

***“MIRAS” INTERNATIONAL
SCHOOL, NUR-SULTAN***



PARENT-STUDENT HANDBOOK



2019-2020

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RECOGNITION

Miras International School, Nur-Sultan was accredited by CIS/NEASC in 2004, and was authorized by the IBO for the Primary Years Programme in 2007, the Middle Years Programme in 2004, and the Diploma Programme in 2011.

SCHOOL VISION

Miras International School aspires to be the leading learning community of academic and personal excellence, integrating global perspectives and Kazakhstani heritage in a progressive multilingual environment.

SCHOOL MISSION

Miras International School, Nur-Sultan provides a quality education, based on the integration of international and Kazakhstani educational standards, within a challenging and supportive environment that fosters international-mindedness, promotes all aspects of individual growth, and equips students with the skills for lifelong learning.

IB MISSION

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

INTERNATIONAL MINDEDNESS (School Statement)

Miras International School, Nur-Sultan is committed to develop International mindedness, through the facilitation and development of skills and competences to communicate across borders and cultures, through understanding, respect and appreciation of cultures of different peoples and nationalities. The school aims to create caring and informed citizens, able to contribute to an increasingly interconnected world in a multicultural school environment that supports human rights and values.

2019-2020 ACADEMIC YEAR CALENDAR

Miras International School, Nur-Sultan						
2019-2020 Academic year Calendar						
August 2019						
Su	Mo	Tu	We	Th	Fr	Sa
				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
September 2019						
Su	Mo	Tu	We	Th	Fr	Sa
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					
October 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		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		
November 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					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
December 2019						
Su	Mo	Tu	We	Th	Fr	Sa
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				
January 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						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
March 2020						
Su	Mo	Tu	We	Th	Fr	Sa
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 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2020						
Su	Mo	Tu	We	Th	Fr	Sa
					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 2020						
Su	Mo	Tu	We	Th	Fr	Sa
	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				
July 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			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	

30 August - Constitution Day

1 December - First President Day

16-17 December - Kazakhstan Independence Day

7 January - Orthodox Christmas

8 March - International Women's Day

21-23 March - Nauryz Holiday

1 May - Day of Unanimity

7 May - Motherland Defender's Day

9 May - Victory Day

1 term 21 August/2 Sept-18 October

2 term 28 October - 13 December

3 term 8 January- 20 March

4 term 30 March - 05 June

1 Semester: 2 September - 13 December

31 August - First Bell Assembly

2 Semester: 8 January - 05 June

5 June - Final Bell Assembly (Normal School day)

national holidays'

school holidays'

First Bell/Final Bell Assembly

First/Last Day for DP Students

Family Festival

School Structure

Miras International Primary School is divided into two groups: Lower Primary, and Upper Primary.

Lower Primary School	Upper Primary School
Kindergarten	Grade 3
Grade 1	Grade 4
Grade 2	Grade 5

Lower Primary teachers teach Kindergarten, 1st, and 2nd grades while Upper Primary teachers teach 3rd, 4th, and 5th grades. Lower Primary teachers rotate with their class through the lower primary grades, and the Upper Primary teachers rotate with their class through the upper primary grades.

SCHOOL DAY

ARRIVAL

Students should arrive at school at 7:45 am.

DAILY ROUTINE

The length of a lesson is 40 minutes.

PRIMARY SCHOOL - Grades 1-5		PRIMARY SCHOOL – KG	
8.00-8.40	Lesson 1	8.00-8.25	Lesson 1
8.40-9.00	Breakfast	8.25-8.30	Break
9.00-9.40	Lesson 2	8.30-8.55	Lesson 2
9.40-9.45	Break	9.00-9.25	Breakfast
9.45-10.25	Lesson 3	9.25-9.50	Lesson 3
10.25-10.30	Break	9.55-10.20	Lesson 4
10.30-11.10	Lesson 4	10.20-10.50	Snack and Play
11.10-11.15	Break	10.50-11.15	Lesson 5
11.15-11.55	Lesson 5	11.15-11.20	Break
11.55-12.45	Lunch /Play	11.20-11.45	Lesson 6
12.50-13.30	Lesson 6	11.45-12.15	Lunch
13.30-13.35	Break	12.15-12.45	Play
13.35-14.15	Lesson 7	12.45-14.05	Relax/Sleep
14.15-14.30	Snack Break	14.05-14.30	Lesson 7
14.30-15.10	Lesson 8/Consultation	14.30-14.40	Snack
15.15-15.55	Activities/Music school	14.40-15.10	Consultation
		15.15-15.55	Activities/Music school

After 2.30 pm the school offers after-school activities and consultations.

The school does not take responsibility for the supervision of students who are not registered for activities, clubs and consultations.

At the end of every school day, students need to wait for parents inside, not outside.

STUDENT REQUIREMENTS

ATTENDANCE

Students who attend school regularly attain better results than students who are often absent from school. The school therefore expects a high level of attendance and considers it the responsibility of parents to ensure that their child attends school on a regular basis. Students should have a minimum attendance record of 80% during any academic year. An attendance record of less than 80% may mean that the student will not be able to progress to the next grade in the following academic year. If a child is involved in extra-curricular activities or performance rehearsals, the school informs parents about these activities in writing. Students should not be at school on Saturdays and Sundays, with the exception of special days as per the school calendar.

STUDENT ABSENCE AND LATENESS

Parents are expected to notify the School Administration if their child is going to be absent. A telephone call is made home if the school is not notified about a student's absence. Information about absences and lateness will be recorded in the student's file, and is reflected in the student's Progress and Semester Reports.

Parents should:

- plan their forthcoming family vacations and trips, taking into account the school calendar since absence may lead to decreased understanding of the material taught.
- **inform the homeroom teacher in writing to make an advance notification of their child's absence (for a legitimate reason: sickness, medical treatment, admissions to other educational institutions).**

HOMEWORK

Homework and independent study are very important aspects of the learning process. They do not only help progress at school and involve parents in their children's work, but also encourage self-discipline, initiative and research skills.

We believe that regular homework is essential for academic progress. Homework is given in compliance with a schedule, which makes it possible to avoid overloading students with several home assignments. Each grade level will have a specific homework schedule.

REGULAR LESSON PREPARATIONS

At the end of the academic year, the school gives parents a list of essential study materials. The list is also given to all parents of new students. Parents can help their children by teaching them to check their school bags in order to ensure that they have packed all necessary items.

It is necessary to submit all written assignments on time. If assignments are handed in late (without prior permission) the work may not be accepted.

All students of Miras International School must follow the School Academic Honesty Policy. According to this Policy, cheating in any form is not acceptable. This includes plagiarizing, copying, and the use of the Internet without citing references.

GENERAL EXPECTATIONS AND STANDARDS OF BEHAVIOR

Students are required to conduct themselves with respect for self and others through their actions, their language and their appearance. Student behaviour will reflect favourably on the individual and the school, will show consideration for others, and will create a harmonious learning atmosphere.

DRESS-CODE REGULATIONS

Miras International Primary School has a dress code. All students are obliged to wear official school uniform.

The uniform for boys: a polo shirt (blue, white), bomber jacket, burgundy or blue trousers.

The uniform for girls: a polo shirt (blue, white), bomber jacket, plaid pleated skirt.

For safety reasons, during PE and Science lessons jewelry is not allowed to be worn. We are expecting our parents' understanding and support about the above provisions in accordance with the policies of the Branch of the Nursultan Nazarbayev Educational Foundation in relation to the organization of the School.

GENERAL RULES AND BEHAVIOUR GUIDELINES

- Respect each other at all times.
- Follow the instructions of teachers and supervisors; always show courtesy and respect.
- Be on time and prepared for class. It is the responsibility of all students to purchase necessary equipment and materials, a list of which will be provided to students.
- Permission to leave the school premises during the day is only granted following written permission from parents or medical advice from the school doctor.
- Students are expected to take care of school property.
- Pushing, fighting or endangering others are not permitted. Causing outrage and/or humiliation is also unacceptable.
- Students are not permitted to buy food and drinks between classes, other than at the specified break times.
- Primary School students are only allowed to bring personal computers, tablets, and mobile phones to school if a permission letter was written by a teacher and parents gave consent.
- Running in the corridors and in the classrooms is not permitted.

CODE OF CONDUCT

The Code of Conduct, found at the end of this handbook, sets out the principles and standards of behaviour that we expect students to follow in their day to day life within the school. We emphasise three key qualities:

Respect: We expect students to respect the rights, property and safety of themselves and others.

Responsibility: We expect students to accept personal responsibility for their behaviour in order to have a safe and productive learning environment.

Rights: We expect students to honour the rights of others through learning and demonstrating good behaviour at all times, and by being socially responsible.

DISCIPLINE PROCEDURES

All of the staff at Miras International School is committed to encouraging, recognizing and supporting an atmosphere of mutual respect, cooperation and understanding.

The discipline policy within the school aims to ensure that all teachers and administrators follow a reasonable, fair and supportive process in ensuring that all students behave in a safe and appropriate manner within our school.

Teachers who are designated to be on duty at a specific time are, of course, the primary persons responsible in any given situation. However, all teachers and administrators are expected to intervene in any situation that shall be considered unsafe and/or inappropriate.

All teachers, teaching assistants and other supervisors are responsible for ensuring that students behave in a safe and appropriate manner at all times.

We have high expectations of Miras students. However, when intervention procedures are considered necessary, the following steps will take place:

- When a teacher's intervention is sufficient to resolve an issue, no further action need be taken.
- Repeated inappropriate behaviour will involve the intervention of the homeroom teacher.
- A lack of improvement will result in a meeting where the Dean of Students, homeroom teacher, subject teacher, parents and the student are all invited to discuss the student's case.
- The Dean of Students and the School Principal may recommend a short-term suspension at this point.
- In serious cases (e.g. instances of violence, theft, use of banned substances, repeated insubordination and lack of respect for teachers), a suspension or dismissal may result.

See Code of Conduct for specific information concerning these issues.

COMMUNITY AND SERVICE

The community and service programme is an integral part of school life. This programme assumes participation of children both during classes at school, and during out-of-school activities. Participation in the above-mentioned programme develops a sense of responsibility and self-importance.

REWARDING POLICY

The school believes that praise and encouragement stimulate positive behaviour. The rewarding system motivates students to attain academic excellence and encourages them to participate actively in all aspects of school life. Miras Stamps represent students' outstanding achievements in academic work, clubs, sports and other activities. Depending on the number of Miras Stamps collected during a semester, students may be rewarded with Bronze, Silver, Gold or Platinum awards during special assemblies that take place at the end of each semester.

TRIP POLICY

In order to support the curriculum, to acquaint students with culture, history, nature and national achievements, Miras International School organises regular trips for students. A school trip is defined as any departure of a group of students from the school for a specified duration. Depending on the length of a trip, the school follows special procedures which have found reflection in the Trip Policy. The school acquaints all parents with the above-mentioned Policy at the beginning of each school year. Every school trip within the city is escorted by city traffic police.

LOST AND FOUND

The school does not take responsibility for any personal property that is lost, stolen or damaged. The school strongly advises students to avoid leaving belongings in lockers and/or classrooms during holidays. It is strongly recommended that students should not bring valuable items to school.

MOBILE PHONES

Primary School students **should not** bring mobile phones to school, with the exception of necessity for educational purposes upon the request of a teacher **and with the appropriate signed form found in Appendix A** of this handbook. If parents wish to send messages to their children, they may contact the School Administration using the contact information at the front of this handbook. In case of emergency, children may contact their parents through the School Secretary. **For more information, please refer to the Code of Conduct.**

OUR CURRICULUM

THE BROAD GOALS

The school curriculum is organized around several broad learning outcomes found in the “*IB Learner Profile*”, which reflect closely our core values and beliefs. We believe in a holistic education, with intercultural awareness and communication at the forefront.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners in the Primary school strive to be:

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 analyse 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 balancing 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.

PROGRAMMES

What is the PYP?

The Primary Years Programme (PYP) is designed for students between the ages of 3 and 12 years. It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The PYP focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare.



The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.

Why have we chosen the PYP?

We believe that good schools everywhere, and particularly international schools which serve children who come from many different cultural backgrounds, must focus on the larger outcomes of education. These are the development of skills and attitudes, which we would hope to find in a well-balanced, self-motivated, caring and ethical individual living and working in different cultures and communities.

We believe that it is more important to demonstrate and practice the processes of finding out what we need to know, evaluating it, and using it, rather than just imparting factual information.

The most important premise of the PYP is that children learn through their own curiosity – and that it is the school’s responsibility to encourage them to be curious, to ask questions and to explore ways of finding the answers to their questions. This is called “Inquiry Based Learning”, and it shapes our entire curriculum.

PYP philosophy

At the heart of the PYP’s philosophy is a commitment to structured inquiry as the leading vehicle for learning. Six transdisciplinary organizing themes provide the framework for the exploration of knowledge. Teachers and students are guided by these themes as they design curriculum units for exploration and study. Students explore subject areas through these themes, often in ways that transcend conventional subject boundaries teaching knowledge, concepts, and 21st century skills.

What do we want students to understand?

Seven fundamental concepts, expressed as key questions, drive the process of inquiry and help to encourage transdisciplinary perspective. These concepts drive the units of inquiry which teachers and students design, and which lies at the heart of the curriculum model. We encourage students to ask questions, and students are able to identify what sort of question they are asking.

The seven key concepts are:

Form: What is it like?

Function: How does it work?

Causation: Why is it like it is?

Change: How is it changing?

Connection: How is it connected to other things?

Perspective: What are the points of view?

Responsibility: What is our responsibility?



ATL’s – Approaches to Learning

What do we want students to be able to do?

We design our units of inquiry so that they address five skills, which the IB emphasizes as being important life skills to be learnt by all students. They are called transdisciplinary skills because they go across subject boundaries and are acquired in the process of structured inquiry. They are:

Thinking skills

Communication skills

Social skills

Research skills

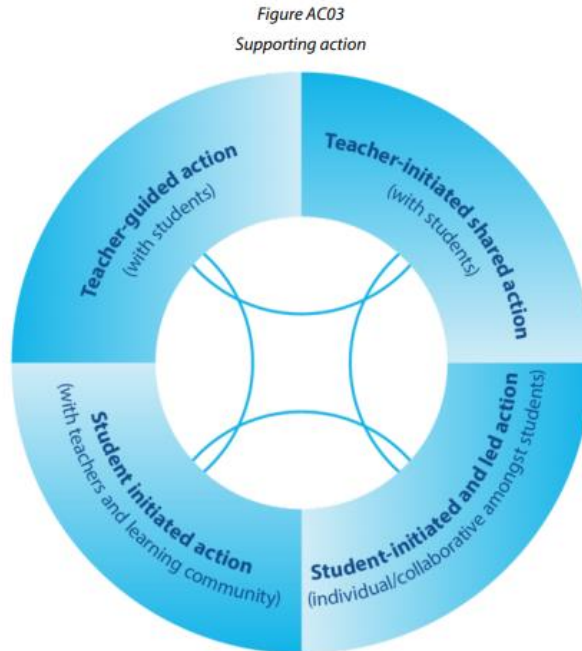
Self-management skills



Action

How do we want students to act?

Within our Units of Inquiry we encourage students to think about how they can take action to help their peers, the school community and the wider global community. For example, when students are inquiring into habitats or different regions of the world, they might feel they could raise people's awareness of conservation issues by writing letters or making posters to display in school. Action can be supported in many way:



International Baccalaureate (2018) The Learner. International Baccalaureate Organization (UK) Ltd Peterson House, Cardiff, Wales

Knowledge

In addition to developing skills to access knowledge from the vast and increasing bank of information in the world, we recognize that students must learn a significant body of knowledge:

Subject areas

Language

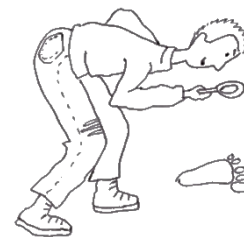
Mathematics

Science and technology

Social studies

The arts

Personal, social and physical education



Subject knowledge should be integrated using the six transdisciplinary themes of the curriculum model, which are the following:

Who we are

Where we are in place and time

How we express themselves

How the world works

OUR PYP CURRICULUM

The Written Curriculum

The IB provides us with the curriculum model, which incorporates guidelines on what students should learn, as well as guidelines on teaching methodologies and assessment strategies. However, each school develops its own curriculum, including the Programme of Inquiry. The curriculum in our school is based on the needs of the students in our school in Kazakhstan, and is integrated with the Kazakh National Standards curriculum.

Programme of Inquiry (PoI)

The Programme of Inquiry consists of six Units of Inquiry (UoI) at each grade level – one for each of six organizing themes (Grade 1-Grade 5) and four themes for Pre-school to Kg that are universal to every PYP school. Teachers develop these six Units of Inquiry in school, working with each other to provide unit frameworks that allow for ‘inquiry’ or ‘finding out’. This PoI provides a balanced programme of concepts, knowledge and skills. The Programme is subject to continuous annual review, and changes are made at the end of each year in preparation for the next year’s work.

Units of Inquiry

Units are usually introduced through supporting students in connecting the central idea with something that students are already familiar with. The teacher then organizes activities that explore the students’ prior knowledge about the new unit. Students further explore the ideas through a range of learning experiences such as class discussions, field trips, interviews, looking through books, watching videos and listening to guest speakers. We often call this stage ‘tuning-in’ or ‘setting the scene’. During this stage, questions arise naturally. These questions are usually recorded and displayed in the class and might be the starting point of a specific individual or class inquiry that will be followed up in the next stages. Each unit has a “central idea”, a powerful statement or generalization that encapsulates the essence of the unit. This central idea assists to keep the unit focused and guarantees that the inquiries go beyond collecting information, and will lead to a deeper understanding of different concepts and the relations between them. Units end with a summative assessment in which the students are required to demonstrate their developing understanding of the central idea of the unit.

The PYP classroom

The PYP is reflected in classroom activities and general classroom arrangement. Students will be involved in whole-class discussions about what they already know and what they want to know. Students might also work in smaller groups, doing research, collecting information or working towards a performance or presentation. Students might also work in pairs or individually. There will also be time for direct whole class instruction or for quiet individual work. Resources are available to stimulate and assist the learning, and the results of the learning are displayed in the class. Some units may require students to bring in resources from home. The central idea and lines of inquiry of each unit will generally be visible in each classroom.

Assessment

Teachers design activities in which students can demonstrate their understanding of, and ability to apply, the particular concepts, content and skills involved in each unit of inquiry or part of the stand-alone curriculum with which they are involved. A number of assessment strategies are used, including a criterion-based rubric, performing a task, creating a product, assembling a portfolio, writing a diary and giving an oral presentation of their findings or experiences. Students are actively involved in assessing their own progress. This is in order to help them develop critical thinking and self-assessment skills.

Assessment in the PYP is criterion referenced, which means that teachers assess students against a set of subject-specific requirements or skills, rather than against other students in the class. Students are assessed during the whole process of the learning. All assessment results are fixed by the teacher and used when writing progress reports on students for parents.

The following table «Levels of Achievement» is used when writing these reports.

Level of Achievement		Descriptors
Beginning	B	The student is at the beginning stage of acquiring and applying knowledge, skills and attitudes, demonstrating transdisciplinary skills and is beginning to demonstrate positive attitudes in daily school life through the help of teachers, parents and peers.
Establishing	E	The student is starting to acquire and apply knowledge and demonstrate transdisciplinary skills independently . The student demonstrates positive attitudes in daily school life.
Developing	D	The student demonstrates greater confidence in acquiring and applying knowledge, transdisciplinary skills and frequently demonstrates positive attitudes in daily school life.
Consistent	C	The student is confident in acquiring and applying knowledge, using transdisciplinary skills and always demonstrates positive attitudes in daily school life.
Not evident	N	For the current semester there was not an opportunity to assess the level of formed skills and attitudes
Mark	Descriptor	
5 Excellent	An excellent understanding of the knowledge, skills and concepts. A consistent ability to apply them independently in problem solving, creativity and inquiry. An excellent demonstration of the action and attitudes which make up the attributes of the Learner Profile. The mark "5" is given if the level of achievement on the majority of indicators corresponds to "C". D level in some indicators is allowed.	
4 Good	A good understanding of the knowledge, skills and concepts . A consistent ability to apply them in problem solving, creativity and inquiry , and generally works independently. A good demonstration of the action and attitudes which make up the attributes of the Learner Profile. The mark "4" is given if the level of achievement on the majority of indicators corresponds to "D". C level and E level in some indicators are allowed.	
3 Satisfactory	An average understanding of the knowledge, skills and concepts . A satisfactory ability to apply them in problem solving, creativity and inquiry and is beginning to work independently. An adequate demonstration of the action and attitudes which make up the attributes of the Learner Profile.	

	The mark "3" is given if the level of achievement on the majority of indicators corresponds to "E". D level and B level in some indicators are allowed.
2 Not satisfactory	A limited understanding of the knowledge, skills and concepts . A restricted ability to apply them to problem solving, creativity and inquiry , and is only able to do so with support. Little demonstration of the action and attitudes which make up the attributes of the Learner Profile. The mark "2" is given if level of achievement on the majority of indicators corresponds to "B".
1 (Poor)	A minimal understanding of the knowledge, skills and concepts , and difficulty in applying them to problem solving, creativity and inquiry , even with support. The "1" mark is given if most the level of achievement is mostly "N".

PROGRAMME CONTENT, SUBJECT AREAS

What subjects will the students learn?

This section outlines the different subjects which we teach. Brief explanation of each subject area is given in this Handbook.

Languages

All students are taught subjects through the medium of language. All languages are arranged into communication strands that include listening, speaking, viewing, presenting, reading and writing (including spelling, handwriting and punctuation and using computers).

Russian Language

What is it?

Russian is spoken by the majority of our students as a first language.

What are the aims?

The main aims of teaching Russian are to develop skills of using language as a means of communication, to obtain and apply knowledge, and to use it as a tool for writing and presenting thoughts. In addition, we want students to develop their ideas about the world through reading Russian children's literature and folklore from different cultures.

What will the students learn?

In Russian Language, students will develop thinking and researching skills, individually and in small groups. They will learn to express their thoughts and emotions, be aware of the basics of rhetoric and speech etiquette, and learn basic grammar. Russian lessons will help to encourage the students develop strong skills in reading. They will reflect upon the books they read, and will express their opinions about them. They will create their own stories based on their own experiences and the books they have studied.



How do we assess it?

For the purposes of the development of the Russian programme and improving the skills of the students in Russian Language, we use different tools and strategies for criteria-based assessment.

English Language

What is it?

English is one of the main languages of communication.

What are the aims?

The major aim of the English Language curriculum is to develop students' abilities to communicate effectively and critically using English in speech and writing, and to listen with understanding. This enables students to become enthusiastic, responsive and knowledgeable learners.



What will the students learn?

Learning English is a developmental process. The children are taught at their own developmental level, using methods suited to their learning styles. When students engage in the English learning experiences, they develop the ability to speak, listen, view, present, read and write with purpose, effect and confidence. Students learn to use language to express their ideas and feelings. They get acquainted with various genres that contribute to reading skills. Studying rules of grammar and punctuation helps students perform various writing exercises.



English Language Programme

At Miras International School, Nur-Sultan, we welcome students from around the world. Our students come to us with diverse cultural identities and language profiles. In the school context, the English program is provided more like a foreign language program which uses a variety of strategies to develop skills, and abilities towards English language proficiency. For the purpose of developing and improving the skills of the students in English, we use different tools and strategies for criteria-based assessment. English instruction takes place in the form of differentiated ability-like groupings (example; Ability A, B, and C). Grade level students are grouped per ability and proficiency level. This differentiation and streaming into ability groups is determined by rigorous assessment.

How do we assess it?

English language teachers consistently monitor progress of students' proficiency and the development of the English program.

Kazakh Language

What is it?

Kazakh Language is the national language of Kazakhstan. It is also widely used as a language of communication.



What are the aims?

The main aim is to teach the students how to read, write and speak the Kazakh language. By learning the Kazakh language, students can gain and use knowledge, and can use it as a tool for conveying their thoughts.

What will the students learn?

The students learn to demonstrate initiative when they develop their thinking in Kazakh with the help of special assignments in Kazakh Language lessons. Kazakh lessons can help students to develop perseverance. Kazakh language lessons help form the personality of the student demonstrating interest in mastering the acquisition of strong and creative skills. By reading books and learning new ideas, students can describe and appreciate Kazakh literature, and can voice their thoughts and opinions about it. Reading books and learning new things gives students new insights into Kazakh culture.

Students will develop their notion about the world through these activities:

- Studying new vocabulary and doing vocabulary exercises
- Doing grammar work
- Reading Kazakh literature
- Writing short stories
- Writing poems
- Performing drama and plays
- Performing role plays by improvisation.

How do we assess it?

For the purposes of the development of the Kazakh programme and improving the skills of the students in Kazakh Language, we use different tools and strategies for criteria-based assessment.

Mathematics

Mathematics is a way of thinking and a language for understanding and explaining scientific phenomena. Without mathematics, it can be difficult to develop an adequate imagination about the world.

What is it?

Mathematics is a universal language for communicating through a number system. It is also a way of thinking. Studying mathematics is to inquire into this language and to learn to think in this way.



What are the aims?

Our main goals for the teaching of mathematics are that students will become problem solvers and develop accurate computational skills.

What will the students learn?

Students will be introduced to the following topics in the different strands depending on their age.

- *Number* - reading, writing, estimating, counting, comparing and ordering numbers; using the four operations of addition, subtraction, multiplication and division using whole numbers, fractions and decimals; learning about the relationships among the operations.
- *Pattern and function* - real-life problems to investigate, model and explain number patterns, understanding and using the relationships between the four operations.
- *Algebra* - learning and understanding simple equations, that there are ‘knowns’ and ‘unknowns’, and developing, explaining and modeling simple algebraic formulas.
- *Data handling* - collecting data in a variety of ways, but especially in authentic situations around school or at homes; displaying and interpreting the data in a variety of ways through charts, tables and graphs.
- *Measurement* - estimating, measuring, comparing and recording the measurements of length, perimeter, area, volume, weight, capacity, time and temperature in real situations.
- *Shape and space* - exploring properties of 2D and 3D shapes and related geometric functions including rotation, symmetry, angles, bearings, scale and coordinates.
- *Logic* - combining and using many of the skills in the other strands in problem solving contexts where thinking in a logical, sequential way is encouraged. The content can come from the Units of Inquiry or from stand-alone lateral thinking riddles and problems.

How do we assess it?

Different tools and strategies for criteria-based assessment during lessons are used for the purpose of developing the Mathematics programme and improving the quality of our students’ knowledge and skills.

Science

What is it, and what are the aims?

Science provides opportunities for students to engage in scientific investigations by asking questions, formulating hypotheses, planning experiments, making predictions, making accurate observations, handling tools, recording and comparing data, and formulating explanations using their own scientific experiences and those of others.

What will the students learn?

The students will learn science in these four knowledge strands through experiments and investigations:

- **living things** - the students inquire into issues related to themselves and their environment, and will learn about plants and animals, and how they grow, survive and live.
- **Earth and space** - students learn about our planet Earth and its relationship to the universe.
- **materials and matter** - students study the origins, properties and uses of solids, liquids, gases and energy sources.
- **forces and energy** – students learn about electricity and magnetism, sound and light, how materials function and about forces and energy.



The experiments and investigations will have students using the scientific method: identifying a problem, hypothesizing what would happen, designing an experiment or investigation, carrying out the investigation, observing and recording the results and drawing conclusions. Almost all science work is incorporated into the Units of Inquiry, and the learner outcomes are reflected in the Programme of Inquiry.

How do we assess it?

For the purpose of programme development, and improvement of student knowledge and skills, we use different tools and strategies for criteria-based assessments. Examples of significant progress or development in student understanding can be included in portfolios.

Information Communication Technology (ICT)

What is it?

The focus of ICT is not only on the use of technology for its own sake, but to enhance learning throughout the transdisciplinary programme of inquiry, across the subject areas and the IB learner profile. ICT is one of the connecting components throughout the curriculum. As students engage with ICT across and between the transdisciplinary themes and subject areas, they come to a deeper understanding of its relevance and applicability to their every day lives. Appropriate attitudes and behaviors concerning the use of ICT are also modelled within the school community.



What are the aims?

The main goals of the ICT curriculum are that our students will:

- investigating and carrying out a purposeful inquiry;
- creating and innovating;
- communicating and exchanging information;
- collaborating;
- organizing and understanding various ICT systems;

- becoming responsible digital citizens who make informed and ethical choices while acting with integrity and honesty.

What will the students learn?

The ICT curriculum is integrated into the Programme of Inquiry (PoI) and all ICT lessons are directly related to the Units of Inquiry (UoI) in each grade. All ICT skills will therefore be learned in a realistic context such as solving a problem related to each UoI, finding information for the UoI, or preparing a presentation of work connected to the UoI.

The students will learn how to use the computer and the keyboard correctly. They will learn how to use word processing programmes, and how to save their work and manage their files. They will start by using simple publishing programmes to write their stories and to draw pictures. They will progress to more complex work using spreadsheets and databases to record information, and present it in interesting ways. They will also learn how to use peripherals, such as a digital camera and a scanner to input graphics and pictures into their work.

How do we assess it?

For the purpose of programme development, and improvement of student knowledge and skills, we use different tools and strategies for criteria-based assessments. Examples of significant progress or development in student understanding can be included in portfolios.

The Media Centre/Library

What is it?

The Library is a central resource for learning. Classes will be allocated weekly time slots to use this resource and students are able to check out books.

What will the students learn?

Homeroom teachers will teach students how to use the available resources in the library and students will learn how to:

- Find books by using library catalogue systems.
- Use contents, indexes and glossaries in books.
- Read, skim and scan texts at different levels of detail.
- Be academically honest and write notes in their own words so that they are not guilty of plagiarism.
- Log on to the Internet.
- Use search engines to locate useful websites.
- Evaluate the usefulness of websites.
- Make notes from information on the computer screen.
- Write a bibliography.

How do we assess it?

We will assess how effectively the individual student accesses information evaluates it and uses it based on the following criteria:

- Selecting resources.
- Searching for relevant information.
- Analyzing information.
- Using printed and electronic information.
- Using reference resources.



Social Studies

What is it?

Social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behavior and accurately, realistically, objectively and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

What are the aims?

The social studies component of the PYP should be characterized by concepts and skills rather than by content. The knowledge component of social studies in the PYP is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment. These strands are concept-driven and are inextricably linked to each other. They also provide links to other subject areas of the PYP curriculum model.

What will the students learn?

In addition to knowledge, the social studies component of the curriculum also provides opportunities for students to develop a range of social studies skills and processes. Students will learn to:

- Formulate and ask questions about the past, the future, places and society;
- Use and analyse evidence from a variety of historical, geographical and societal;
- Orientate in relation to place and time;
- Identify roles, rights and responsibilities in society;
- Assess the accuracy, validity and possible e. bias of sources.

How do we assess it?

For the purpose of programme development, and improvement of student knowledge and skills, we use different tools and strategies for criteria-based assessments. Examples of significant progress or development in student understanding can be included in portfolios.

Visual Art

What is it?

Visual Art is a form of non-verbal communication that allows students to convey their ideas, feelings and emotions. It engages students in creative processes through which they explore and experiment in a continual cycle of action and reflection. Students are also exposed to the work of artists of many cultures, and are taught to value the visual arts in our world.



What are the aims?

The Visual Art programme helps the students to become ‘visually literate,’ whilst giving them an opportunity to express themselves in a non-verbal manner. Visual art has creativity as its main aim, and it encourages innovation, interpretation, research, analysis and transfer, and the development of the skills needed to successfully use the tools and materials of the artist.

What will the students learn?

The process of **creating** provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings.

Sample outcomes might include:

- Select tools, materials and processes for specific purposes.
- Combine a variety of formal elements to communicate ideas, feelings and/or experiences.
- Use a range of strategies to solve a problem during the creative process.
- Become increasingly independent in the realization of the creative process.
- Adjust and refine in response to constructive criticism.

The process of **responding** provides students with opportunities to respond to their own and other artists’ works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of visual arts, including using specialized language. Students consider their own and other artists’ works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

Sample outcomes might include:

- Make personal connections to artworks.
- Express opinions about artwork.
- Investigate the purposes of artwork from different times, places and a range of cultures including their own.

- Explain the cultural and historical perspectives of an artwork.

How do we assess it?

For the purpose of programme development, and improvement of student knowledge and skills, we use different tools and strategies for criteria-based assessments. According to the results each semester, a passing grade is given. Examples of significant progress or development in student understanding can be included in portfolios.

Music

What is it?

Music at Miras develops cultural esthetic appreciation; promotes the development of musicality, creative abilities, connectivity to emotions, and positive feelings towards participation in the music world.

What are the aims?

In teaching music, we aim to nurture musical appreciation and develop skills as part of students' wholistic education.



What will students learn?

Students are learning to become familiar with performing and listening to Kazakh and international music. Different activities (singing, listening to music, studying musical literacy, playing music instruments, improvisation) promote the development of musical and creative abilities, and give students the opportunity to be capable musician. Each activity contributes towards a scaffolded development of knowledge, skills and attitudes lasting throughout all Primary school years.

How do we assess it?

For the purpose of programme development, and improvement of student knowledge and skills, we use different tools and strategies for criteria-based assessments. According to the results each semester, a passing grade is given.

Personal, Social and Physical Education

What is it?

PSPE in the IB Primary Years Programme (PYP) is concerned with students' well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. It encompasses physical, emotional, cognitive, spiritual and social health and development.



What are the aims?

The aim of PSPE is to help students gain an understanding of self, to develop and maintain relationships with others, and to participation in an active, healthy lifestyle. PSE will be integrated across curriculum areas throughout the exploration of the various Units of Inquiry.

What will the students learn?

Students will learn about:

- *Identity:* An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.
- *Active living:* An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.
- *Interaction:* An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

How do we assess it?

Teachers will observe students' behaviour and organization across the curriculum, keeping written records of various situations in which the students display the behaviour, attitudes, choices and understanding which are included within the PSE curriculum.

Physical Education

What is it?

Studying PE is aimed at formation of knowledge of regularities of physical activity, rules of physical development, strengthening of physical and mental health, teaching the principles of a healthy lifestyle and understanding of the cultural significance for the personality and society.

What are the aims?

PE offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will develop skills that they may apply in a variety of contexts within and beyond the school setting. These skills include the use of proper safety precautions when engaging in physical activities, recognition of the

importance of fair play, use of cooperative behaviours and the ability to function as part of a group or team. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well-being.

What will students learn?

Students will study the following areas in PE lessons:

- Physical culture and healthy lifestyle
- Motor activity
- Sports and fitness activity

How do we assess it?

For the purpose of programme development, and improvement of student knowledge and skills, we use different tools and strategies for criteria-based assessments. At the beginning of the school year, the students have a test to assess their level of basic physical fitness. This test is conducted again at the end of the school year. Progress in PE is identified by fulfilling the PE standards. Students who have special medical concerns or problems with their physical development are provided with an individualized programme.

According to the results each semester, a passing grade is given.

Self-cognition

What is it?

Self-cognition is moral and spiritual education. It allows people to achieve harmony in physical, mental, spiritual, social and creative development.

What are the aims?

The main aims of self-cognition are the moral and spiritual education of our students, the development of creative self-realization, and the understanding of an essence of humanistic values.

What will the students learn?

The basic content of the subject includes four main sections:

- The joy of cognition
- Learning to communicate
- Being a person
- Leading a wonderful life

This course develops our abilities to love, to believe, to be self-confident, to make good choices, to display sensitivity, to care for ourselves and others, to think critically, to make moral choices, to value and appreciate different traditions, to create, to take responsibility and to collaborate.

How do we assess it?

The assessment of the quality of knowledge is based on specific requirements stated in the Self-cognition Programme. These requirements serve as criterion for monitoring the development of cognitive activity of our students, with the aspiration of following universal values and contributing to society. According to the results each semester, a passing grade is given.

Dance

What is it?

Dance is a universal means of expressing thoughts, ideas and emotions through either a controlled pattern of movements or a spontaneous display of improvised actions. It promotes harmonious development of the body and a coordination of actions stimulated by music or rhythm.



What are the aims?

The aim of dance is the total and harmonious development of the creative abilities of students and of their skills in the performing arts. It teaches students beauty and expression of movement. It develops their bodies and bearing, their balance, dancing skills and physical characteristics. It encourages students to take a holistic view of dance cultures of different peoples in the world.

What will students learn?

The dance programme is organized in six strands:

- Historical folkdance
- Folk stage dance
- Classical dance
- Sports dance
- Dance terminology
- Composition



Students will learn how to move to music. Every lesson will involve listening to music, learning or improvising a dance, practicing to perfect the dance, and finally performing the work. The programme includes learning classical dance, folk dance, and stage and ballroom dancing. The programme provides information about each form of dance and allows students to perform simple dances leading to more complex arrangements. Students also learn about the history and culture of dance in different countries and how dance has developed in different countries.

How do we assess it?

For the purpose of programme development, and improvement of student knowledge and skills, we use different tools and strategies for criteria-based assessments. According to the results each semester, a passing grade is given.

Host Country Studies

What is it?

Host Country Study (HCS) is a two-year programme offered for international learners. It provides students with a cross-cultural and language acquisition focus to develop an appreciation and understanding of the country in which they are located.

Host Country Study is a unique course and is designed to provide students with an introduction to Kazakh language, history, culture, art and other aspects of Kazakhstan, taught by host nation teacher, as an essential experience of the Miras International School curriculum.

What are the aims?

The aims of the course are to familiarize international students with various aspects of life in Kazakhstan including Kazakh culture, art, literature, language, past, etc.

What will students learn?

- historical and geographical data of Kazakhstan
- culture and heritage of Kazakhstan
- features of trades/arts/crafts of Kazakh people
- Kazakh national traditions, customs, holidays music and dances through different activities
- economics, industry, popular culture, family and social structure, religion, sport, and human and natural resources
- other nationalities living in Kazakhstan
- Kazakh national conversational skills
- modern style life of Nur-Sultan as a capital of Kazakhstan and other current modern cities

SCHOOL RESOURCES

Miras International School provides students with necessary textbooks, with the exception of personal stationery. At the end of the academic year, detailed information will be provided to parents on what educational accessories will be needed for the following year.

COMMUNICATING WITH PARENTS

REPORTS

Miras International School utilizes a continuous assessment approach, which means that all homework, class work, projects, tests and other exhibitions of learning will be reflected in each written report.

Parents will receive Progress Reports twice a year, in the middle of the first and second semesters. These Reports contain information about the student's achievements (B, E, D, C, N).

Every student will also receive Semester Reports twice a year, at the end of the first and second semesters (see the School Calendar for the exact dates).

Semester Reports contain more information than Progress Reports and contain detailed written comment in certain subjects. Teachers also indicate the level of achievements in accordance with all specified educational expectations and indicate a grade for the subject.

Semester Reports will not be issued earlier than the published date unless a written request is made to the School Principal no less than four school weeks before the published date.

Occasionally an additional report may be required to gather information about a particular issue or problem. This report may be at the request of the parent, any one of the student's teachers, or the Administration.

PARENT-TEACHER CONFERENCES

Formal parent conferences are scheduled as follows and held several times during the academic year:

- A Parent Orientation Evening will be held at the beginning of the year to clarify objectives and goals for the forthcoming academic year
- PYP Orientation Evenings will be conducted by the PYP Coordinator (as per the School Calendar)
- Conferences to discuss students' progress (see the School Calendar for exact dates)
- Conferences planned and held by students (Student-Led Conference)
- Informal parent-teacher conferences are scheduled as required

Parents may initiate meetings when they have any concerns regarding their child's progress. Teachers may also initiate parent meetings if it is necessary.

ASSESSMENT POLICY

The assessment policy for Miras International School is designed to follow the criterion assessment approach as integral part of the curriculum. It aims to motivate learners in determining strategies for their personal growth.

In support of this policy, the Administration of the school would like to inform parents that final grades cannot be changed after the teacher has entered the marks into the Journal.

In accordance with the PYP:

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated.
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

THE ROLE OF PARENTS

Parents are important members of our school community whose role plays a vital part in the progress that their child will make at school. We sincerely hope that parents will participate as much as they can in all our activities, and we welcome parental involvement at all times. In particular, maintaining regular contact with

their child's subject teachers and homeroom teacher will ensure that they are kept well informed. It is also important for parents to keep the school informed about any issues relating to the welfare of their child.

It is the responsibility of parents/guardians to ensure that their child attends school on a regular basis. Students should have a minimum attendance record of 80%. An attendance record of less than 80% may mean that the student will not be able to progress to the next grade in the following academic year. Should a student be absent for a significant period of time e.g. for hospital treatment, then it is the responsibility of parents to contact the school to organize schoolwork during the period of recovery.

Students should be collected from school 5-10 minutes after their last lesson or activity. Students registered for an activity (from 15:15 to 15:55), but not registered for any club and consultation must be collected at the end of the activity and not later than 16:00. Students who have clubs or individual subject consultations are allowed to be at school till 17:00.

Students need to be collected from school not later than 15:15. **The school does not take responsibility for the supervision of students who did not register for activities, clubs and consultations, but still are present on the school premises after snack.**

Miras students will be more successful in achieving their goals if parents follow these guidelines:

1. Be friendly, cheerful, supportive and encouraging for your children and their schoolmates.
2. Be polite and respectful towards all members of the school staff and support the positive image of the School and demonstrate by your own behaviour that all members of the school community should be treated with respect. Understand that parents and teachers need to work together for the benefit of children.
3. Refrain from defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff on social - media.
4. Respect all school policies and procedures.
5. Plan your family events in accordance with the school calendar.
6. Warn the school administration in advance of the legitimate reason of your child's absence in written form.
7. Ensure your child comes to school 15 minutes before the start of the lessons and pick up your child from the school at the end of the school day not later than the set time.
8. Ensure your child's careful use of schoolbooks and is prepared for all lessons.
9. Ensure your child wears the school uniform.
10. Do not disturb teachers during lessons. Make an appointment with the relevant Principal or member of staff if you wish to raise any concerns.
11. Taking photos/video records is allowed during special school calendar events (assemblies, sports and cultural events etc.). In other cases, written permission must be obtained from the school administration.
12. Follow the rules for school access.
13. Take part in activities organized by the school to facilitate the effective learning of your child.
14. Support the School in implementation of the Child Protection policy.
15. Follow the recommendations of school medical staff.
16. Respect teachers' personal time.

17. Refrain from approaching someone else's child in order to discuss or chastise. If the child has done something towards yours, please, contact the Homeroom teacher or relevant administrator.
18. Inform the school of any updates and changes in Parents' /Guardians' personal data.

FEES AND DEPARTURE

FEES AND PAYMENTS

The school fees, policies and payment schedules are available for current and prospective parents in the main school office as part of the registration process. Parents are expected to ensure that all payments due to the school are paid in a timely manner. Failure to do so may, at the Head of School's discretion, result in the temporary suspension of the child from school until all outstanding debts have been cleared.

DEPARTURE

Students leaving the school are required to complete a clearance form to ensure that all school-issued textbooks and other educational materials are returned to the school. There will be a charge for items not returned. The school will not provide school records or reports until all checkout procedures have been completed, and all outstanding payments due to the school have been received.

CODE OF CONDUCT

Five Golden Rules:

- All students should respect all members of the school community.
- All students must attend lessons properly prepared and be responsible for their own learning.
- All students should support the right to learn in a safe and supportive environment.
- All students should be honest and polite at all times.
- All students should be positive ambassadors for Miras International School.

Policy statement

The school expects that all students follow the rules and procedures of Miras International School, Nur-Sultan in line with the Code of Conduct and in order to maintain a safe academic environment. All students should respect values of Miras International School and of the IB.

Primary School Rules and Expectations:

Students must:

1. be respectful towards all members of the school community;
2. follow all school rules and regulations;
3. follow the requirements of the school uniform;
4. respect the health and safety for themselves and others;
5. use mobile phones, smart watches or other wearables, laptops, and tablets for educational purposes, only according to the school regulations and with written permission obtained using the form provided in Appendix A;

6. always walk in the school building;
7. use all school equipment appropriately and follow all rules specific to particular pieces of equipment.
8. respect all school property;
9. consume meals and drinks only in the school cafeteria;
10. have permission to bring money to school;
11. only use their own individual access cards to enter and exit the building;
12. wait for parents after school only in the waiting area;
13. keep personal belongings in their own lockers.

CONSEQUENCES

In most instances, consequences are intended to correct behavior and to offer our students the opportunity to learn from their choices and to make better ones in the future. However, there are differing degrees of consequences based upon the severity and frequency of the offence.

Level 1 Consequences

Consequences for Level 1 are dealt with at the classroom level and are reported to the Primary Administration Team.

The Primary School administration reserves the right to make decisions about the definition and severity of Level 1 infractions on a case by case basis.

Level 1 offences are handled by the appropriate teacher and/or homeroom teacher. The teacher fills in an incident report and submits it to the Primary Administration team. The homeroom teacher informs parents and makes a note in the student's contact folder.

Level 1 infractions and consequences can include, but are not limited to, the following

Some Examples of Infractions	Examples of Consequences
<ul style="list-style-type: none"> • Not following uniform or mobile phone policy • Disrupting the class • Continually forgetting access cards or letting others use one's access card • Inappropriate behavior that contravenes the school and class rules 	<ul style="list-style-type: none"> • Sitting in time-out • Temporarily confiscating items • Contacting parents • Reflective essay writing • Specialized seating area in class • Loss of privileges • Staying inside during outside time

Level 2 Consequences

Level 2 offences are handled by the appropriate teacher and/or homeroom teacher. The teacher fills in an incident report and submits it to the Primary Administration team. The homeroom teacher or Primary Administration team member informs parents and the Homeroom teacher makes a note in the student's contact folder.

If deemed a Level 2 offence, the Primary Administration Team and Dean of Students will analyze the situation and apply the appropriate consequence.

Level 2 infractions and consequences can include, but are not limited to, the following:

Some Examples of Infractions	Examples of Consequences
<ul style="list-style-type: none"> • Repeated Level 1 type offences • Abusive or disrespectful behavior • Behavior which may endanger safety to self or others • Possessing objects or materials specified as not allowed in the school rules • Plagiarism/cheating • Theft • Minor damage to school or student property 	<ul style="list-style-type: none"> • Temporarily confiscating items • Special meeting with teacher and/or Principal • Meeting between Principal and Student. • Monitoring card • Loss of privileges

Level 3 Consequences

Level 3 offences are handled by the appropriate teacher and/or homeroom teacher. The teacher fills in an incident report and submits it to the Primary Administration team.

Infractions are reported to the Primary School Principal and Dean of Students. The school administration reserves the right to make decisions about the definition and severity of Level 3 infractions on a case by case basis. If deemed a Level 3 offence, the Primary School Principal will report it to the Head of School for a final decision.

The Dean of Students and the Primary Administration Team will hold a meeting with parents to inform them of the final decision.

The Head of School will hold a meeting with parents in cases of expulsion from the school.

Level 3 infractions can include, but are not limited to the following:

Some Examples of Infractions deemed Level 3	Examples of Consequences
<ul style="list-style-type: none"> • Repeated Level 2 offences • Defacing or damaging school property and the property of others • Any involvement with illegal substances • Possessing a foreign object that can harm others • Bullying • Any kind of discrimination • Any action which defames the reputation of the school • Behavior which severely endangers or injures others 	<ul style="list-style-type: none"> • In school suspension for up to a week • Suspension from school (for 5 or more full school days) • Expulsion from school.

Additional notes:

*Students who have been expelled from the school will not be readmitted.

INSTRUCTIONS FOR THE USE OF ACCESS CARDS

The school access and control system has been established to ensure safety for students, to prevent unauthorized personnel from entering the school premises, and to enable automatic registration of students and staff.

Every student and every employee of the school will receive a plastic card which serves the dual purpose of authorization of entry to the school premises and automatic registration of presence.

Each access card has a unique code allowing the system to identify the owner of the card during entry or exit.

It is forbidden to lend the access cards to unauthorized people, and to use one's card to permit other people (including other pupils/parents/staff) to enter or exit the premises.

1. The access cards can be used to gain entry to the school through the:
 - Main entrance of the Secondary School from Abylai Khan Avenue.
 - Main entrance of the Primary school from Kuishi Dina Street.
2. Whilst entering or exiting the school premises, the access card should be held in front of the *card reader*, a white plastic box with a light emitting diode (LED) indicator, located beside the turnstiles.
3. In the event of loss of, or damage to, an access card, a replacement card may be issued at a cost of 1000 Tenge.
4. The card should be returned to the personnel department when a student or member of staff permanently leaves the school.
5. In case of debts owed to the school, the card of the child and cards of persons responsible for the child will be blocked until all outstanding debts have been settled.
6. At the end of each academic year, students' and parents' access cards are to be returned to the personnel department. A clearance slip will need to be signed by the personnel department, librarian and other members of staff to indicate that access cards and other items have been returned to the school. Students' end-of-year reports will only be issued once the clearance procedures have been finalized.

Device Permission Letter

Child's Name: _____ Class: _____

Device: _____

I give my child permission to take this device to school for academic purposes when requested by his/her teacher.

I understand that the school is not responsible for loss or damage done to devices while on school property.

Parent Name: _____ Parent Signature: _____

Date: _____