

KAZAKHSTAN INTERNATIONAL SCHOOL ASTANA



EARLY YEARS STUDENT-PARENT HANDBOOK 2024-25

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Kazakhstan International School Campus

Kazakhstan International School Astana:

The area of intersection of T. Ryskulova, A. Bokeikhan & Hussein bin Talal streets
Office: +7 7172 99 99 40

Key Contacts

Head of School: Todd Flanagan, tflanagan@kisnet.org

Director of Administration: Gaukhar Oraltaykyzy, goraltaykyzy@kisnet.org

Elementary Principal: TBD

Early Years (EY) Principal: TBD

Primary Years Programme (PYP) Coordinator: TBD

Middle Years Programme (MYP) Coordinator: TBD

ICT Department: it@kisnet.org

Accounting (school fees): adminastana@kisnet.org

Transport: TBD

Endeavour (uniform suppliers): sale@endeavour.kz

Universal Catering company for the Campus: TBD

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.

THE KIS SONG

We are inquirers and proud to be
open-minded, reflective, and caring.
We are really good thinkers and risk-takers too.
If we were not knowledgeable, what would we do?
We are all principled - we do what is right.
We communicate respect every day and night.
We are all balanced - we work and we play.

We are KIS students, the future starts today!**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. Students in Grades 11 and 12 follow the IB Diploma Programme.

EARLY YEARS PROGRAMME (EY) OVERVIEW

Play is more than fun—it's the key to unlocking a child's potential to learn and grow. The PYP early years (for children aged 3 – 6) frees a child to play and learn, so they can build the proven curiosity, creativity, and confidence they'll need to thrive today—and well into the future.

The PYP early years offers a holistic learning experience that integrates socio-emotional, physical, and cognitive development, where:

- students explore their environment and learn about their world through play and relationships with peers, teachers, family, and community members,
- teachers are partners, nurturers and guides who help facilitate the exploration of children's interests as they work on long- and short-term projects,
- schools provide dynamic environments that nurture curiosity, creativity, and confidence.

The PYP early years is informed by research and designed to give children choices, encouraging them to start taking ownership of their learning. The programme nurtures a child's creativity and curiosity by:

- giving them stimulating and appropriate learning in the earliest years when their brains are optimally programmed to benefit from these experiences,
- acknowledging that young learners are intelligent, resourceful and creative individuals who grow, develop and learn at different rates,
- allowing play to be the primary driver for inquiry,
- enabling children to develop agency and be able to construct their own learning. (IB Primary years programme in early Early Years, ibo.org)

There are 4 grade levels in the Early Years division:

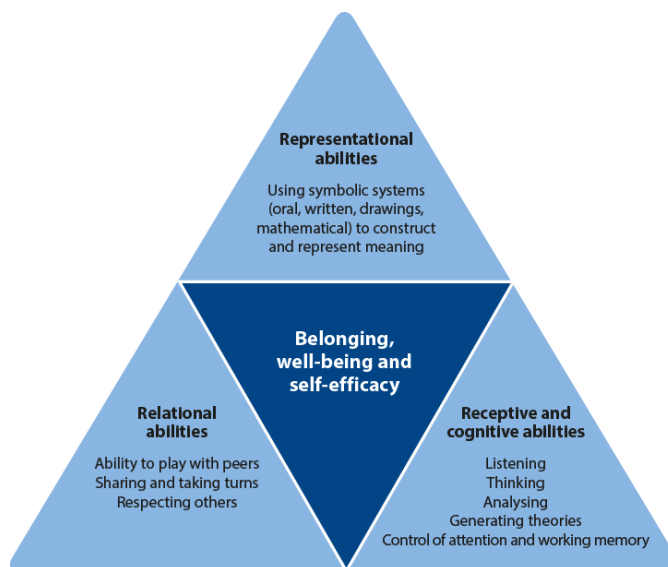
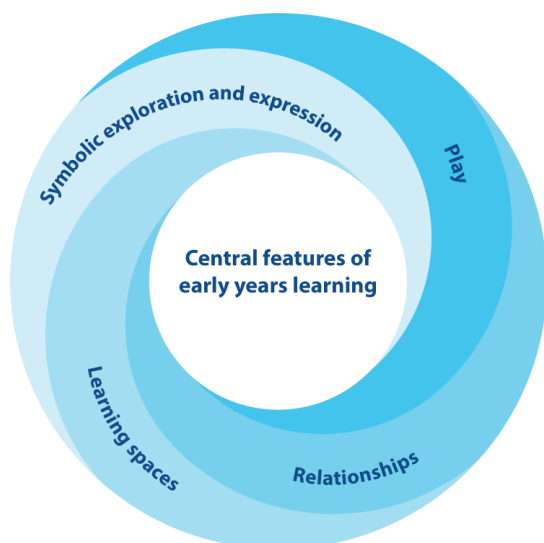
Toddlers: 2 - 3 year old	Kindergarten: 4 - 5 year old
Pre-K: 3 - 4 year old	Reception 5 - 6 year old

THE IB PYP PHILOSOPHY: EARLY YEARS

Teaching & Learning Through Play

Within the Early Years curriculum children are taught the IB Primary Years Programme (PYP) curriculum. Play is the primary driver for inquiry in the early years. The programme engages young learners and fosters their development as individuals. It involves choice, promotes agency and provides opportunities to inquire into important concepts, skills and personal interests. The programme is a broad, balanced curriculum that promotes confidence, believing in yourself, encourages independence, curiosity and develops problem solving skills through sustained free and guided transdisciplinary play.

Play offers early learners the opportunity to learn through multiple sensory experiences that other forms of learning might not. It is through, both physically and socially, engaging with their surroundings that early learners will evolve and refine a wide range of skills that supports their sense of belonging, well-being and self-efficacy. Through play, young learners develop ATL and connect with key domains of their Development. (Source: *The Early Years in the PYP*, 2021)



CURRICULUM

The written curriculum in Early years is aligned with the IB PYP framework and is designed for students to focus on the child's development as an inquirer in and outside of a classroom. Toddlers, Pre-K and KG grade levels are guided by the EYFS standards aligned with the PYP Scope and Sequence requirements and 4 Transdisciplinary units of Inquiry.

Reception grade level is guided by the AERO standards aligned with the PYP Scope and Sequence requirements and 6 units of Inquiry.

Much of the learning in Early Years takes place in the classroom. In addition to the homeroom classes EY students go to specialist subjects - Physical Education(P.E.), Library, Art and Music, which are all taught by single-subject teachers.

Students also use outside areas for learning and take regular field trips within every unit of inquiry if there is such a possibility. Field Trips may included museums, the local parks, theaters, other campuses, etc. If there will be required extra support the parents may be asked to volunteer with the field trips.

More specific information about the KIS written curriculum can be found in a [Parent Curriculum Booklet](#).

ASSESSMENT, CONFERENCES AND REPORTING

Early Years teachers monitor, document, measure and report on learning to see the students' engagement in the learning process as well as the ways the students adjust their behavior through their self-initiated play/activities and the ones facilitated by the teacher. The assessment allows to the teachers to:

- have a deeper understanding of the students and their interest
- identify what and how the student is thinking and learning
- support student learning through the assessment practices, including reflection and feedback
- assess the effectiveness of the learning environment on the student's learning
- Inform planning of the learning activities.

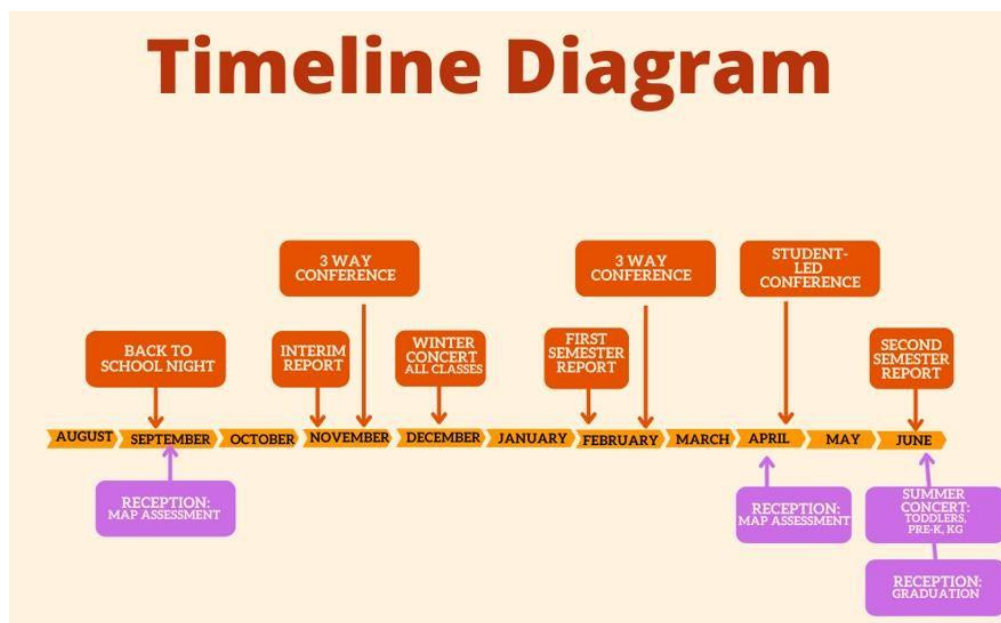
The collaboration of the students, parents and teachers play a vital role in Early Years. All three parts are interconnected and are identified as partners. Throughout the year learning progress is reported in a variety of ways: Back to School night (teacher-parents meeting), three-way conferences, student-led conferences, Concerts and reports. To support children in the best possible way parents are expected to attend all of the conferences. Parents and school always have an opportunity to arrange an additional meeting (if required) at any time during the year.

Written reports are published online in Managebac three times a year to inform parents on their child's learning progress and development.

Toddlers, Pre-K and Kindergarten	Reception
Narrative reports	Narrative reports supported by KIS PYP reporting criteria: <ul style="list-style-type: none"> - Beginning to make understandings(Beg); - Developing understanding(Dev);

	<ul style="list-style-type: none"> - Consolidating understanding(Con); - Extending understanding(Ext). MAP assessment
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Starting from Reception the students have the external Assessment MAP (Measuring Academic Progress). MAP assessment in Reception classes is a starting point to collect data to evaluate student growth over time in literacy (reading, language usage) and numeracy (math) & science. In Reception students are evaluated in Reading and Math. The results of MAP tests are shared with the parents by request at the close of each MAP session. Please find the link here to know more about MAP Growth [here](#).



PROMOTION TO GRADE 1

Throughout the year in Reception class the teachers are observing and evaluating students' development in the 3 Prime areas: Personal, Social and Emotional Development, Physical Development, and Communication and Language. Based on the observations, reports and evaluation process the students might be promoted to grade 1 at KIS. Grade 1 promotion requirements can be found [here](#).

IB LEARNER PROFILE IN EARLY YEARS



Through thoughtful teaching and careful modeling, KIS uses these ten attributes developed by IB to develop international-mindedness in a student.

Early Years learners have a variety of opportunities to develop, demonstrate, value, appreciate and celebrate the attributes of the IB learner profile and the approaches to learning (ATL) in their daily life. This includes opportunities within the learning community, at home and in the wider community.

The whole learning community supports and nurtures students in exploring, developing and demonstrating the attributes of the IB learner profile. Students are involved in determining the developmentally appropriate language and symbols they use to share their experiences of the attributes. (IB PYP, Early Years Learner).

ENGLISH LANGUAGE as A LANGUAGE OF INSTRUCTIONS

The student body varies at EY as each child brings to school complex language knowledge, experience and meaning-making strategies from their early years at home. The language is used to explore, examine, question, predict, share, investigate and reflect. Although the language of instruction is English, the students have an opportunity to express themselves in their mother tongue through play and communication with each other. Young learners use play to make meaning and build their understanding of the world and to develop oral language and symbolic competence.

DAILY SCHEDULE

The EY division follows a weekly schedule. Below is a sample day schedule for different grade levels.

Toddlers and Pre-K	KG	Reception
- Full day - Half day	- Full day - NAP time optional	- Full day - NO NAP
8:00 - 8:20 Arrival 8:30 - 8:50 Circle time 8:50 - 9:10 Breakfast 9:10 - 9:50 Period 9:50 - 10:30 Period 10:30 - 11:10 Period 11:10 - 11:50 Outside recess 11:50 - 12:20 Lunch 12:30 Half day dismissal 13:00 - 14:40 Story time + NAP 14:40 - 15:00 Snack 15:00 - 15:40 Period 15:40 - 16:00 Dismissal	8:00 - 8:20 Arrival 8:30 - 9:00 Circle time 9:00 - 9:40 Breakfast/free play 9:40 - 10:20 Period 10:20 - 11:00 Period 11:00 - 11:40 Outside recess 11:40 - 12:40 Lunch/free play 12:40 - 13:20 Period 13:20 - 14:40 Optional NAP/free play 14:40 - 15:00 Snack 15:00 - 15:40 Period 15:40 - 16:15 Dismissal	8:00 - 8:20 Arrival 8:30 - 9:00 Circle time 9:00 - 9:40 Breakfast/free play 9:40 - 10:20 Period 10:20 - 11:00 Outside recess 11:00 - 11:40 Period 11:40 - 12:40 Lunch/free play 12:40 - 13:20 Period 13:20 - 14:00 Period 14:00 - 14:40 Period 14:40 - 15:00 Snack 15:00 - 15:40 Period 15:40 - 16:15 Dismissal

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 and EXTENDED LEAVE

The school's instructional program is based on the assumption that students will attend school regularly. Daily class attendance is crucial at the age of EY as it supports the child to adapt to the school environment faster. Attendance is recorded and tracked on ManageBac and this information can be accessed by parents, students and teachers.

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.

ABSENCE/LEAVING SCHOOL

If a student is absent for any reason, a parent or guardian must inform the school using school email/Managebac/SeeSaw, 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.

If a student needs to leave during the school day (e.g. for a medical appointment), parents must inform the homeroom teacher or the Receptionist using SeeSaw/Managebac. In urgent cases, parents must call the administration office. 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.

PERSONAL ITEMS

Students are expected to bring water bottles with them to school each day. Students will refill their water bottles during the day as needed. All water bottles should be labeled with a name. It is recommended to take bottles home regularly for cleaning. Cups will be available only if a child forgets your water bottle.

If a family chooses to send their own food to school, the containers(thermoses) must be labeled, spill/leak proof and clean. Snacks must be able to be stored and served at room temperature as there is no refrigerator to store the containers.

Toys and games from home are not permitted in the EY classes unless it is asked by the homeroom teachers for the unit of inquiry. The toys can travel to school but must stay in the backpack of a child for the day.

Each child has got a cubby to keep personal items. The items below have to stay at school throughout the school year (will be sent home on the last day before each vacation):

- Indoor shoes

- 2 full sets of extra clothes in case of mess or accident (shirt, pants/tights, underwear, socks);
- Seasonal appropriate clothing:
 - Summer: a hat and a sun screen
 - Autumn and Spring: rain clothes (jacket with hood, pants, rain boots)
 - Winter - snowsuit (one piece or jacket and pants, and winter boots)
 - PE shoes (with a covered toe)

Additional item for Toddlers, Pre-K and KG students for Nap time:

- Small blanket, a sheet and a pillow have to be sent to school on Mondays and are returned home each Friday.

DRESS CODE

There is no dress code for the EY division. It is recommended that the students wear comfortable clothes for active learning.

TRANSITIONAL TIMES

EY students are not allowed to travel around the school unsupervised. At all times at school there has to be an adult supervision.

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.

A letter will be sent home before the end of each semester informing parents about overdue books, for return or settlement.

HEALTH GUIDELINES

Parents must inform the homeroom teacher if their child has a chronic illness, allergy 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 close to the entrance area. 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 during the outside recess time if the weather is suitable. Indoor areas are available in case indoor recesses are called.

Unsuitable weather is weather that is too cold (-10 and below) for outdoor play, weather that is too wet, or the air quality is poor (150 aqi).

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 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 make sure all personal items are labeled with your child's name.

BIRTHDAY CELEBRATIONS

At KIS community enjoys honoring students on their birthday. We also respect families that do not want us making a big deal out of their child's birthday. We announce the birthday child's name during the Homeroom Period, sing the "Happy Birthday" song, and families have an option of bringing in treats for the class. The celebrations in class will be limited to one period and will be limited to homeroom teachers and students.

Please know that you do not have to send treats or gifts with your child on the birthday, it is not an expectation from school. Each teacher finds a special way to honor your child on their special day. However, if you want to send some treats with your child to school to enjoy with her or his classmates, please keep in mind the following: **Please remember that we are a NUT FREE school, no food containing nuts must be sent to school.**

Please be mindful that any food sent to school needs to be individually wrapped and ready to be served as we do not provide the following: knife (for cutting a cake), plates, cups, etc., for birthday celebrations at school. Any food sent to school by parents for such events needs to be ready for eating as is once delivered to school.

Please check with the classroom teacher first to make sure there aren't restrictions on foods due to food allergies and/or other circumstances in your child's classroom.

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

SCHOOL TRANSPORT

Early years are not allowed to use the KIS transportation service, which outsources a bus service to transport children to and from school. The only exception is a Reception student who has a sibling starting from grade 1 and up who uses the bus service. 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 and your child has got a sibling starting from grade 1 and up, please contact admin@kisnet.org

HOME-SCHOOL COMMUNICATION

Responsibilities

Good communication between the school and parents is absolutely necessary to facilitate the partnership of parents and teachers working in harmony to achieve the best education for each child. Parents are encouraged to maintain open lines of communication with their child's teachers in order to be well-informed regarding their child's progress and to also reach out in case of any questions or concerns.

The language of instruction is English and all school documentation is sent out in this language with Russian translation (when it is necessary). Parents should make sure that they understand all our correspondence. In case they do not grasp everything in a notice, they should contact the school as soon as possible. We want

to make sure that communication between school and parents is good. Most often we use email as a medium to contact parents, which is why it is extremely important that parents provide us with current email addresses.

WEEKLY NEWSLETTER

The school will issue two newsletters every week: Head of School newsletter and Early Years Principal Newsletter. Both are sent home via email once a week. It is intended to provide a variety of information about school activities and events. Every homeroom teacher will send weekly updates to families using SeeSaw.

It is important that parents take the time to read the newsletters, as they are a primary source of communication about the whole school community.

WRITTEN COMMUNICATION WITH SCHOOL

KIS recognizes the need for clear communication channels between parents and the school. We particularly support the opportunity for parents and teachers to communicate directly via email. E-mail addresses of teachers will be e-mailed to families separately at the beginning of the school year. Please note the following parental guidelines in the use of any e-mail communication with the school:

- E-mails can be used to inform the teachers of something that happened at home or ask questions that require only a brief answer.
- If there are issues that require a discussion or a longer explanation, it will be better to arrange an appointment with the teacher.
- The nature of some teacher schedules may result in some emails only being answered the next day but we will try to answer all emails within 24 hours.
- Any urgent issues that need to be dealt with the same day need to be communicated via the registrars.
- Any communication by e-mail between home and school should always be cordial and respectful.

PROCEDURE FOR PARENTS CONCERNS

KIS recognizes the need for the home and the school to address concerns effectively and provides them with a procedure for constructive discussion. The steps below are to be followed strictly.

Step One: The parents should confer with the subject or homeroom teacher.

Step Two: The parents have the right to confer with the relevant Programme Coordinator if, after seeing the teacher, they require further discussion.

Step Three: If, after seeing the relevant Coordinator, the matter is not resolved and the parents require further discussion, an appointment may be set with the Principal. The parents may reasonably expect a response within two working days.

Step Four: If the parents feel the issue is not addressed, they may bring the matter to the Head of the School whose decision is final. Once again an appointment must be made through the school Registrar. The Head of School will respond within two (2) working days.

KIS PARENT CONDUCT POLICY

KIS is an orderly and safe school, where relationships between staff and parents must demonstrate mutual respect and recognition of shared responsibility for student welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging problems at an early stage.

However, in a minority of cases, the behavior of a few parents can cause severe disruption or worse, result in abusive or aggressive behavior towards staff. The Head of School and KIS Advisory Board are responsible for protecting the health and safety of school staff and students.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behavior and abuse against school staff or other members of the school community will not be tolerated. Such acts include but are not limited to threatening or actual physical violence, intimidation, unwarranted verbal or written threats of legal or police action, shouting, swearing or inappropriate emails.

Where such behavior does occur, school staff must know that their employer will play a proactive role in taking all possible action to deal with it. These include the following stepped sanctions which will be applied according to the severity of the incident:

1. A written warning to parents from the Head of School, which may result in a parent being temporarily suspended from campus,
2. Referral and recommendation to the Board which may result in expulsion of the student from the School.

Members of the KIS parent community are expected to:

1. Embrace and support the School's vision, mission, and values.
2. Respect and abide by the school's policies, rules and procedures.
3. Support the school's curriculum, programme, and pedagogy.
4. Stay informed about their child(ren)'s performance, progress and experience by:
 - speaking with teachers;
 - attending appropriate meetings/conferences;
 - reading school publications, emails, newsletters, and other communications.
5. Work together in partnership with other parents and school professionals to support the academic, social, and emotional growth of children.
6. Promote a school climate of trust and respect by communicating concerns openly and constructively to the appropriate teacher or administrator. In most cases this will be your child's homeroom teacher or a subject specialist teacher. Conversely, parents are expected not to spread rumors by expressing concerns on

social media or other public forums.

7. Approach and address concerns that arise by:

- presuming positive intentions;
- remembering that we are all committed to the best interests of the children we serve even when there is disagreement;
- asking questions; seeking to fully understand an issue before drawing conclusions;
- avoiding hearsay by speaking only for yourself and not for others.

8. Treat all school employees (faculty, staff, security, etc.) and students with civility, honesty, and respect.

9. Respect the KIS traffic and parking procedures and be considerate of other drivers. In particular, do not leave your vehicle in drop-off zones. (This applies to drivers hired by parents as well.)

10. Encourage exemplary attendance and punctuality, and ensure that family holidays are not taken during school time.

11. Inform the school of any change of address, contact details, or personal circumstances. If you will be out of town and your children will be cared for by another person, please provide up-to-date contact information for that person, and the dates of your trip.

12. Supporting a productive and solution-oriented approach to our community. This includes refraining from abusive or threatening emails, letters, text messages or other written or verbal communication. This extends to writing defamatory, offensive or derogatory comments regarding the School, its students, faculty, administrators, staff or parents on social media or other related platforms.

I understand that a positive and constructive working relationship between the school and a student's parents or guardians is essential to the fulfillment of KIS's vision and mission. By enrolling my children in KIS, I agree to abide by this code of conduct and realize that failure to do so could lead to my being prohibited from entering school grounds. Furthermore, I understand that in the case of extreme and/or repetitive violations of this code, the school reserves the right to discontinue enrollment or not to re-enroll a student.