



*MIRAS INTERNATIONAL
SCHOOL,
NUR-SULTAN*

Secondary School

Student-Parent Handbook

2022-2023



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RECOGNITION

Miras International School was accredited by CIS/NEASC in 2004 and reaccredited in 2014.

Miras International School was authorized by IBO for the Middle Years Programme in 2004.

Miras International School was authorized by IBO for the Primary Years Programme in July 2007.

Miras International School was authorized by the IBO for the Diploma Programme in March 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 VISION OF HIGH QUALITY LEARNING

Miras International School, Nur-Sultan defines high-quality learning and teaching as challenging, inclusive and engaging for students who are agents of their own learning. The School promotes globally significant learning and teaching and equips students with the skills for lifelong learning.

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.

SCHOOL PHILOSOPHY

Our philosophy involves the ways by which we implement the school mission statement:

1. We believe that every child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially;
2. We provide a student-centred approach to learning and inquire to provide students with the opportunities to gain knowledge, develop skills and attitudes using effective innovative technologies of education, that allow every student to realize his/her potential;
3. We encourage our students to become active responsible citizens of their country and a global community by developing international mindedness and intercultural awareness;

4. We encourage students to be curious, critical and creative thinkers able to make independent decisions.
5. We respect multilingualism with emphasize of the English language as the language of communication within the school community;
6. We respect the conventions of the Universal Declaration of Human Rights by non-discrimination;
7. We foster mutual respect, tolerance, the ability to solve problems and create a caring environment through partnerships among all members of our community.
8. We promote co-operation with external organizations to encourage students to be aware about the value of interaction and collaboration;
9. We continue to promote educational innovation as well as excellence in the sphere of education.

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.

Miras International School, Nur-Sultan

2022-2023 Academic Year Calendar

August 2022							September 2022							October 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
7	1	2	3	4	5	6					1	2	3							1
14	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
21	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
28	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

November 2022							December 2022							January 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

February 2023							March 2023							April 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29

May 2023							June 2023							July 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

- | | |
|--|---|
|  30 August - Constitution Day |  8 March - International Women's Day |
|  1 December - First President Day |  21-23 March - Nauryz Holiday |
|  16-17 December - Kazakhstan Independence Day |  1 May - Day of Unanimity |
|  7 January - Orthodox Christmas |  7 May - Motherland Defender's Day |
| |  9 May - Victory Day |

- | | | | |
|--------|------------------------------------|-------------|---------------------------------|
| 1 term | 22 August/1 September - 21 October | 1 semester: | 1 September - 15 December |
| 2 term | 31 October - 15 December | | 31 August - First Bell assembly |
| 3 term | 9 January - 17 March | 2 semester: | 9 January - 7 June |
| 4 term | 27 March - 7/9 June | | 7 June - Final Bell Assembly |

- | | |
|---|--|
|  national holidays |  First Bell/Final Bell Assembly |
|  school holidays |  First/Last Day for DP Students |

Day Structure Secondary School Academic Year 2022-2023

Arrival time	07.50-08.00
Lesson 1	08.00 - 08.40
break time	5 minutes
Lesson 2	08.45 –09.25
Breakfast	09.25 –09.45
Lesson 3	09.45- 10.25
break time	5 minutes
Lesson 4	10.30 –11.10
break time	10 minutes
Lesson 5	11.20 –12.00
break time	5 minutes
Lesson 6	12.05 –12.45
break time	5 minutes
Lesson 7	12.50-13.30
Lunch	13.30 –13.50 (20minutes)
Rest/Play time	13.50-14.05 (15 minutes)
Lesson 8	14.05 –14.45
break time	5 minutes
Lesson 9	14.50-15.30
Snack 1 (if Lesson 8 is last)	14.45-14.55
Snack 2 (if Lesson 9 is last)	15.30 -15.40
Collection time (if students have 8 lessons)	14.45
Collection time (if students have 9 lessons)	15.30
Lesson 10	15.40 – 16.20 (Gr 11, only two days)
Collection time (if students have 10 lessons)	16.20

ACTIVITIES

After School Activities include sports and clubs. A full programme is published at the beginning of each semester for secondary students. All students are encouraged to take part in the activities programme. Participation is not mandatory.

Parents are reminded that students **must be collected from school** after the last lesson has finished, unless the student is registered for an afterschool activity.

Students registered for an activity must be collected at the end of the activity, at 15:50 and no later.

OUR CURRICULUM

GRADES 5-10

The curriculum for grades 5-10 is based on the International Baccalaureate Middle Years Programme (MYP), integrated with the requirements of the Kazakh Standards curriculum. Supported by a strong EFL programme, this ensures that our students will meet the requirements of both local and international programmes of study and be prepared for both the Kazakh Diploma and MYP Portfolio of Achievement, and, where chosen, the MYP Certificate.

The outstanding features of this curriculum are:

- Plans, which describe students learning outcomes, key learning experiences and major assessments for each unit of study.
- Development of higher-level organization and thinking skills.
- A strong emphasis on the *real-life* context of both skills and content.
- Rigorous attention to essential work habits.
- Criteria driven development of knowledge, skills and attitudes.

Assessment of student progress is through the use of MYP criteria. Marks for these skills are used to provide students and parents with information regarding progress at the end of each semester, in the form of a MYP Grade and a Kazakh Standards Grade. Details of MYP assessment principles and procedures are described more fully in the MYP Handbook.

In Grades 6-10 the Kazakh Standards & MYP Subjects are as follows:

- | | |
|---|-------------------------------|
| • Kazakh Language & Literature/Host Country Study | • Mathematics |
| • Russian Language & Literature | • Computer Technology |
| • English Language & Literature | • Design Technology |
| • French (Grades 6-8) | • Integrated Science (Gr 6-7) |
| • Geography | • Biology |
| • History of Kazakhstan | • Chemistry |
| • World History | • Physics |
| | • Arts: Performing and Visual |

- Physical Education

- Self-cognition

IGCSE

Miras International School is a licensed centre for Cambridge University in the UK, which allows us to offer students the opportunity to register for the internationally recognized International General Certificate of Secondary Education (IGCSE) examination. The school acts as a centre for administering these examinations in Nur-Sultan, but does not formally offer classes for Grades 6-10 students during normal school time.

HIGH SCHOOL

Students can select one of two curriculum options:

The curriculum based on Kazakh national standards **AND/OR** *The IB Diploma Programme.*

Kazakh National Standards – Grade 11

The outstanding features of the curriculum are:

- Preparation for the Kazakh Diploma through normal and special courses.
- Attention to the individual profile of each student, to ensure maximum access to post graduation success.
- Emphasis on full development of key skills for world class, secondary school standards, including writing, problem solving, discussion and analytical skills.

The Kazakh Standards Subjects in Grade 11 are as follows:

Core curriculum:

- Kazakh Language & Literature
- Russian Language & Literature
- English Language
- Mathematics
- Computer Technology
- Sciences (Physics, Chemistry, Biology)
- History and Geography
- Physical Education (PE)
- Elementary Military Training (EMT)
- Self-cognition

Elective courses:

- English language
- Geography
- World History
- Sciences (Chemistry/Biology/Physics)

KAZAKH DIPLOMA

Students sit for the Kazakh Diploma exams at the end of the 11th grade, with some examinations being taken in Grade 9:

Examinations at the end of Grade 9 Examinations at the end of Grade 11

CERTIFICATE

- Kazakh Language
- Russian Language
- Mathematics
- English Language

DIPLOMA

- Kazakh Language
- Russian Language (and Literature)
- Mathematics
- History of Kazakhstan
- Elective discipline

IB DIPLOMA PROGRAMME (DP1 & DP2)

The Diploma Programme is a highly respected rigorous two years pre-university course which qualifies students for entry to universities world-wide.

Students study six subjects plus the core elements of the programme which include:

1. An Extended Essay (a piece of original research) of 4,000 words;
2. Participation in Theory of Knowledge (a course in which students learn how we acquire and process knowledge);
3. Creativity, Activity and Service (CAS) which allows students to participate in community service, learn new creative or sporting skills and extend their experience beyond the classroom.

The six subjects are selected from six groups. Three subjects are studied at Higher Level – HL (240 hours over two years) or Standard Level – SL (150 hours over two years).

The groups of subjects we currently offer at Miras are:

Group 1 –English A, Russian A

Group 2 –English B, Russian B, Russian ab initio, French ab initio

Group 3 –Business Management, Economics, Geography, History

Group 4 –Biology, Chemistry, Physics, Environmental Systems & Societies

Group 5 –Mathematics HL, Mathematics SL, Mathematics Studies (SL only)

Group 6 –Visual Art or a second subject from groups 3 or 4

All courses are assessed externally with examinations set by the IB, and internally with coursework and group projects.

NOTE: Students choosing to study for the Diploma Programme may also sit for the Kazakh Diploma exams at the end of DP1.

LANGUAGE POLICY

Language Policy Implementation

Miras International School provides an integrated educational programme based on the requirements of the Kazakhstani national educational system and the principles and practices of the International Baccalaureate Organization.

In seeking to maintain the high standard of international education for our students, Miras International School offers English Language and Literature, Russian Language and Literature and Kazakh Language and Literature programmes across the school. French Language and Literature is studied in the French School for native language speakers as well as a set of subjects taught in English.

Miras International School provides an educational programme containing:

- Mainstream classes where the working languages are English and Russian;
- Classes of English, Russian, Kazakh and French for second language learners;
- Compulsory classes of Kazakh language for all local students;
- Host Country studies for overseas students.

Mainstream Class Placement Protocol in the Secondary School

- Students are allocated to phases 1-6 in Language Acquisition (LA) courses in the Secondary School following the results of the placement and diagnostic tests; the allocations are discussed in the relevant subject departments and reflected in the LA placement document which is available on the school server. The final placement decision at the admission stage is made by the Secondary Principal based on the recommendations provided by the LA Head of Department.
- Normally, each phase is covered in one year; the decision for transition to the next stage is made at the end of the reported period, discussed in the Language Acquisition department and communicated to parents through the Semester reports.
- In exceptional cases, earlier transition is possible, after the 1st semester, provided the student demonstrates consistently high achievements in all the objectives of the relevant phase. The placement decision is at the Language Acquisition department's discretion; however, they are expected to be supported with clear evidence communicated to the relevant school groups.
- Only students who have reached the achievement level 5 (totaling 20 out of 32) in all objectives of phase 4 in Grades 8-10 and the achievement level 4 (totaling 16 out of 32) in all objectives of phase 3 in Grades 6-7 are eligible to take courses in English in other subject areas in the mainstream curriculum. Parents are notified in advance about the options currently on offer in the school for each academic year.
- Students of Phases 5 and 6 are expected to study the majority of subjects in English (with the minimum of 1 subject from each Subject Group).
- English Language and Literature students are expected to study all subjects in English.

SERVICE as ACTION / CAS (CREATIVITY, ACTIVITY and SERVICE)

Service as Action and CAS are an integral part of student life at the school. Students are expected to participate in a number of programmes during, and outside of, school hours, benefiting the school community and local community of Nur-Sultan. We require that all students participate in the Service as Action/(for DP students)CAS programmes each year. Students will experience activities that will benefit

others, they will gain an increased sense of responsibility and self-worth, apply their skills and talents beyond the classroom environment and reflect upon their performance and benefit from their practice.

HOUSE SYSTEM AT MIRAS

The House system at Miras International School, Nur-Sultan is developed in order for our students to have a positive school experience and to help to raise their aspirations towards future successes both at Miras and beyond. The House System aims to:

- promote respect, understanding and sportsmanship;
- provide a platform for students and staff to develop as leaders and mentors;
- reward students for their extra-curricular pursuits.

There are four houses at Miras. Their names are derived from the largest lakes in Kazakhstan:

Aral, Balkhash, Caspian, Zaisan.

All students and teachers of Miras School have to be assigned to a house. There are competitive events in a wide range of sporting and non-sporting activities organized depending upon teachers/students initiative and interest. House points are awarded to a House for each House Event, House Challenge or House Inspection. The points are added up by the house organizer and updated on the house system notice board. At the end of the academic year, the house that has most points is rewarded with the Miras House Cup. Other prizes may also be awarded.

LEADERSHIP SKILLS

MIRAS CERTIFICATE/DIPLOMA IN LEADERSHIP SKILLS

The Miras Certificate/Diploma in Leadership skills is designed as a reward for students who demonstrate the skills and confidence to leader initiatives within the school and external community as well as those students who recommend and organize new innovations. We believe these awards will provide increased opportunities for students to meet their goals, achieve success in their ambitions and assist in gaining future college and career placements.

EDUCATIONAL MATERIALS

PHE CURRICULUM

Classes in skills, sports, gymnastics and other physical education activities are conducted in regular classes, and also after class hours, in the school gymnasium and surrounding grounds by PHE specialists.

Students **must** participate in the official school sportswear.

COMPUTER TECHNOLOGY

We provide opportunities for students to enhance their learning through the use of computer technology in all classes, in addition to specialist classes in the purpose built computer laboratory. Computers are also available in both libraries and all classrooms. Additional after school sessions will also be offered to further broaden the experience of students in this area by involving them in special computer and Internet based projects.

All students are expected to use computers, the school network, and the Internet in a manner consistent with our Mission statement, that is, in an ethical way that supports education and research. For all students and teachers in the school, due consideration must be given at all times to the effect one's actions have on other members of the Miras community and the wider global society. An acceptable use policy operates in the school.

SCIENCE LABORATORIES

We provide teaching laboratories for experimental sciences in the Secondary school: Integrated Science (Grade 5 and Grade 6), Biology, Chemistry and Physics. Experimental sciences are an essential component of our curriculum and are learned through investigative hands-on practical activities that extend the student experience of the sciences beyond the simple knowledge content of the textbook. Students will be expected to solve problems creatively and scientifically, applying their knowledge and understanding of key scientific principles in new and novel situations where there could be more than one possible answer. All students are expected to work in laboratories in a safe and responsible manner, being mindful of their immediate surroundings and the people they share this space with. The school provides laboratory apparatus, materials, chemicals and safety equipment for all practical activities.

TEXTS AND MATERIALS

The curricula will be supported with texts, research materials, educational materials, and technology; as indicated by the particular curricular outcomes of each class and course. In some cases, a class or course will be supported by a primary text, in other cases by a variety of other educational materials. The school will provide all texts and educational materials.

Students are expected to arrive at each class with their own stationary.

EXPECTATIONS OF OUR PARENTS

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

In particular, making contact with their child's subject teachers and homeroom teacher(s) will ensure that they are kept well informed.

Expectations for parents:

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. Avoid disturbing 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.

EXPECTATIONS OF OUR STUDENTS

HOMEWORK

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

We believe that regular homework is essential for academic achievement. We have homeroom, reflection time and tutorials built into the daily timetable so that homework assignments do not become a big burden for our students after our school day.

In the Secondary School, the minimum time students can expect to spend on their homework each day is:

GRADE 5 = 60 MINUTES Grade 6 = 60 minutes Grade 7 = 60-90 minutes Grade 8 = 90 minutes
Grade 9 = 120 minutes Grade 10 = 120 minutes Grade 11/12 = 160 minutes

Consequences of Missing Homework

Learners who miss homework will receive the opportunity to make it up. Learners are given at least a minimum of one day to make up the homework. It is the learner's and/or learner's family responsibility to communicate with the Homeroom Teacher or Subject Teachers to collect the missed homework and to turn it in.

A lack of an adequate explanation or reason for missing homework may result in the student's grades being affected.

A full copy of the school homework policy is available from the school administration on request.

ATTENDANCE

Students who are regularly present at school make rapid progress and are more successful than students who are absent from school. The school, therefore, expects a high level of attendance and the school considers it is the responsibility of parents/guardians to ensure their child attends school on a regular basis.

Parents can help by planning family vacations and visits only during school holidays to avoid interruptions to their child's learning. Should a student be absent for a significant amount of time e.g. hospital treatment, then it is the responsibility of parents to contact school to organize school work during the period of recovery.

It is the student's responsibility to make sure that all class and homework assignments are completed by the agreed deadline.

It is the student's responsibility to make sure that any work missed due to absence is quickly completed without any undue delay. In extreme situations of absence (e.g. long-term illness), a deadline may be extended in agreement with the teacher concerned if this is deemed appropriate and necessary by the teacher.

Students are to arrive on campus no later than 7:45. They are to remain in school until the end of the school day unless ***specific written permission to leave has been granted***. At the completion of the school day transport arrangements must be organised by parents to ensure students vacate the school grounds within 5-10 minutes of the final lesson or activity being ended. ***Also written permission must be given by parents in case any student leaves the school independently***. Under special circumstances students may be involved in extracurricular activities that will require additional time on campus. Prior notice will be given regarding such arrangements.

STUDENT ABSENCES AND LATENESS

Parents are expected to notify the school if students will be absent. Telephone calls are made home if the school is not notified of an absence. Failure to meet the requirements of the programme may result in the completion of extra work to complete requirements and further examinations. Excessive absenteeism, without a valid reason, may result in meetings being arranged between parents and administration to discuss the problem.

Students who arrive late must check-in with the office and record their presence in school for safety and security reasons. Students who are not on time to each class will also be considered late and this information will be recorded in the student file and in the student report.

Teachers are required to report any student's absence from their class if they are not recorded as absent in the daily attendance list.

QUALITY WORK

All students are expected to make their best effort and produce the highest quality work possible. Excellence is not an option reserved for the best. It is the standard we will all be working toward.

A POSITIVE ATTITUDE

A positive approach to daily work allows a child to maximize learning.

We ask parents to join us in creating an enthusiasm and eagerness to learn, and to reinforce learning at home.

BE PREPARED AT ALL TIMES

Students should bring pencils, pens, paper, books and other equipment such as rulers and calculators, to school as needed. Parents can assist by helping children to make lists, teaching them to check their school bags each morning before leaving for school, checking that their homework assignment books are up to date, etc.

It is expected that students will arrive punctually to class equipped with all necessary classroom materials. Assignments are to be submitted on time and if handed in late, without any valid reason or permission in advance may result in a reduction of grades.

Students in the Secondary School should refer to ***the Assessment Calendar***, displayed in the school atrium, to remind themselves of essential deadlines.

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

LOST AND FOUND

The school does not take responsibility for any personal property that is lost, stolen, or damaged.

It is strongly recommended that students do not bring valuable items to school.

MOBILE PHONES

The school does not take responsibility for mobile phones that are lost, stolen, or damaged.

It is the policy of the school for students from Grades 5-11 to hand over their mobile phones, to their homeroom teacher, at the beginning of the school day (the exception will be DP students and then mobile phones may only be used in lessons for research purposes). Students may collect their mobile phones from their homeroom teacher at the end of the school day. If a student is found with a mobile phone during the day, a teacher may confiscate the phone and hand it in to security, or, a teacher will escort the student to security to hand over their phone. It is not acceptable for students to argue with teachers if they are requested to hand over their phone and doing so will infringe the Code of Conduct.

If parents wish to send a message to their child, they are asked to contact the school administration using the contact information on page 3 of this handbook. Similarly, if a student needs to contact a parent they should do so from the phone in the Secondary reception area.

GENERAL EXPECTATIONS AND STANDARDS OF BEHAVIOUR

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

Expectations for students:

1. Respect each other at all times.
2. Follow the instructions of teachers and supervisors and show courtesy and respect at all times.
3. Be on time and prepared for class (It is the responsibility of all students to purchase any necessary equipment and materials).
4. Arrive at school 10 minutes before the first lesson and wait for the teacher to dismiss class when the bell rings.
5. Permission to leave the school premises during the day is only granted following written permission or a telephone call from parents or on the medical advice from the school doctor that requires the school to contact parents.
6. Students are expected to take care of their working environment and of school property.
7. Fighting, pushing, interfering or endangering another person is not permitted.
8. Dangerous objects are not permitted on the premises.
9. The canteen is open to purchase food daily during breaks for breakfast, lunch and afternoon snack.

- Queue in an orderly manner, rubbish should be placed in bins and trays returned to racks. Students are not permitted to buy food and drinks between classes, other than at the specified break times.
10. Running in the corridors is not permitted in the school building.
 11. Drugs, alcohol, cigarettes and vapes are banned substances at Miras International School.

SCHOOL UNIFORM

Students are expected to wear the correct school uniform at all times

Girls	Boys
White Polo t-shirt (short sleeved) -with school logo	White Polo t-shirt (short sleeved) with school logo
Navy blue Polo t-shirt (short sleeved)	Navy blue Polo t-shirt (short sleeved)
Navy blue Bomber jacket	Navy blue Bomber jacket
Plaid red Skirt “Tartan”	Maroon Trousers - (boys)

If students attend school without wearing the correct school uniform, the administration reserves the right to withdraw the student from lessons until they do wear the correct school uniform.

Students should not attend school with hair that has been dyed an unnatural colour or with an extreme hairstyle. The administration reserves the right to decide if a hairstyle is of an extreme nature.

SERIOUS BEHAVIOUR ISSUES

Occasionally, the school is faced with some disciplinary issues and it is important that parents and students know our position on these matters, and the consequences, which will ensue from these unacceptable forms of behaviour. These issues may be defined as, but not limited to:

- Insubordination or showing disrespect towards a teacher or staff member.
- Unexcused absences.
- Cheating on tests, examinations, assignments or homework as well as the plagiarising of material from secondary sources.
- Fighting, disrupting classes, or damaging school or personal property.

- Conduct seriously endangering the safety of oneself or others.
- Theft and vandalism.
- Smoking on school grounds.
- The use of alcohol at school or coming to a school function under the influence of alcohol.
- The use of, possession of, or sale of drugs on school grounds or at school activities.
- The possession of any object, which could be considered as a weapon.
- Abusive or foul language
- Passing the school access card to other people.
- Inappropriate usage of Internet.
- Morally reprehensible behaviour.
- Any kind of discrimination on the basis of gender, culture, language or belief;
- Any action which defames the reputation of the school

The school abides by its Code of Conduct in dealing with such issues.

REPORTS AND PROGRESS

SEMESTER REPORTS

Reports are made available to all students via Managebac two times during the year, once at the end of the first semester and once at the end of the second semester (see the School Calendar on page 5 for the precise dates).

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 Managebac report.

Semester reports are not published before the date fixed unless a written request is made to the Secondary School Principal no less than three school weeks before the published date.

PROGRESS REPORTS

Progress reports are made available via Managebac twice a year, midway through each semester, reporting on progress towards the final end of semester reporting period.

Progress reports are not published before the date fixed unless a written request is made to the Secondary School Principal no less than three school weeks before the published date.

INTERIM/ADAPTATION REPORTS

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.

Interim reports are used to report in such circumstances as the adaptation of new students to a new learning environment, students who are making poor progress, students who are a cause for concern, and students who are at risk of not successfully completing the school year.

PARENT – TEACHER CONFERENCES

Formal parent conferences are scheduled three times per year (See School calendar on page 5).

- Individual Parent/Teacher Conference (usually in November).
- Individual Parent/Student/Teacher Conference (usually in January).
- Individual Student-led Conference (usually in April).

Parents are asked to be prompt for each formal conference appointment.

Informal parent-teacher conferences are scheduled as required.

Parents are encouraged to call and schedule meetings when they have any concern at all regarding their child's progress. Teachers will also initiate parent meetings whenever they see serious problems developing in a student's attitude, work habit, or work products.

ASSESSMENT POLICY

The grading policy for Miras International School is designed to cater for and meet the requirements of the Kazakh Standards curriculum and the International Baccalaureate programmes. These are explained in detail with each report issued.

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.

FEES, DEPARTURES & LEGALISATION

SCHOOLS 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 their child from school until all outstanding payments are made. Also in such cases semester reports and the school certificate or diploma of this student cannot be given or sent to parents.

DEPARTURE

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