9 will have their lunch in the 1st floor cafeteria and students in grades 1-12 will have their lunch in the 2nd floor cafeteria.
5. Students are expected to remain in the cafeterias for the first 30 minutes of the lunch period.
6. Students are not allowed to order food for delivery to school.

## HEALTH GUIDELINES

Parents must inform the homeroom teacher if their child has a chronic illness or physical handicap, or if there are any special measures or activity restrictions that will be necessary for the child's welfare at school.

A child should stay at home and their parents should consult their doctor if the child has any of the following symptoms, which may indicate the onset of a communicable disease:

- Fever
- Watery eyes, discharge from eyes
- Sore throat with fever
- Cough with fever
- Skin rash or spots
- Nausea, vomiting, diarrhea

The child should be fever-free, without the use of fever-reducing medications, for 24 hours before returning to school. If a child has been sent home with a fever, s/he must remain home for at least 24 hours before returning to school. If a child has had an infectious or other communicable disease, a doctor must certify that s/he is fit to return to school, and this reference should be brought to the homeroom teacher, who will file it with the school doctor.

Colds are most contagious in their earliest stages. Children are encouraged to adopt good hand-washing habits to reduce the spread of germs.

## NUT FREE SCHOOL

Students, staff and parents are reminded that KIS is a nut free school. Nuts are not allowed on campus either as individual nuts or as an ingredient in baked goods.

**SCHOOL MEDICAL STAFF**

There is a medical office located in the main Reception area. A second medical office is in the Early Years wing. A trained and qualified doctor and nurse are on duty during school hours to attend to students' health needs (illness, accidents and medications). Students who feel sick are sent to the medical office, where they are examined to determine the kind of treatment necessary. If the doctor or nurse decides that a student should be sent home or to a hospital, s/he will inform our administration office to contact the parents.

**MEDICATION**

Medication may be administered to a student during the school day only at the request of the student's parents/physician. The family doctor must indicate in writing the necessity for the medication to be taken and parents must provide written authorization for the school's healthcare professional to administer the medication in the prescribed dosage. All medication taken at school must be brought to the medical office for safekeeping, and the homeroom teacher informed. No medication is to be kept by students in their backpacks, desks or on their person (except inhalers, if a child is asthmatic).

**INCLEMENT WEATHER**

All students are expected to be outdoors after lunch if the weather is suitable. Other indoor areas are available according to the 'wet duty' rota, for students who need to stay indoors.

Unsuitable weather is weather that is too cold for outdoor play, weather that is too wet, or the air quality is poor.

In the case of inclement weather, all students will be indoors during breaks (Sports Hall, etc.).

If the school needs to close early for any reason, parents will be called and informed via the Emergency Phone Tree. Parents must make sure we have their correct current information and an emergency contact number.

**LOST AND FOUND**

The Lost and Found box is located in the main reception. Parents and students are encouraged to check there in the event that items are lost. Please check it periodically, as the contents will be donated to a charity organization at the end of each term. Please label all personal items with your name.

**ELECTRONIC ITEMS AND VALUABLES**

The school does not take any responsibility for any loss of, or damage to, personal items, including cash.

Unless absolutely necessary, please do not bring mobile phones to school. If it is necessary to bring a phone to school, they must be turned off during school hours. Bringing personal electronic items to school (such as iPads and music players) is discouraged, as the school cannot be responsible for any theft, damage or loss. It is unnecessary for students to bring large amounts of money to school.



Students must bring their own laptops for individual projects or research work. Again, students are responsible for own devices.

## **BIRTHDAY CELEBRATIONS**

Students who wish to celebrate their birthday by sharing a birthday cake with their classmates may do so by prior arrangement with their homeroom teacher. The homeroom teacher's approval must be sought at least two school days beforehand. The birthday cake will be shared among their classmates during a suitable break or lunchtime - not during lesson time. Parents are asked to ensure that birthday cakes do not contain any allergens that could affect other students, e.g. nuts. "Life Style" LLP (the school's caterers) can supply allergen-free cakes at cost if given sufficient notice. They may be contacted via the catering office on the second floor. KIS is a nut free school.

Soft drinks, sweets, takeaway food and so on should not be brought or delivered to school.

## **NETWORK ACCEPTABLE USE POLICY**

### **EDUCATIONAL PURPOSE**

- The KIS network system has been established for educational purposes.

### **STUDENT INTERNET ACCESS**

- All students will have access to internet information resources through their classroom, library, or the school computer lab.
- Each faculty member and student, along with a respective parent/guardian, must sign a Network Acceptable Use Agreement.

### **UNACCEPTABLE USES**

The following uses of the KIS network system are considered unacceptable:

- **Personal Safety for Student**
  - Posting personal contact information about yourself or other people, including addresses, telephone numbers, accounts etc.
- **Non-Educational Purposes**
  - Using the network or ICT resources (including personal laptops) for non-educational purposes, including gaming.
- **Illegal Activities**
  - Attempting to gain unauthorized access to the KIS network system or to any other computer system through the KIS network system or go beyond your authorized access.
  - Logging into another student's account for any reason.
  - Downloading any versions of software or loading into the KIS network system any versions of software.
- **System Security**

- You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
  - You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.
  - You will avoid the inadvertent spread of computer viruses by following KIS's virus protection procedures.
  - Each school student will have his/her own user name and password to access the school's network.
- **Inappropriate Language**
    - Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
  - **Respect for Privacy**
    - You will not repost a message that was sent to you privately without permission of the person who sent you the message.
    - You will not post private information about another person.
  - **Respecting Resource Limits**
    - You will not download large files (mpeg, mp3...) unless absolutely required by a teacher to do so for course material or determined necessary to present a lesson.
    - You will maintain your personal server storage limits in your home directory below the maximum allowable limit (currently 200Mb).
  - **Plagiarism and Copyright Infringement**
    - You will not plagiarize works that you find on the Internet. Plagiarism means taking the ideas or writings of others and presenting them as if they were yours.
    - You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions, ask someone.
  - **Inappropriate Access to Material**
    - You will not use the KIS network system to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
    - If you mistakenly access inappropriate information, you should immediately tell your teacher, principal, or IT Manager. This will protect you against a claim that you have intentionally violated this policy.
    - Your parents should instruct you if there is additional material that they think it would be inappropriate for you to access. The school fully expects that you will follow your parent's

instructions in this matter.

## **YOUR RIGHTS**

### **Search and Seizure**

- You should expect only limited privacy in the contents of your personal files on the KIS network system. The situation is similar to the rights you have in the privacy of your locker.
- Routine maintenance and monitoring of the KIS network system may lead to discovery that you have violated this policy or the law.
- An individual search will be conducted if there is reasonable suspicion that you have violated this policy or the law. The investigation will be reasonable and related to the suspected violation.
- Your parents have the right to request to see the contents of your files at any time.

### **Due Process**

- The school will cooperate fully with local officials in any investigation related to any illegal activities conducted through the KIS network system.
- If you violate this policy in your computer usage, you will receive a written notice of the suspected violation and an opportunity to present an explanation.
- If you are found to have violated this policy, the consequences will be, but not limited to, restrictions being placed on your use of your Internet account. Disciplinary action within the school will be at the discretion of the principal.

## **LIMITATION OF LIABILITY**

KIS makes no guarantee that the functions or the services provided by or through the KIS system will be error-free or without defect. KIS will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. KIS is not responsible for the accuracy or quality of the information obtained through or stored on the system. KIS will not be responsible for financial obligations arising through the unauthorized use of the system.

## **ACADEMIC HONESTY**

While Kazakhstan International School recognises that there are various methods of citing sources, KIS has chosen to use the Modern Language Association 8th edition (MLA)]. Citing and referencing skills are taught at a level appropriate to the age of the students. Such skills are incorporated into the curriculum where relevant.

It is expected that:

- Assignments should be written in the students' own words, or cited in quotation marks.
- Ideas should be credited to the people and publications they were derived from, in an age-appropriate way.
- Images should be referenced in an age-appropriate way.
- Text and other content should never be copied from the internet or other published sources and presented as the student's own work. This includes text that has been translated online.

- Students must not talk, communicate with one another, or use unfair means in any test or examination situations.
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work through a process of collusion.

To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the IB Programmes, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise. Internal sanctions are those used by KIS, and generally refer to assignments and classwork (general homework and 'drafts') which do not count towards the award of the final MYP grade. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually 'final version' (Personal Projects, portfolios) which count towards the final IB MYP certificate. However, there is some overlap to be expected between the application of these sanctions, so they should not be seen as acting in isolation from each other. Internal Sanctions may be imposed by the school for incidences of malpractice relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

**First Offense:** The student is required to re-do the work and reminded of KIS's academic policy. Parents are notified by the teacher and the malpractice is noted in school records.

**Second Offense:** The student is given zero for the work, parents are notified by the principal, and the student receives disciplinary consequences. This second malpractice offense is noted in school records.

**Third Offense:** If a student is found guilty of a third breach of academic honesty, they will receive no credit for the relevant course, and may be recommended for withdrawal.