

*MIRAS INTERNATIONAL
SCHOOL,
ASTANA*



Secondary School Student-Parent Handbook



2018-2019

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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 MISSION

Miras International School, Astana 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, Astana 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.

SCHOOL CALENDAR 2018-2019

August 2018						
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 2018						
Su	Mo	Tu	We	Th	Fr	Sa
30						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

October 2018						
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 2018						
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 2018						
Su	Mo	Tu	We	Th	Fr	Sa
30	31					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

January 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		

February 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		

March 2019						
Su	Mo	Tu	We	Th	Fr	Sa
31					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

April 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				

May 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	

June 2019						
Su	Mo	Tu	We	Th	Fr	Sa
30						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

July 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			

21 August – Kurban Ait	8 March - International Women's Day
30 August - Constitution Day	21-23 March - Nauryz Holiday
1 December - First President Day	1 May - Kazakhstan People Solidarity Holiday
16-17 Dec - Kazakhstan Independence Day	7 May - Defender's Day
7 January – Orthodox Christmas	9 May - Victory Day

1ter	22 (DP)/3 Sept - 19 October	1 Semester	3 September - 4 December
2ter	29 October - 14 December		3 September - First Bell Assembly
3ter	8 January - 15 March	2 Semester	8 January - 6 June/7 June (DP)
4ter	25 March - 6 June		6 June - Final Bell

SCHOOL DAY

ARRIVAL

Students should arrive at school in plenty of time for classes to begin Homeroom time promptly at 07:50 am

DAILY ROUTINE

The school day is structured around eight-nine lessons in the Secondary School. The length of a lesson is 40 minutes. The school days are organised as follows:

Day Structure Secondary School Academic Year 2017-2018					
<i>Period</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Homeroom	Morning SS Assembly 07.50-08.10	07.50 –08.00	07.50 –08.00	07.50 –08.00	07.50 –08.00
Lesson 1	08.10- 08.50	08.00 -08.40	08.00 -08.40	08.00 -08.40	08.00 -08.40
Lesson 2	08.55-09.35	08.45 –09.25	08.45 –09.25	08.45 –09.25	08.45 –09.25
Break	09.35-09.55	09.25 –09.45	09.25 –09.45	09.25 –09.45	09.25 –09.45
Lesson 3	09.55-10.35	09.45 –10.25	09.45 –10.25	09.45 –10.25	09.45 –10.25
Lesson 4	10.40-11.20	10.30 –11.10	10.30 –11.10	10.30 –11.10	10.30 –11.10
Lesson 5	11.25-12.05	11.15 –11.55	11.15 –11.55	11.15 –11.55	11.15 –11.55
Lesson 6	12.10-12.50	12.00 –12.40	12.00 –12.40	12.00 –12.40	12.00 –12.40
Lesson 7	12.55-13.35	12.45 –13.25	12.45 –13.25	12.45 –13.25	12.45 –13.25
Lunch	13.35-14.00	13.25 –13.50	13.25 –13.50	13.25 –13.50	13.25 –13.50
Lesson 8	14.00-14.40	13.50 –14.30	13.50 –14.30	13.50 –14.30	13.50 –14.30
Lesson 9	14.45-15.25	14.35 –15.15	Snack 1: 14.30- 14.45 hr. Early Dismissal for Students 14.30hr. Paid ASA only SS Professional Development for Teachers 14.35	14.35 –15.15	14.35 –15.15
Snack 1	14.40-14.55	14.30 –14.45		14.30 –14.45	14.30 –14.45
ASA 1 (if Lesson 8 is last)	14.55-15.35	14.45 –15.25		14.45 –15.25	14.45 –15.25
Snack 2 (if Lesson 9 is last)	15.25-15.40	15.15 –15.30		15.15 –15.30	15.15 –15.30
ASA 2 (if Lesson 9 is last)	15.40-16.20	15.30 –		15.30 –	15.30 –
Lesson 10	DP Study Hall	DP Study Hall		DP Study Hall	DP Study Hall

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 after school activity.

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

OUR CURRICULUM

GRADES 6-10

The curriculum for grades 6-10 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 | • History |
| • Russian Language & Literature | • Computer Technology |
| • English Language & Literature | • Design Technology |
| • Mathematics | • Biology |
| • Geography | • Chemistry |
| • Physical Education | • Physics |
| | • Arts: Performing and Visual |
| | • 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 Astana, 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
- Sciences (Physics, Chemistry, Biology)
- History and Geography
- Physical Education (PE)
- Elementary Military Training (EMT)
- Self-cognition

Electives chosen from:

- Core curriculum subjects (except for PE, EMT, Self-cognition)

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, Environmental Systems & Societies

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.

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 Astana. 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, Astana 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.

REWARDS PROCEDURE

We believe that positive reinforcement of model behaviour through the use of praise and rewards, promotes individual values and respect among our students. Our Rewards Scheme is a major factor in consolidating our students' capacity to learn.

Miras stamps are awarded for achievement/improvement in the classroom and activity lessons, including sports and other non-academic areas. Stamps will also be awarded for consistent attitude and attendance. All teachers, homeroom teachers and members of the school administration may award students stamps. Students are rewarded in our special assemblies at the end of each semester in December and June (see school calendar for details). Prizes are determined at the time of award, and are chosen appropriate to the level of award and the age of the student. Each prize will be of use to the student who receives it.

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 the opportunity 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 the experimental sciences in the Secondary school – Integrated Science (Grade 6 and Grade 7), 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.

It is also important for parents to keep the school informed about any issues relating to the welfare of their child.

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

1. Take an active interest in their child's schooling. Ask specific questions about what happens at school each day and how their child feels about it.
2. Help instil student pride, confidence and a positive attitude in school and towards their teachers.
3. Support school policies on behaviour and attendance.
4. Know their child's homework schedule.
5. Encourage their child to make homework a daily activity and develop good homework habits:
 - Provide the time and environment for students to complete homework by setting up a quiet, comfortable study area with good lighting and with suitable resources. This can be almost any place in the home; a special room is not necessarily needed.
 - Set a family "quiet time" where parents and students can work together on homework and reading. If a student says they "have no homework" or they "have finished it", then parents should still use this time and encourage them to use the time effectively to review their other lessons from the day or to read further.
 - Encourage students to take responsibility for completion of all homework assignments, and to take responsibility for minimising the effects of absence on their own learning.
 - Be aware of and communicate to teachers about the level of difficulty students experience with homework.
6. Initiate and encourage discussions with students on local, world or family issues, in a manner that significantly engages students and stimulates thinking.
7. **Communicate problems, concerns, and criticisms immediately and directly to the homeroom teacher or administrator for clarification or resolution. Do not wait until the next conference to do this.**
8. Support where possible, or take an active role in the PTA, voluntary activities, and school events.
9. Share and convey openly and honestly any special problems students have had or are experiencing regarding learning, behaviour, emotional problems and changes in the family situation (divorce,

separations, death, etc.). Do not hesitate to consult psychologists, Homeroom teachers and all other staff who are in a position to help.

10. Dedicate time and thought to the continual improvement of Miras International School.
11. **NOTE: It is very important to avoid disruption to the educational process and we ask parents not to arranging family trips during the academic year or to extend holidays before and beyond the official school ones.**

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 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.

Appropriate action which may be taken for missing homework

	Homework on Time	Homework Late			Homework Missed
Deadlines	1 st Deadline	2 nd Deadline 1 lesson after 1 st deadline	3 rd Deadline 2 lessons after 2 nd deadline	Not handed in before 2 nd deadline	Deadline to be agreed
Action Teacher	N/A	Teacher informs HRT	Teacher informs HRT	Teacher informs HRT	N/A

Action HRT	N/A	HRT informs Parents	HRT informs Parents	HRT informs Parents	N/A
Action Parents/Learners	N/A	N/A	N/A	N/A	To contact teachers to agree 1 st deadline

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. Students should have a minimum attendance record of 85%.

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. All students must participate in Homeroom time meetings every morning. 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

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.

DRESS CODE

The school has a clear school uniform and students should follow the school uniform rules, published on the school web-site.

Students are not allowed to:

- wear clothes which do not conform to the requirements of the school uniform;
- wear any headdress in rooms;
- long hair have to be collected;
- wear valuable jewellery;
- use perfume/aftershave;
- wear makeup;
- wear piercings;
- have tattoos on open parts of the body;
- wear high-heeled shoes and other footwear

If a student comes in non-uniform this will be constituted as a level 2 action according to our Code of Conduct.

We count on the understanding of parents and their support of the conditions listed above and which are directed to the creation of a learning atmosphere according to the policy of the school for the organization of the educational process.

GENERAL RULES AND BEHAVIOURAL GUIDELINES

All of the staff at the Miras International School are committed to encouraging, recognising and supporting an atmosphere of mutual respect, cooperation and understanding. We expect our students to be honest, hard-working and respectful at all times and to be good role models for younger students.

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. 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.
 5. Students are expected to take care of their working environment and of school property.
 6. Fighting, pushing, interfering or endangering another person is not permitted.
 7. Dangerous objects are not permitted on the premises.
 8. 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.
 9. Running in the corridors is not permitted in the school building.
 10. Drugs, alcohol and cigarettes are banned substances at Miras International School.

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 Code of Conduct 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.

In serious cases, listed above, a long-term suspension or dismissal may result.

REPORTS AND PROGRESS

SEMESTER REPORTS

Reports are made available to all students via e-school 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 e-school 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 e-school 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.