KAZAKHSTAN INTERNATIONAL SCHOOL

SECONDARY STUDENT-PARENT HANDBOOK

2025-26

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KIS 2025-2026 PUBLIC CALENDAR

National holiday dates are subject to change due to government decisions. KIS will inform parents of changes as soon as possible

5-11: New Teachers orientation
11-12: First Billing period
12-15: Whole staff training and preparation
15: Orientation Day for all new students
18: First day of school year for students
21: Back to school evening - Secondary
28: Back to School evening – PYP + EY

AUGUST 2025						
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 2026						
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

2: Teacher Development (no students)
11-12: Third Billing period

1: National Holiday
5: Two Way Conferences (EY + ES), no lessons
20: International Day (whole-school event)
29: Teacher Development (no students)

SEPTEMBER 2025						
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 2026						
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				

9: National holiday
16-27: Spring Break
30: First day of school after Spring break

13-14: Second Billing period
17: End of Term 1
20-24: Fall break
27: First day after Fall break

OCTOBER 2025						
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 2026						
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: End of Term 3
10: Nauryz celebration
20: 3rd term Reports sent home (Secondary only)
16: Student-led conferences (EY + ES), no lessons)
24: Grade 12 DP Exams start

7: Reports sent home
10: Three-Way Conferences (EY + ES), no lessons
14: Three-Way Conferences Secondary, no lessons
17: Teacher Development (no students)
29: Winterfest

NOVEMBER 2025						
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 2026						
S	M	T	W	Th	F	S
					1	2
	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	31
31						

1: National holiday
5-6: Sports Day (EY + ES)
7 -8: National holiday
20: Grade 12 DP Exams end
22: Grade 12 Graduation Ceremony
29: Summer Concert
27-28: Kazakhstan state exams for grades 9 and 11

16: National holiday
Dec 15 - Jan2: Winter Break

DECEMBER 2025						
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 2026						
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				

5: KG Step up ceremony
12: Grade 5 Step up ceremony
15: Reports sent home
16: End of Semester 2
16: Last day of the school year. Half day for students (leave at noon)
17: Last day of work for teachers (Staff Day, no lessons)
17-18: Kazakhstan state exams for grades 9 and 11
22: Summer Camp 2026 starts

5: First day after Winter break
7: National holiday
16: End of semester 1
29: Reports sent home

JANUARY 2026						
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 2026						
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	

10: Summer Camp 2026 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.

Please note that the first day of classes for all students in 2025-26 will be August 18

New students' orientation will be held on August 15

08:30 Secondary
09:30 Elementary
10:30 Early Years

NOTE: IB exams and assessments do not stop for national holidays. Therefore Grade 10 and 12 can expect to be present for IB DP exams and IB MYP e-assessment in April and May.

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(771)780 2134 Ms Shynar

+7 (727) 395 3354
+7 (777) 395 3354
+7 (727) 356 5000

Key Contacts

Head of School: Ole Sealey, osealey@kisnet.org
Secondary Principal: Jeff Smith, jsmith@kisnet.org
Elementary Principal: Rekha Sachdej, rsachdej@kisnet.org
Early Years (EY) Principal: A'qilah Saiere, asaiere@kisnet.org
Elementary Assistant Principal Primary Years Programme (PYP) Coordinator: Karin Tellis, ktellis@kisnet.org
Secondary Assistant Principal & Middle Years Programme (MYP) Coordinator: Anita Stansell, anitastansell@kisnet.org
Diploma Programme (DP) Coordinator: Will Fox, wfox@kisnet.org
ICT Department: it@kisnet.org
Accounting (school fees): Olga Potapova, opotapova@kisnet.org
Transport: Adel Shakhatova, thekisregistrar@kisnet.org

Endeavour (uniform suppliers): sale@endeavour.kz
UNIVERSAL CATERING - Catering company: +7 702 311 11 10, maksat@universalcatering.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 & ACCREDITATION

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), the Middle Years Programme (MYP) and the Diploma Programme (DP). The academic programme for students in Grades 6 to 10 is based on the IB Middle Years Programme, curriculum framework. Students in Grades 11 and 12 follow the IB Diploma Programme.

Following a rigorous self-study process that involved all stakeholders within the KIS community, KIS received accreditation from the Middle States Association of Schools and Colleges (MSA) in March 2023. Students that meet the grade 12 graduation requirements are presented with an authorized high school diploma that is recognized by universities around the world.

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

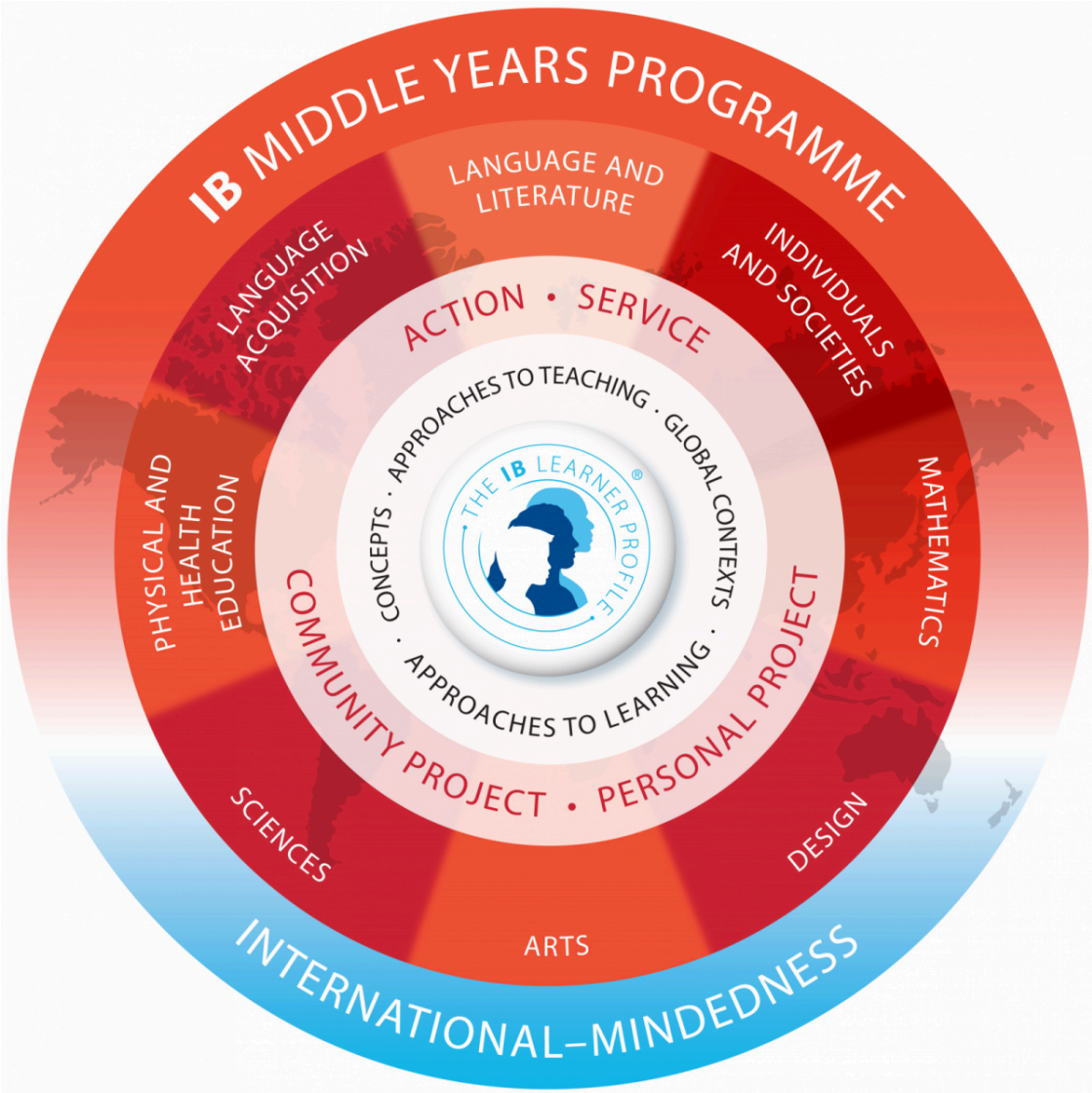
The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In MYP years 4 and 5 (Grades 9 and 10 at KIS), students have the option to take courses from

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 that goes beyond one subject. By exploring concepts, students can inquire into issues and ideas of personal, local and global significance.

The MYP identifies key concepts and related concepts. Students are given the opportunity to look at important concepts through the lenses of many of their subjects. They are therefore able to think about recurring ideas in new ways and from different perspectives. For example, students might consider the concept of 'Form' in Science, Design and Language Acquisition; each of these subjects would enhance students' understanding of 'Form' in a different way.

A concept-based model encourages students to:

• use facts as a basis for building understanding;

• find relevancy in their learning;

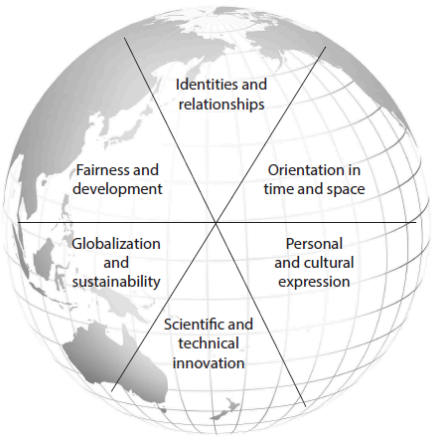
• bring their personal intellect and experience to a topic;

• increase language fluency as students use a common language articulate deeper learning;

• achieve higher levels of critical and creative thinking.

Global Contexts

Subjects are also organized around powerful contextual themes, called Global Contexts. They are used to support students in making connections between the real world and classroom learning, helping them to see why their learning matters. The 6 Global Contexts explored in the MYP are:



Through these themes, students are encouraged to ask questions such as:

• Why are we learning this?

• Why are these ideas important?

• Why is it important for me to understand?

• Why do people care about this topic?

ASSESSMENT

In the MYP, students take part in formative and summative internal assessments. Formative assessments are assessments *for* learning. They provide opportunities for students to practice their skills and to receive feedback from their peers and teachers. Summative assessments are assessments *of* learning which aim to evaluate how well a student has performed in a block of study.

Summative assessments are given at least once in every MYP unit. Students receive criterion-based marks. The assessments are always public (posted on the ManageBac calendar in advance) and precise (students will know what they are being assessed on and what the marking criteria looks like). There are 4 criteria for each subject group. Each criterion is marked out of 8 and the marks are combined to produce a final grade out of 7. Both the criterion marks and the final grades appear on the End of Semester Reports for each subject group.

Measures of Academic Progress (MAP) Testing

At KIS, we align our curriculum with AERO Standards, which are themselves derived from the Common Core. In order to measure our students' growth against these standards, we run MAP Testing three times a year: in the autumn term, winter term and spring term. These standardised tests provide us with data about our students' achievement compared to international benchmarks and measure our students' growth over time.

Parents will be informed when MAP Testing is taking place. Students will be required to download the testing platform on their laptops in advance, and the data from each round of testing will be shared with parents and evaluated by students and teachers.

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 total final achievement score of 32 across the 8 MYP subjects and a minimum score 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) ; Grade specific subject requirements for entry to Higher Level (HL) subjects are included in the DP Subject Choice Form.

2. 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 Head of 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:

Inquirers	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.
Knowledgeable	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.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	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.
Principled	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.
Open-minded	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.
Caring	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.
Risk-takers	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.
Balanced	We understand the importance of balance in different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	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. For activities that are scheduled on a weekend (Saturday or Sunday), students must be in school on the Friday prior to the

weekend in order to participate in the weekend event.

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 dates when reports are published are indicated on the KIS School calendar and 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.

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.

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/her 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.
- 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.

KIS GRADE PROMOTION GUIDELINES

Students progress through secondary school by demonstrating growth in learning and meeting expected standards of student achievement. The guidelines for each grade are:

Grades 6 to 10 (MYP)

In the MYP students are graded on a scale of 1 to 7. These grades are referred to as points in the promotion requirements.

The maximum points a student can acquire in an academic year in the MYP is 56 (7 points in each of the 8 subjects - excluding Kazakh).

To successfully complete each grade level and be promoted to the next grade level, students in grades 7 to 10 must:

- score a total of 32 points or more in their MYP courses (excluding Kazakh)
- successfully complete the MYP service and activity requirements.

Students who obtain between 28 and 31 total points in their 8 MYP courses (excluding Kazakh), may not automatically proceed to the next grade level. They will be required to attend a conference with the principal (or designee) and parents. Promotion to the next grade level will be at the discretion of the principal and if promoted a student would be placed on an academic contract.

Students who obtain less than 28 total points in 8 MYP courses will be encouraged to consider alternate educational pathways. This may include repeating the current grade or leaving KIS.

Admission to the IB Diploma programme

To be admitted to the DP students must aim for a minimum of 32 total points in their grade 10 courses (excluding Kazakh). Students are recommended to earn at least a 5 in the courses they are interested in following at a higher level.

For all other courses students are recommended to:

1. Obtain a 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. Complete the Personal Project (PP) and Service as Action (SA) requirements

Grade 11 (year 1) promotion guidelines, pathways and graduation requirements

DP year 1 students (grade 11) are promoted to year 2 (grade 12) if they have:

- a recommended minimum of 4 points in each of their six subjects (or a total of 24 points) with a recommended minimum of 12 points in higher level subjects and a recommended minimum of 9 points in standard level subjects
- demonstrated satisfactory progress in the DP core elements: submitted a 1500 word EE draft, earned a D or above in TOK, shown satisfactory progress in CAS

If a year 1 (grade 11) student does not meet the conditions above, the secondary school principal and designee will determine whether the student will:

- continue to grade 12 on the IB diploma pathway and on academic probation
- continue to grade 12 on a KIS diploma pathway and on academic probation

ACADEMIC AWARDS

KIS recognizes student achievement with a series of awards as indicated below.
Academic awards honour individual students' academic achievement and their commitment to progress both academically and in their approaches to learning (ATL's). Additionally, KIS awards one Ambassador Award in grades 6-11.

ACADEMIC ACHIEVEMENT AWARDS

Academic achievement awards are based on the following criteria:

- **Honour Roll**: awarded to students who attain an average of between 5.5 and 6.19 in each of their subjects over the entire year (both semesters).
- **High Honour Roll**: awarded to students who achieve an average of higher than 6.2 in each of their subjects over the entire year (both semesters).
- **Distinction**: awarded when a student earns a 7 in each semester in a subject.

APPROACHES TO LEARNING AWARDS

Approaches to learning awards are determined by each of the academic teachers/departments and are presented to students who have shown a significant commitment to improvement academically. In order for students to improve academically, they must show dedication and commitment to improving their ATLs.

ATLs include ways of thinking, communicating, and self-management as well as research and social skills. ATLs support the IB belief that what is important is not *what* is learned but learning *how* to learn.

In the MYP, ATL awards are awarded in each subject area, while in the DP, they are awarded for Theory of Knowledge and for each of the 6 core IB subject groups:

- Studies in Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts

AMBASSADOR AWARDS
Ambassador Awards are presented to one student per grade level (6-11) for embodying the vision of KIS. (KIS Vision - to be a caring, impactful community that excels in learning
and in life. Ambassador Awards denote an excellent approach to all aspects of school life, including learning and extra-curricular endeavours.

MAJOR GRADUATION AWARDS
A series of major awards are presented to grade 12 students as a part of the graduation ceremony. The major awards include

- Female and Male Athletic Awards
- CAS Award
- TOK Award
- Creative Arts Award
- KIS Student of the Year Award (all around award - strong academics and a positive contributor to the KIS community)

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.

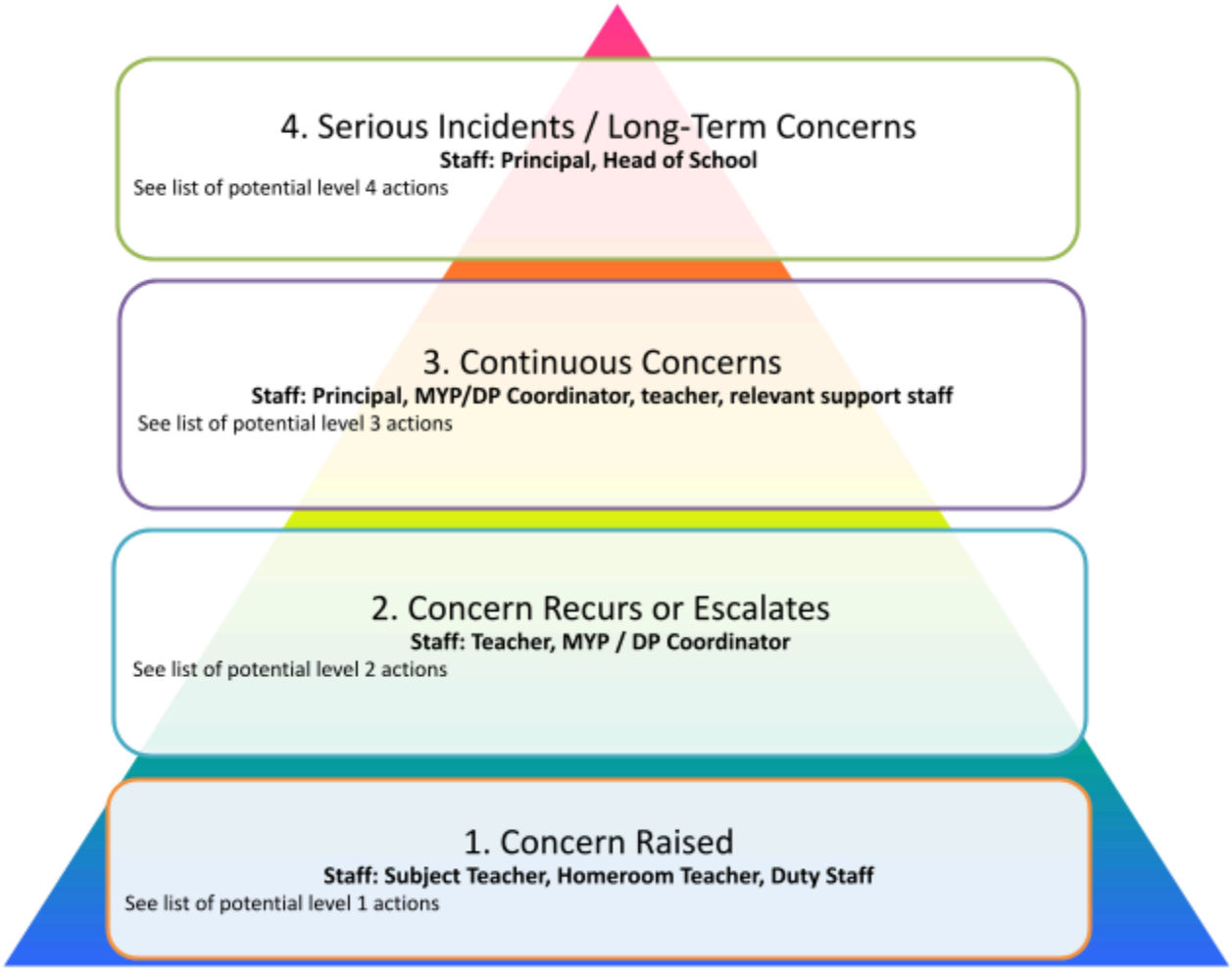
Note that the school/parent contract gives the school the right to terminate the agreement (and therefore exclude a student permanently) in case of breach of school regulations and policies relating to school curriculum, attendance, behaviour, dress code and other policies of the School.

Secondary Student Code of Conduct

Level 1: Lack of Responsibility	**Potential Actions**
● Non-compliance with dress code ● Lateness to school ● Lateness to lessons ● Lack of equipment needed for learning ● Failure to complete homework/class work ● Inappropriate use of laptop in lessons (gaming or accessing social media) ● Failure to adhere to mobile device policy	● Verbal warning ● Reasons established and ways to improve discussed ● Time out from technology in class ● Confiscation of mobile device until the end of the day (parents contacted) ● Incident recorded in student file ● Email to parents with Homeroom Teacher copied in
Level 2: Lack of Respect	**Potential Actions**
● Repeated level 1 infractions ● Disrespect or rudeness shown towards any member of the KIS community ● Defiance - not following the instructions of administration, faculty or staff	● Formal meeting between student, teacher making referral and appropriate SLT member (MYP/DP Coordinator/Principal)

● Vandalism of school property ● Interfering with the personal property of others ● Misuse of IT and/or equipment ● Addressing other people in a disrespectful manner ● Intentionally isolating others ● Use of inappropriate language ● Disruption to the learning of others ● Lesson truancy (including excessive time in washrooms or at the nurse) ● Academic malpractice ● Inappropriate displays of affection ● Failure to adhere to mobile device policy - 2nd offence	● Student to be monitored; weekly report initiated by MYP/DP Coordinator where appropriate ● Detention at break, lunchtime or after school ● Restitution for damages caused by vandalism ● Letter of apology ● Restorative process ● Incident recorded in student file ● Email to parents with Homeroom Teacher, Coordinator and Principal copied in ● Confiscation of mobile device until the end of the next school day (parents contacted)
Level 3: Serious Offences	**Potential Actions**
● Repeated level 2 infractions ● Persistent breaches of school expectations ● Fighting, aggressive or violent behaviour ● Offensive language of all kinds, including sexist, racist and derogatory language ● Verbal or written threats ● Actions causing bodily harm ● Bullying - repeated actions intended to cause harm to others ● Vandalism causing more serious damage than Level 2 ● Theft ● Academic malpractice ● Lying, misleading or withholding information from faculty, administration or staff ● Actions that potentially damage the reputation of the school ● Failure to adhere to mobile device policy - 3rd offence	● Immediate referral to Principal ● Parents informed and a meeting with parents set ● Behaviour contract created with fixed term review and completion if appropriate ● Internal or external suspension ● Completion of work in controlled environment ● Academic malpractice in any component of external examinations may result in loss of MYP or DP award ● Restitution for damages caused by vandalism ● Incident recorded in student file ● Written correspondence to parents with Homeroom Teacher, Coordinator and Principal copied in ● Confiscation of mobile device until the end of the next school day & parent must collect device (parents contacted)
Level 4: Serious Offences	**Potential Actions**
● Repeated level 3 infractions ● Persistent breach of school expectations	● Immediate referral to the school Principal.

• Harassment (including physical, verbal and online harassment) • Possession, distribution or use of alcohol or tobacco products and paraphernalia (including e-cigarettes or vaping devices) • Smoking or vaping or being with others who are smoking or vaping • Possession, distribution or use of narcotics • Possession, distribution or use of drug paraphernalia • Possession or supply of pornographic material • Possession of any form of weapon (or replica); threat or actual use of any object as a weapon that may cause serious physical injury • Engaging in any form of illegal activity • Violation of our child safeguarding policy	• Restitution for damages caused by vandalism • External suspension • Parents contacted • Meeting with Principal • Student's future at the school discussed with Head of School; Board informed of permanent exclusion, if deemed necessary • Full documentation completed by member of staff involved in student file • Written correspondence to parents with Homeroom Teacher, Coordinator, Principal and Head of School copied in



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 polo 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) or a clean PHE shirt.
- a hooded sweater with school logo (for the winter), in dark blue, to be worn over a school polo or PHE shirt.
- KIS cardigan or KIS bomber to be worn over a school polo or PHE shirt.
- KIS hoodies sold by the PTA are also allowed to be worn over a school polo or PHE shirt.

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.

<u>Footwear</u>

- 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

<u>Jewelry and Make-Up</u>

- 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, 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 for children. 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.

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. 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 9:40 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.

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 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 of nuts 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. "UNIVERSAL CATERING" (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.

KIS Technology Acceptable Use Policy

Technology Policy Purpose Statement

The KIS technology policy aims to establish a safe, secure, and responsible learning environment that supports the effective and ethical use of technology to enhance student learning and achievement. All use of the internet and learning devices must be in support of educational objectives consistent with the mission and objectives of KIS.

Mobile Devices

Students are not allowed to use mobile devices (phones, ipads, etc) during the school day. Students are required to turn off mobile devices when they enter the school in the morning and should secure mobile devices in lockers. Students may collect and use mobile devices at the end of the school day (4:15 onwards). Smart devices such as watches should be set on airplane mode to prevent sending and receiving messages. Students that do not comply with these guidelines will have their devices confiscated.

Bring Your Own Laptop Guidelines

All students from grade 4 and above are required to bring a **laptop** to school that meets the requirements outlined below. “Bring Your Own Laptop” is introduced in grade 3 with more teacher guidance.

Chromebooks as well as **Tablets** such as iPads, Samsung Galaxy **are not acceptable devices**.

Acceptable devices must meet the following specifications:

Hardware	A Windows or Apple device. No Chromebooks or Tablets. Minimum 8th generation Intel core i5 - i7 or equivalent, minimum 8 GB RAM; 128 - 256 SSD drive; 2Gb video card (for design programs); screen size 13 -15", at least full HD resolution (1920*1080); long life battery (6-8 hours working time)
Software	Operating System: MacOS, Windows 10 or 11. (No ChromeOS) Browser: Google Chrome browser
Accessories	Protective cover/bag; mouse (if applicable); headphones (Wired or Wireless); Charging cord; Camera (this is applicable only if the laptop does not have one pre-installed)

Operating system and anti-virus

Students must ensure they have a legally purchased and licensed version of a supported operating system and software. Students’ devices must be equipped with anti-virus software.

Maintenance and support

Students are responsible for the maintenance and upkeep of their laptops. Part of this responsibility means that students are regularly updating their OS and applications.

Theft and damage

Students are responsible for securing and protecting their laptops at school. Any loss, theft, or damage to a laptop is not the responsibility of the school. Damaged laptops must be repaired in a timely manner, a week or less. Students are expected to borrow a loan laptop from the IT department after the first day.

Insurance/warranty

Students and their parents/guardians are responsible for arranging their own insurance and should be aware of the warranty conditions for the laptop.

Internet Access, KIS accounts and Educational Use

All learning devices should be connected to the **school's Student Wifi network**.

KIS supplies a wireless internet connection which requires all students to authenticate. All internet traffic is monitored and logged. KIS reserves the right to block any device if it is reasonably suspected that the student, parent or teacher engages in any behavior against the KIS technology policy and/or Kazakhstan law. The school will cooperate fully with local officials in any investigation related to any illegal activities conducted through the KIS network and a thorough investigation will take place before any blocked device is re-given access to it.

Attempts to bypass the filter or firewall will result in the loss of network privilege and potential disciplinary action.

KIS provides several accounts to facilitate learning, for example an kisnet.org email address, and accounts on several learning platforms. These accounts should only be used at the direction of the teacher.

All learning devices should be connected to the school's Student Wifi network.

Bring Your Own Laptop (BYOL) Agreement

Students must read and sign the KIS Technology Policy in the company of a parent or guardian.

I agree to follow the KIS BYOL policy, and that:

- I have read, understood and discussed the KIS Technology Policy with a parent or guardian.
- I will use the KIS network, my KIS accounts, learning devices and mobile devices for educational use only.
- I will use the KIS network, my KIS accounts and learning device at the direction of the teacher.
- I will use my own account details and I will not share them with others.
- I will not attempt to gain access to another person's account.
- I will not bypass any hardware and software security by using a VPN or otherwise on the KIS network.
- I will not use bandwidth excessively. Examples include gaming, streaming movies or music.
- I will not use the KIS network to search for, link to, access or send anything that is:
  - Offensive, obscene or pornographic
  - Threatening, abusive, defamatory or violent
  - Anything that will cause harm or damage to any member of the KIS community
- I will immediately report inappropriate behavior and inappropriate material to my teacher.
- I will not use personal data networks (3G, 4G, etc) for non-educational purposes during school hours.
- I will not take photos or make recordings of KIS community members without permission.
- I understand that my activity on the internet is monitored for bandwidth consumption and that these records may be used in investigations.
- I acknowledge that the school is not responsible for any damage and / or theft of my device.

Student Name: _____ Parent/Guardian Name: _____

Student Signature: _____ Parent/Guardian Signature: _____

Date: _____/_____/_____

INTERNET USAGE

We provide high-speed broadband internet connection for all students for **educational purposes only**. In order to keep the usage of the internet aligned with the vision and mission of KIS, we monitor that students are using the internet for appropriate purposes on the KIS campus. We therefore always keep track of our network traffic and identify those individuals who are consuming large portions of the bandwidth for purposes other than education. This happens on a daily basis. Individuals who are found to be:

- Playing online games
- Downloading torrents such as movies, games and other materials
- Using VPN connections to conceal their online traffic being identified

will be first approached by a member of the IT team and warned to use the internet for appropriate purposes only. This information will be communicated to the relevant divisional office on the same day. Those students who ignore such warnings will have their connection speeds downrated to 5Mbps. While this is sufficient for email, accessing Managebac and submitting assignments it makes sure that online games are not played at school. Further persistent violation by such students might result in internet access being disabled for their devices. This may happen during instructional time impacting their ability to participate in the educational program. Parents will be advised in writing in such cases by the relevant divisional office.

Students must also take steps to ensure that operating system updates and user applications that upload/download substantial amounts of data do not happen during instructional time.

Identification of internet traffic does not affect the privacy of students. Only headers of traffic are analyzed to identify the type of traffic. For instance, if a student opens up a YouTube page on his or her laptop, we know that he or she opened the YouTube but we do not know what exactly on YouTube was typed, watched or downloaded. This remains private.

KIS uses safe DNS servers that do not allow searching and accessing adult content websites, dark web pages and other web-resources containing harmful and/or inappropriate content.

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.

USE OF ARTIFICIAL INTELLIGENCE (AI) in KIS SECONDARY DIVISION

Statement
Our school acknowledges the expanding role of AI in the educational landscape and its potential in enriching the learning experience in the IB program. This policy provides a guideline for the responsible, fair, and effective use of AI within the school setting.

Purpose
This policy is designed to guide the integration and use of AI in the IB curriculum. It seeks to protect the interests of students, staff, and stakeholders while maximising the educational benefits of AI technology.

Scope

This policy applies to all students, faculty, staff, and administrators involved in the IB ProgramMESs (PYP, MYP and DP).

Definitions

1. AI (Artificial Intelligence): Artificial intelligence refers to the simulation of human intelligence in machines that are programmed to think like humans and mimic their actions. Some examples include ChatGPT, New Bing, QuillBot, Midjourney and Dall-e.
2. Stakeholders: Individuals or groups who have an interest in the success of an organization. In this context, it refers to the students, faculty, staff, administrators, and parents affiliated with the school.
3. Academic Misconduct: Deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.
4. Pedagogical Approaches: This refers to the different strategies or styles of instruction that teachers use to facilitate student learning.
5. Data Privacy and Confidentiality: Refers to the practice of ensuring that personal information collected by an organization is kept secure and confidential.
6. Disciplinary Procedures: The steps that an organization will take when its policies or codes of conduct are violated, which are outlined in the KIS Student Code of Conduct.
7. Policy Review: The process of checking, analyzing, and updating the policy to make sure it is current and effective

Guidelines

AI Integration in Learning and Teaching

1. AI should be seen as a supplement, not a replacement, to traditional teaching methods and should be integrated effectively to enhance students' learning experiences.
2. Staff should receive appropriate training in the use and application of AI tools to ensure the technology's effectiveness and appropriate use.

Ethical and Responsible Use

1. All users of AI must adhere to KIS's Academic Integrity Policy, which include ensuring school work is authentically your own, following guidelines for academic honesty and promoting an environment where students do not gain unfair advantage in one or more assessment component.
2. Any misuse of AI, such as passing off AI-generated results as your own, will be subject to disciplinary action in accordance with the KIS Student Code of Conduct.

3. Teachers have the authority to explore, select, and implement AI technologies that align with their pedagogical approaches, subject matter and student needs.

Data Protection and Privacy

1. Use of AI should always comply with the school's Privacy and Personal Data and Data Protection policy. AI should only be used in a way that ensures an adequate level of protection for individuals, particularly in relation to data privacy and confidentiality.

Monitoring and Evaluation

1. Regular monitoring and review of the use of AI tools should be conducted to ensure their effective and appropriate use.
2. The school should regularly solicit and consider feedback from students, teachers, and parents.
3. Breaches of Policy
4. Violations of this policy will be handled according to the school's disciplinary procedures.