



# STUDENT/PARENT HANDBOOK SECONDARY SCHOOL

2017 – 2018  
ACADEMIC YEAR



## **STUDENT PARENT HANDBOOK**

Dear Parents and Students

It is a pleasure to extend a warm welcome to all new and returning students and families, to Miras International School. I look forward to working with you throughout this and the coming years, so that we can provide the best possible learning opportunities and experiences for our students as well as prepare them for the IB Diploma Programme and tertiary programmes upon graduating from Miras.

This handbook contains information to help guide you and your child through the Secondary School and provides the school procedures and practices necessary for success at Miras. Please do not hesitate to contact our IB Coordinators or administrators if you need further clarification. We are always happy to answer your questions and we would welcome any suggestions regarding the improvement of our school.

In this handbook the overall learning expectations are identified, as well as information regarding our approaches to teaching, learning and assessment.

Best wishes for a successful year!

James Lothschutz  
Secondary School Principal

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## **Miras International School, Almaty Mission Statement**

Miras International School provides students with a quality polylingual education which is based on the integration of International Baccalaureate and Kazakhstani Standards and practices and is delivered in a choice of four languages of instruction: Kazakh, English, French and Russian depending on the Grade level. French section is based on the French and Kazakhstani requirements. English is as a language for in-school communication. Miras is committed to educating students to be life-long learners enabling them to appreciate and respect a diversity of cultures and actively contribute to the positive changes in the world.

### **Miras International School Almaty Profile**

The Miras International School (MIS) in Almaty was founded by the Nursultan Nazerbayev Education Foundation to connect Kazakhstan with global education through the best practices of the International Baccalaureate and the Kazakhstani national programmes. MIS is a private, non-profit, K to 12 co-educational school, providing a high quality education, leading to Kazakh and international qualifications for the local and expatriate communities. The main languages of instruction are English, Kazak and Russian. MIS is committed to educating all students to their full potential. They are encouraged to develop a joy of learning, independent thinking and freedom of expression while maintaining a sense of responsibility to others through respect and cooperation. Our greater purpose is to equip our students to lead constructive and fulfilling lives, to appreciate and respect a diverse range of cultures and to have a sense of service and responsibility towards the world community.

### **International Baccalaureate learner profile**

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 IB works with schools, governments and international organisations 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.

### **Welcome to Miras International School – Almaty**

The best education for children is achieved through a partnership with parents and students. Your support as a parent is vital to our success. We warmly welcome questions, feedback, and your involvement in our school life. We hope the following handbook will answer many of the questions you have about the International Baccalaureate Middle Years Programme (MYP) at our school. For abbreviation purposes the English Taught Stream is referred to ETS, the Russian Taught Stream is referred to RTS and the Kazakh Taught Stream is referred to as KTS.

## **Secondary School and MYP Integrated Programme Introduction**

The Middle Years Programme (MYP) is a curriculum framework designed by the International Baccalaureate (IB) to enable students in Grades 6 - 10 to move on successfully to the IB Diploma Programme or the Kazakhstan National Programme. At Miras the MYP Programme is fully integrated with the Kazakhstani standards as outlined by the Kazakhstan Ministry of Education.

MIRAS offers a range and balance of subjects within the framework of the IB, together with a range of extracurricular and community and service activities designed to provide a *holistic* education for each student.

### **Beliefs for Learning**

MIRAS is an IB World School offering each of the IB Programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme (DP). The following beliefs, central to the school's mission, guide our programmes, practices, teachers and students:

#### **Student Development**

Complete education develops students socially, intellectually, physically and aesthetically to prepare them for life in a rapidly changing world. At MIS, students are encouraged to develop the skills and attitudes to become caring, committed and contributing citizens with respect for individuals, other societies and the world.

#### **Social and Cultural Integration**

The school community has a strong respect for, and appreciation of, cultural differences and human rights. Through the International Baccalaureate programmes, all students are part of a uniquely international community, which has at its core mutual respect and a tolerance for difference. We recognize the importance of the Kazakh language and culture and endeavour to promote these.

#### **Acquired Knowledge and Learning Potential**

A quality education recognizes the uniqueness of each student, the importance of acquiring knowledge and skills and the awareness that students must be encouraged to reach their full potential.

#### **A Challenging Curriculum**

The best school curricula are challenging and engaging while including a variety of instructional methods to fulfil the needs of students with different aptitudes. Our learning activities nurture curiosity and creativity, encourage intellectual risk-taking, and develop critical and independent thinking, whilst incorporating academic rigour.

#### **A Qualified and Enthusiastic Staff**

All educators at MIS are highly qualified, and dedicated professionals who help students identify and develop their talents within the school and community. MIS is committed to the continuous professional development of its staff.

### **School Community**

An international school is a strong and cohesive community of faculty, staff, families and students which encourages the development of the skills and attitudes of responsible citizenship. We actively seek the involvement and co-operation of parents and the community.

### **Accountability**

Teachers, administrators, students and parents work together towards these educational goals and are accountable for student learning.

### **Facilities and Resources**

The MIS campus provides a safe and stimulating learning environment where a diverse program, including academics, athletics and the arts, is offered.

### **A Brief Description of the School**

MIRAS International School in Almaty is a Branch of the Nursultan Nazarbaev Educational Foundation. The school was founded in 1999 to form a new educational model in Kazakhstan. MIRAS International School is an experimental school for the RK Ministry of Education and Science that works to connect Kazakhstan with global education. The Secondary School aims to provide a holistic education to its students incorporating both the MYP and Kazakhstani standards requirements in an integrated programme of study. Currently there are more than 560 students attending the school, approximately 20% of whom are overseas students.

MIRAS School has achieved many goals:

- An International Baccalaureate World School authorized to offer the three IB Programmes (PYP, MYP, and DP).
- Accreditation through The Council of International Schools (CIS)
- A member of The European Council of International Schools (ECIS)
- A UNESCO Associated School
- Earned Accreditation through The New England Association of Schools and Colleges (NEASC)
- Miras Almaty was accredited (in 2002) by Cambridge University as an International Examination Center for International General Certificate of Secondary Education (IGCSE).

## **The International Baccalaureate Programmes Description**

MIRAS International School is one of 112 schools worldwide which is authorised to offer all three International Baccalaureate programmes – Primary Years programme, Middle Years Programme, Diploma Programme and one of only three schools in the CIS (Commonwealth of Independent States) to offer all three programmes.

### **The Learner Profile**

The International Baccalaureate (IB) is more than its three educational programmes. At our heart we are motivated by a mission to create a better world through education.

*We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.*

**IB website, [www.ibo.org](http://www.ibo.org)**

All of this is captured in our School mission statement. From its mission statement the IB has developed a set of learning outcomes which are summarized in the IB Learner Profile. This is a set of attributes which:

*... Provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.*

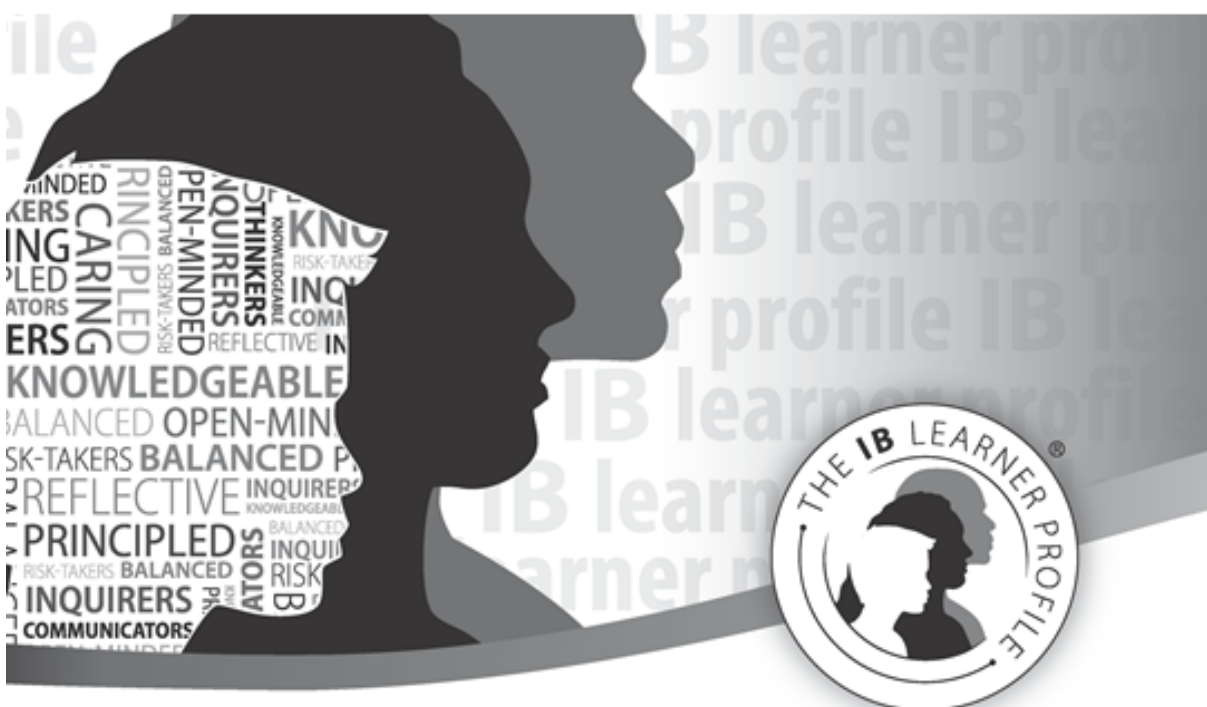
*The attributes and descriptors of the learner profile define the type of learner the IB hopes to develop through its programmes.*

*IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent, critical and creative thought and international-mindedness, the IB espouses the principle of educating the whole person for a life of active, responsible citizenship.*

*Underlying the three Programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner. Thus, the IB is placing the focus for schools where it belongs: on learning. It is not intended to be a profile of the perfect student; rather, it can be considered as a map of a lifelong journey in pursuit of international-mindedness.*

*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 Learner Profile Booklet 2013**



## IB learner profile

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.

As IB learners we 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 experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



## **Secondary School Organisation**

There are three levels within the Secondary School:

- MYP (Middle Years Programme) Grades 6-10 (ETS, KTS & RTS)
- Kazakhstani Programme Grade 11 (RTS)
- DP (Diploma) Grades 11-12 (ETS)

There are generally three/four classes per grade level (one ETS, one KTS & one/two RTS). Class sizes usually have no more than 20 students however this may extend to a maximum of 22 in special circumstances at the discretion of the Head of School.

**The Secondary School Day** is as follows:

<i>Secondary School</i>	
<b>7.30 – 8.00</b>	<b>Extra classes - correction (Tue/Thu/Fri with effect from October)</b>
<b>8:05 – 8:15</b>	<b>Homeroom, 10 minutes</b>
8:15 – 8:55	Lesson 1
9:00 – 9:40	Lesson 2
<b>9.40 – 10.05</b>	<b>Breakfast, 25 minutes</b>
10:05 – 10.45	Lesson 3
10.50 – 11:30	Lesson 4
11.35 – 12:15	Lesson 5
12:20 – 13:00	Lesson 6
<b>13:00 – 13.40</b>	<b>Lunch, 45 minutes</b>
13.40 – 14.20	Lesson 7
14:25 – 15:05	Lesson 8
15:05 – 15:30	<b>Snack</b>
15.30 – 16:30	<b>Clubs</b>
On Mondays and Wednesdays students leave after snack if no special programme for activities	

## **Attendance**

Students who attend school regularly will undoubtedly make more rapid and effective progress. To complete a year, a student should attend at least 80% of the school days over the year. Please aim to plan family vacations and visits ahead of time during our scheduled holiday breaks to avoid interruptions to your child's learning. Students who do not attend school for the required amount of time may have to repeat an academic year according to the contract if they are failing academically.

Students should arrive on campus no later than 08:00hrs in time for the Homeroom at 08:05hrs. Homeroom is not optional; all students must register with the Homeroom Leader at this time. Please do not bring your child to school before 07:45:00hrs as we are unable to provide supervision. Students are to remain in school until 15:05 hrs unless specific written permission to leave the campus has been granted. Students should be collected from school no later than 15.10hrs or 16.30hrs if the child is attending after school activities. Students should only stay beyond 16.30hrs if attending after school activities or using the library. At the completion of the school day transport arrangements must be organized by parents to ensure students vacate the school grounds. Students are not allowed on the campus after 16.30hrs therefore please ensure children are collected punctually at this time. (The only exception is for home and away sports fixtures for which you will be fully informed by the PE department in advance).

If a child is requested to attend correctional lessons s/he must be at school at 7:30. We ask you not to bring your child before 7:30.

Parents are expected to take their children from school no later than 16:30 if they have a club or extra classes.

## **Punctuality**

Regular lateness to school impacts on your child's and other students' learning, often resulting in slow academic progress. Teachers check students' attendance daily at 8:05hrs and make records in the register and attendance lists. If students are frequently late to school this will be dealt with as a discipline violation and detention will be given accordingly as per Disciplinary Policy. The number of days in which a student is late will be noted on the school report. Lateness to lessons is also dealt with in the same manner. Punctuality will be reported on school references and transcripts.

**If you need to take your child home** during the school day please inform the Office Manager (please do not go to a classroom unaccompanied to take your child out of class). A student leaving the campus will be given a special pass-slip, which must be signed by an administrator with the official stamp, which subsequently must be shown to security guards. Students are not allowed to leave the school campus without the Administrator's permission.

## **Absence**

Parents are expected to notify the school if their child will be absent. The school will call home if not notified. Absence because of illness should be confirmed by a medical certificate. Frequent absences and subsequent failure to meet the requirements of the programme may result in the student being given extra work to fulfill requirements, or being required to repeat a grade. Absences will be reported on school references and transcripts.

## **Parking**

Traffic in these car parks shall take place in accordance with School regulations. Drivers must park in a proper space provided. It is not acceptable to stop in front of the gates or in the entrance to the car parks as this creates congestion and is unfair to other users.

While driving in the car parks must comply with the Traffic Rules. The driving speed in the parking lots is **5 km/h.**

The **safety of the children** is our priority. Please be considerate and please demand your drivers to behave properly.

### **Admission Policy**

The school has an admission policy which gives clear guidelines for student admission. Student placements are made primarily on age as at November 1.

#### **Definition of Terms:**

KTS= Kazak Taught Stream:	Most classes taught in the Kazak Language.
RTS= Russian Taught Stream:	Most classes taught in Russian.
ETS= English Taught Stream:	Most classes taught in English.

#### **Grade Age as at November 1**

Grade 6 - 11 years old  
Grade 7 – 12 years old  
Grade 8 – 13 years old  
Grade 9 – 14 years old  
Grade 10 – 15 years old  
Grade 11 – 16 years old  
Grade 12 – 17 years old

The admissions policy is aimed at providing equal opportunities for students seeking admission to the school. The school only admits students for whom there are appropriate educational programmes.

Admission is based on:

- Entrance test results
- Reports and references from previous schools
- Interview with student
- Available space in the target class (class sizes are limited to 20 students throughout the school).

#### ***Special circumstances***

If vacancies are available and an admission test has been passed successfully, the admission priority is given to:

- children of the Foundation's schools teachers in accordance with the labour agreement;
- students of the other Foundation schools (students should take only the test in English);
- children of the affiliated with the Foundation agencies employees;
- children from families who already have two and more students studying at Miras International School, Almaty.

Exceptions are made at the discretion of the Head of School. The following exceptions apply:

- After Grade 9 students joining the Russian Taught Stream must have successfully passed the Kazakh National United Examination at Grade 9 level;
- Students can only join Grade 11 in the Russian Taught Stream at the start of the academic year no later than September 5;
- Students can only join Grade 11IB Diploma Programme at the start of the academic year no later than October 1;

- Students can only be admitted to the IB Diploma Programme in Grade 12 if they have successfully completed the first year of the Diploma Programme and the subjects they have studied are compatible with those offered by the school.

It should be noted that students joining Grade 9 after October 1 cannot be eligible for the award of an MYP Certificate unless moving from a Middle Years Programme in another school. Students joining Grade 9 after this date are eligible for a Record of Achievement. Such students will be able only to complete the programme for the school certificate.

### ***Admission Tests***

Students are required to pass admissions tests as follows:

- Entrance test results for English and Mathematics (for English Taught Stream)
- Entrance test results for Russian/Kazakh, English and Mathematics (for RTS & KTS)

A minimum score of 60% in the English or Russian test is required. A minimum of 50% is required in mathematics; however subject to satisfactory interview with the child a score of 35-49% can enter into the school on probation. To join the IB Diploma or High School Programme at the start of Grade 11, students must successfully pass the Diploma admissions tests in English (also Russian if studied as an A1 language) and Mathematics and, as appropriate, have relevant successful prior experience in the subjects they wish to study in Grades 11 and 12. Where the outcomes of the tests are unclear, or there are uncertainties concerning the suitability of a student's previous educational studies, a student can also be required to take entrance tests in the subjects they wish to study at IB level.

### ***Induction Period***

This is for students who are new to Miras. This period lasts 6 weeks. Students will be carefully monitored during this transition phase into the Miras learning community.

### ***Probation Period***

The probation period may be up to 3 months, depending on the outcomes of the admissions testing. At the end of the probation period, student's progress is reviewed at a meeting of teachers and the decision made whether to fully accept the student into the school, to extend the probation for up to an additional two months, or to recommend the student leaves the programme. The Secondary School Principal in agreement with the Head of School makes all final decisions on probation.

### **Transition from Grade 5 to Grade 6**

At MIRAS we aim to make the transition from Primary School to Secondary School 'seamless'.

Grade 5 is the last year of PYP.

Grade 6 is the first year of MYP.

Enrollment in ETS is considered on the basis of performance on a test in English Language.

**Note:** Priority is given to foreign students during the enrollment process.

### **Admission into the ETS from the RTS or KTS**

It is possible for a student to switch programmes and move from the RTS/KTS to the ETS. This is usually achieved at the commencement of the academic year on successful completion of an English examination together with an interview in English with the Secondary School Principal. A student is then on probation for a period of 3 months in which time the student must successfully demonstrate that he/she is coping with the demands of the English programme and is making good progress in all subjects in which English is the language of instruction.

### **The Kazakh Language (KTS & RTS)**

By law all students who are citizens of the Republic of Kazakhstan must study the Kazakh Language. The only exceptions to this rule are for dual passport holders.

### **The Kazakh Taught Stream (KTS)**

Since September 2009 the KTS has progressed in the Secondary School presently in Grades 6, 7 & 8. The KTS is taught with Kazakh as the main language of instruction and English as a second language. Russian will be studied as a third language. This programme aims to develop competency in oral, written and visual language – speaking, listening, reading and writing. The programme also includes the study of the Kazakh culture including Kazakh history, literature, etc. KTS and RTS students who have strong language abilities also have the opportunity to take some subject area classes in another stream (RTS or ETS).

### **The English Taught Stream (ETS)**

It is expected as part of our Language Policy that all students studying in the English Taught Stream communicate in English at all times during the school day, including breaks and lunch.

### **After School Activities**

After school activities are offered on various days from 15:30 hrs. till 17.00 hrs.

A variety of clubs which have been offered in the past include: Arts & Crafts, Sports (Football, basketball, volleyball, and badminton), Rock Climbing, Dance, Drama, Choir, advanced computing, Additional Languages and more. Parents and students will be notified of the After School activities offered and these will start at the end of September.

### **Assemblies**

School assemblies are held on Monday during Homeroom session starting at 08:05 hrs. for 10 minutes in the atrium. Special assemblies will be held in the theatre.

### **Celebrations, Events and Workshops**

There are traditional events in the school, such as the First Bell and Last Bell ceremonies. In addition, we celebrate Nauryz, Graduations and New Year. Specific events in the Secondary School include the Women's Day Concert, the Personal Project exhibition, the Diploma Programme Group 4 exhibitions, as well as an international festival dedicated to the Independence of Kazakhstan. This year there will be a variety of sports events, concerts and MYP parent workshops.

## **Communication:**

### **Workshops for Parents**

The School holds regular workshops for parents to inform them about the school programmes. Workshops include information regarding the content of programmes and teaching and assessment methods used at Miras. We strongly recommend that parents attend these presentations. Issues regarding students' individual progress are not discussed at these meetings.

### **Parent Teacher Conferences**

During each Semester there will be Parent Teacher Conferences which will give parents the opportunity to discuss their child's progress with all subject and Homeroom leaders. These will be timed shortly after when the Progress Report is published at the end of each semester and in the spring with the mid-semester report.

### **Parent Teacher Meetings**

Meetings must be arranged by appointment in advance. We encourage close contact between parents and teachers and you are able to arrange meetings with subject teachers or Homeroom leaders if the need arises. Meetings are only effective if they are planned in advance and a time is set which suits both parent and teacher. Please arrange meeting times after the school day; do not expect teachers to meet you during school time as all teachers have a considerable teaching load and are unable to miss lessons in order to meet with parents. Often teachers have to also attend meetings and workshops. Meetings can be arranged via the Office Manager at a mutually convenient time.

### **Email**

Parents may contact the Homeroom and subject teachers using only the teachers' Miras email addresses.

### **Communication Pathway**

We have established a process in order to provide an effective means of communication. Please arrange to meet with the teacher concerned in the first instance, before bringing the issue to the Secondary School Principal. In the unlikely event of this being unsatisfactory please refer to the Head of School.

1. If there is a problem related to your child and his/her studies, contact the Homeroom or subject teacher immediately. Call the Office Manager and ask to schedule an appointment with the Homeroom leader or subject teacher.
2. If there is a problem related to your child's emotional or social well-being, contact the Secondary School psychologist. Call the Office Manager to make an appointment with the psychologist.
3. If your problem has not been solved at the previous two levels, please contact the Secondary School Principal. Call the Office Manager and to make an appointment.
4. If your concern remains unsolved or is seen to be within the areas of responsibilities of the Head of School then contact the Office Manager and make an appointment to discuss the issue.

### **Coffee mornings**

The secondary school administrators invite all parents and available teachers to coffee mornings which are held every term. The Head of School also invites parents to coffee mornings on occasion. This is an opportunity to raise questions and suggestions that you have about the educational process at our school. During the coffee morning you can meet individually with members of the administration

### **Publications/Documentation**

The school aims to keep all members of the school community informed through a variety of different channels:-

- The Miras Times
- The Year Book
- Letters to parents
- The School Website: <http://www.miras.kz/>

### **Office Phone**

Students can use the office phone in an emergency only. Calls to friends are not an emergency. Parents are expected to call their children in an emergency only, or at break time via the Office phone.

### **Parent Teachers Association (PTA)**

Parents/guardians, teachers, and the school administration are members of the PTA. The objectives of the PTA are to assist the school in developing intercultural awareness of students, individual responsibility, ethical behavior, and a respectful and attentive attitude towards others; to support the school academic and pastoral programmes to promote a high standard of academic and social education; to support the school in providing a safe environment that meets recognized international standards; to promote the improvement of school resources; to carry out fundraising activities to support Service and Action and other school and PTA projects; to assist in the development of links between parents and the school, encouraging parents to participate in school activities as appropriate; to improve parents' knowledge and understanding of the school mission statement, educational philosophy, and the educational and pastoral programmes.



**Student Electronic Devices: Laptops, Mobile phones & MP3 players (iPods), electrical items, games, etc.**

Secondary School students are allowed to bring a laptop, mobile phone & mp3 player to school but must abide by these rules:

- Laptops may be used during the whole day, (in lessons this is completely at the discretion of the class teacher). A locker is provided for safekeeping and it is recommended that students lock this locker to increase safety.
- Students may use phones/mp3 players only during Breakfast, Lunch & at the end of the school day
- Phones/mp3 players **MUST** be switched off during all lessons. Phones/mp3 players **including SIM cards** will be confiscated (if this rule is not adhered to) for a period of 1–3 days as per the Discipline Policy. Further violation of this rule will result in further sanctions including out of school suspension.
- Students bring their mobile phone/mp3 player to school at their own risk and must assume responsibility for these items at all times. The School takes no responsibility for their loss, malfunction, etc.

## **Dress Code**

*In 2009, with the participation of parents, students and school staff, and hoping to raise the standards for achievement, appearance and behavior, as well as eliminate the distractions and anxiety caused by individual clothing choices, the MIS Community instituted a student uniform and dress code to which all students are expected to adhere.*

The pieces of the uniform are available for purchase from **our School nominated atelier for which details can be obtained from the Admissions Office**. Failure to wear the school uniform appropriately will be considered as a disruption to the learning environment, a serious code of conduct violation.

### **The MIS School Uniform consists of the following for:**

#### ***Girls***

Plain, white, classic shirt or blouse (with collar and sleeves, no colors or patterns)

Tartan Skirt\* or Grey or black classic trousers\* (skirt should be near knee length; not more than 10 cm above the knee.

Blue Jacket\*, Blue woollen waistcoat, Blue woollen jumper\*, or Blue sleeveless jumper\*,

Only black or skin-colored tights or single-colored short socks may be worn

Single colored black shoes with no decorations.

#### ***Boys***

Plain white classic shirt (with collar and sleeves, no colours or patterns)

Grey or black classic trousers\*

Blue Jacket\*, Blue woollen waistcoat sleeveless jumper\*, or Blue woollen jumper\*

Single color, plain, gray or black socks which match the trousers.

Single colored black shoes with no decorations.

Students in grades 9-12 may wear a tie if they choose. It must be plain (no colors or patterns) and Black or Navy (dark) Blue.

For all students in cold weather students must change their outside boots for inside black shoes before lessons.

Note: If a doctor has recommended the use of special shoes (e.g. orthopedic shoes or softer material) these must also be single colored black.

\*these items are the atelier made items.

Appropriate attire for PE, dance and swimming classes:

- PE class: appropriate sport footwear, shorts/tracksuit, T-shirt
- Swimming class: swimsuit/swimming trunks, swimming cap
- Dance class: shorts/skirt/gymnastics suit, dance shoes

On non-uniform days students must adhere to the usual dress code as per the code of conduct.

**Field trips**

To enrich the curriculum and specific units of study, educational field trips are organized to take full advantage of the resources in and around the city. MIRAS has vehicles to transport students during field trips. Security guards accompany students during field trips. Teachers will explain safety rules to the students prior the trip. All parents will be notified of proposed trips prior to the trip. Date, time, destination and cost of the trip will be specified in a special letter. Parents are asked to give written permission for their child to attend each scheduled school field trip. Without parents' written permission teachers will not take a child outside the school.

**Health****The Medical Staff**

A doctor and nurse are in attendance at the school daily and can be found in their office in the basement floor of the main block. When your child is enrolled at the school you must submit medical records noting illnesses your child has previously suffered, allergies, chronic diseases, food intolerance etc. In compliance with the order issued by RK Ministry of Health there is a schedule of vaccinations for every year. Parents will be informed about vaccinations beforehand. If a child has intolerance to the vaccination or it cannot be carried out because of poor health, please immediately inform the school doctor and the homeroom teacher. If your family doctor advises your child to take medicine during the school day, please give the medicine to the school doctor with an accompanying letter. Please, specify in your letter the following: 1. Student's name and Grade; 2. Medicine, dose and time; 3. The expiry date should be written on the medicine as appropriate. If a child is injured or has any pain the school medical staff will render necessary first aid. Annual medical tests for students are provided by medical specialists.

**Safety****Security**

MIRAS takes all reasonable and recommended measures to ensure the safety of the students and the facility. The school employs an independent Security Company who oversees the security of our students, staff and campus. There are CCTV cameras in the school. If there is a security issue please contact the security guards *immediately*.

**Earthquake and Fire Drills**

There are regular emergency drills held at school. To familiarize students with evacuation routes in case of an emergency, the emergency evacuation procedures are posted in every classroom. If you are visiting the school during an emergency or emergency drill, it is imperative that you follow the instructions given to you by teachers or office staff and assemble in the area marked for visitors in the front assembly area.

## **Cafeteria**

MIRAS provides its students with a cafeteria providing both Kazakhstani and International cuisine. A snack is provided at breakfast (10:05hrs) and at the end of the day (15:05hrs), whilst lunch is provided at 13:00hrs. The food is carefully managed by our catering company, with careful thought given to the nutritional needs of our students together with variety and flair. Students are required to queue to gain access to the cafeteria in an orderly fashion. A system is in operation whereby, as the smallest and youngest, Gr 6 students are given priority to line up first at lunch breakfast and lunch during the month of September. Students are also welcome to bring their own packed lunch if they prefer.

## **Library**

The library has a wide selection books in Russian, English, Kazakh as well as other languages. A student can access fiction, nonfiction and reference books as well as periodicals/journals. The school provides all necessary text books required for the delivery of the school programmes of study. Students can borrow three books at a time for one week. In case of loss or damage of a library book, parents are required to reimburse material damage or cost of the purchase of a new book. As a learning resource center, the library also provides computers for online research or word processing and students are expected to be responsible for following rules and procedures while using the machines, as well as reporting any damage or malfunction of the computers. Students are responsible for any intentional damage or damage caused by not following the rules to the computers.

## **Student Council**

The Student Council is an important feature of student life in the school. Its purposes are to:

- Encourage student-led initiatives and activities.
- Represent the overall view of the school and students through a democratic forum for the discussion of ideas.
- Provide a channel of communication for students with the school administration.
- Support school community and service activities.
- Organize student social activities.

## **The IB Middle Years Programme (MYP) at MIRAS grades 6-10**

### **Overview**

The MYP at MIRAS covers Grades 6-10. It has been developed to help students gain the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interconnected world. It aims to support students in becoming autonomous learners who can recognise the relationships between their studies in school and activities in everyday life, who are adaptable to new situations, can work effectively with other people, and solve problems by considering different perspectives on an issue.

The MYP encourages students to become increasingly responsible for their own learning and, as independent learners, they are expected to apply their knowledge with understanding and critically evaluate information in order to understand the world in which we live.

Three fundamental concepts are inherent throughout the programme.

A **Holistic Approach** that encourages students to engage in a programme that develops interdisciplinary and trans disciplinary links between subjects. Supporting students in recognising the connections between subject disciplines helps students become more aware of the implications of solving *real life* problems.

Throughout Grades 6–10 at MIRAS, students are involved in developing **Intercultural Awareness** and international mindedness through promoting a student's understanding of their own culture together with respect and appreciation of other cultures and, in particular, the host country Kazakhstan. Students develop attitudes, knowledge and skills that allow them to become aware of a variety of perspectives, to develop tolerance, respect, and empathy for attitudes which are different from their own; recognising that other people, with their differences, can also be right.

At MIRAS, our subject programmes and Service and Action activities focus attention on cultures around the world. This is highlighted by activities and events such as the December International Festival and the UNESCO conference, MUN and other activities involving schools around Almaty and Kazakhstan. A study of the features of our host country culture can be found in many areas of the programme: field trips to visit places of interest in and around Almaty and in the active student involvement when the school celebrates national days in Kazakhstan.

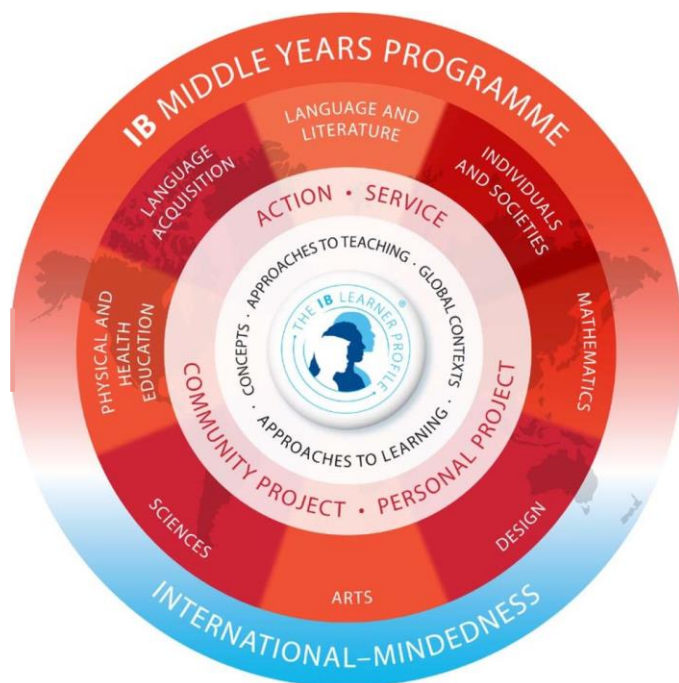
The school offers students a wide variety of opportunities to explore and develop their **communication** skills. They are always encouraged to express their ideas and to also communicate reflections on their learning experiences.

The programme also places emphasis on the acquisition of language and students have the opportunity in the Language **Acquisiton** programme to learn a new language (English, Russian, Kazakh or French).

## The MYP Structure

The MYP is a leading edge, rigorous curriculum model that is continuously being improved. It interconnects teaching subjects through interdisciplinary and trans disciplinary activities, and there is always an emphasis on individual responsibility and personal development. The school gained the initial authorisation to operate the MYP in 2004, and the school is required to demonstrate a continual commitment to improving and developing the programme.

## **MYP Curriculum Model**



This diagram illustrates the MYP Curriculum Model.

At the centre of the model is the student whose development is the focus of the MYP. The main elements of MYP pedagogy are Concepts, Approaches to Teaching, Global Contexts, and Approaches to Learning. The MYP organizes teaching and learning through eight **academic subject groups**: Language and Literature (English/Russian/Kazakh), Language Acquisition (English/Russian/Kazakh/French), Individuals and Societies (History & Geography), Sciences (Biology, Chemistry & Physics), Mathematics, Arts (Visual Art, Performing Art and Music), Physical and Health Education, and Design. The IB prescribes the Subject Areas and subjects to be studied but they allow flexibility in subject content and the time allocated to subjects to meet the needs of individual schools based on host country national requirements.

The MYP culminates in the Personal Project (for students in MYP year 5) or the Community Project (for students in MYP years 3 or 4).

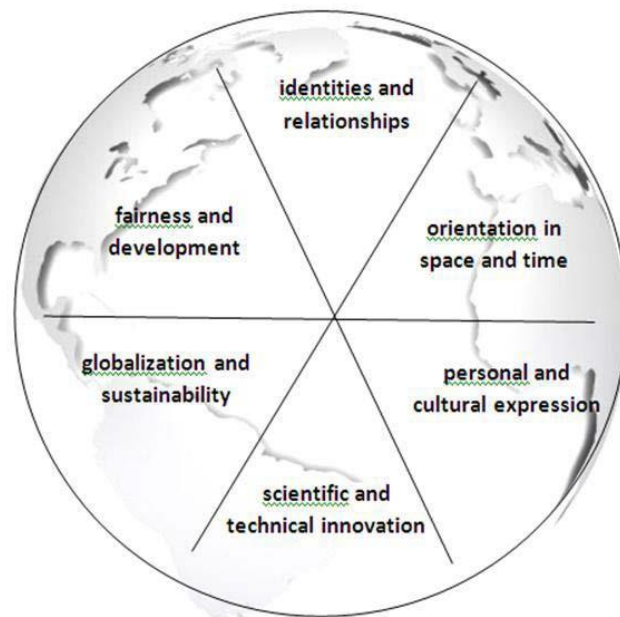
## **Global Contexts**

Subject content is organized around themes or perspectives called Global Contexts. They are designed to encourage the students to make worthwhile connections between the real world and classroom learning.

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

The six MYP Global Contexts inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11 to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a program of international education. Over the course of their study, students should encounter all six global contexts, which are shown in the diagram below.



MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social

responsibility. In Grade 10, the school assesses the Global Contexts through a significant, extended Personal Project completed by each student individually.

### **Approaches to Learning (AtL)**

Through approaches to learning in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. The MYP extends IB approaches to learning (AtL) skills categories into ten developmentally appropriate clusters. The focus of approaches to learning in the MYP is on helping students to develop the self- knowledge and skills they need to enjoy a lifetime of learning. AtL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in the IB Diploma Programme. There are ten Approaches to Learning (ATLs) MYP clusters explained below

<b>Communication</b>	<b>I. Communication skills</b>	
	Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information	How can students communicate through interaction? How can students demonstrate communication through language?
<b>Social</b>	<b>II. Collaboration skills</b>	
	Working effectively with others	How can students collaborate?
<b>Self-management</b>	<b>III. Organization skills</b>	
	Managing time and tasks effectively	How can students demonstrate organization skills?
	<b>IV. Affective skills</b>	
	Managing state of mind <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Perseverance</li> <li>• Emotional management</li> <li>• Self-motivation</li> <li>• Resilience</li> </ul>	How can students manage their own state of mind?
	<b>V. Reflection skills</b>	
	(Re)considering the process of learning; choosing and using ATL skills	How can students be reflective?
<b>Research</b>	<b>VI. Information literacy skills</b>	
	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	<b>VII. Media literacy skills</b>	
<b>Thinking</b>	Interacting with media to use and create ideas and information	How can students demonstrate media literacy?
	<b>VIII. Critical thinking skills</b>	
	Analysing and evaluating issues and ideas	How can students think critically?
	<b>IX. Creative thinking skills</b>	
	Generating novel ideas and considering new perspectives	How can students be creative?
	<b>X. Transfer skills</b>	
	Using skills and knowledge in multiple contexts	How can students transfer skills and Knowledge across disciplines and subject groups?

Every MYP unit identifies AtL skills that students will develop through their inquiry and demonstrate in the unit’s formative (if applicable) and summative assessments. Many AtL skills directly support the attainment of subject-group objectives.



## **Service and Action**

The Mission Statement of MIRAS and the IB emphasise that education extends beyond the classroom, and gives significant importance to a Service and Action element in its programmes. At MIRAS, all students in Grades 6 - 10 participate in the Service and Action that aims to develop a range of qualities in our students. Active participation in Service and Action helps students develop positive attitudes and a sense of personal and social responsibility – qualities which will be valuable to them in their lives as a whole.

It is important to recognise that the successful completion of the Service and Action requirements during the final year of the MYP programme in Grade 10 is a condition for the award of the MYP Certificate. The school must inform the IB whether each individual student has met this requirement, and the MYP Certificate is issued only to students who have successfully met this and all the other qualifying requirements.

## **The Personal Project**

In the final year of the MYP all students are required to complete a Personal Project. This is undertaken starting in the second semester of Grade 9 and reaching completion at the start of the second semester of Grade 10. All Grade 9 & 10 students are provided with a Personal Project Guide which gives details and dates of deadlines, etc. The project may take the form of a research essay, an artistic product or production, the construction of an artefact, an investigation, or some other way of communicating ideas. The Personal Project should illustrate the student's reflections on their experiences of the Global Contexts throughout the MYP, and should allow them to demonstrate how they have developed as an autonomous learner. Initially, students decide on a subject for their project and then they will choose, or be assigned, a supervisor from the teaching staff. The supervisor will support them in designing a timeline, in overcoming any difficulties they encounter, as well as providing support in producing the final presentation of the project. The process the student goes through is as important as the final product, and careful reflective journal keeping and other reflective activities are important components of the Personal Project.

Examples of Personal Projects developed by our students have included:

- How to raise a happy, healthy and obedient dog
- Writing a collection of stories
- Kashmir crisis
- Turkistan, a holy place in Kazakhstan
- Making a model of a traditional Korean house
- How To Become Political Leader

The role of the supervisor is only to guide the student and make sure they are working continuously throughout the timeline of the project. The Personal Project is a valuable opportunity for the students to show how they have developed as an independent learner.

### **The Homeroom Programme**

Every student in Grades 6 - 10 belongs to a homeroom class of no more than 22 students. The homeroom class supports each student in their academic, personal and social development. The homeroom leader has regular contact with the students through registration periods and a planned homeroom program, and supports students in meeting the demands of their studies, getting the most out of international school life, and in coming to terms with the intellectual and social demands of developing maturity.

The homeroom period each week is used to learn about issues such as personal and social development, academic guidance, planning for future studies and careers, and to develop Service and Action activities. This programme complements the work on Approaches to Learning skills which are included within the subjects of the MYP.

### **The Guidance Department**

We have a designated member of staff employed in the role of School Guidance Counsellor. This person is responsible for advising students on a range of issues from University applications; career planning; inviting visiting Universities to provide presentations to potential students; student counselling/staff/parent liaison on individual student academic and pastoral needs; developing the school Guidance programme; supporting students who need to take external examinations such as SATS, IELTS etc. to enable university applications in certain countries.

### **The MYP Curriculum**

The curriculum at MIRAS integrates the best of international and the Kazakhstan state curriculum. We offer a programme that has links with the UK and North American systems, and matches the rigour of these programmes. Teachers produce **Subject Overviews** indicating the sequence of topics to be studied throughout the academic year, and it is intended in the future that these are distributed to students at the beginning of the year. Parents may request additional copies of these from the School Office Manager.

The school web site ([www.miras.kz](http://www.miras.kz)) and IB web site ([www.ibo.org](http://www.ibo.org)) provides an overview of the IB programmes and activities.

## **Assessment and Reporting of Student Learning**

All assessment within the MYP is carried out by teachers within the school, with **moderation of teachers' assessment by the IB taking place at the end of the MYP programme in Grade 10**. Kazakhstani students in the RTS & KTS are required to take national exams in Grade 9.

### **Assessment strategies and tools**

Assessment has many aspects that help support the learning process. Teachers make regular judgements about the effectiveness of both their own teaching and student learning. The majority of assessment carried out in school is for this purpose and is not intended to represent an end product. This is something that is important to keep in mind when considering levels or grades on work and reports. Learning is a life-long journey, and assessment is designed to play an important role in guiding students through each stage of learning.

A wide variety of assessment methods are used in everyday teaching and learning, designed to help students take the next step in learning or to assess their performance at a particular point in time. Assessment may be formal or informal; and include written, oral, group, peer, or self-assessments. It is important to recognise that the assessment of process is as important and, at times, more important than the assessment of outcomes or products. Focusing on the process rather than the final result or product further helps students develop strategies for learning. In these assessments, the feedback may be qualitative rather than quantitative i.e. comprising comments and advice rather than a grade or achievement level. The school will provide state requirement Kazakhstani grades for students leaving the school as required.

### **Criterion-referencing assessment**

The method of assessment used to arrive at grades is through the approach known as *criterion-referencing*. Most assessment within the school will therefore be criterion-referenced assessment.

Criterion-referencing means that a student's work is assessed by specific criteria for each subject. Each criterion represents a certain area of knowledge or skill(s) that are important to a particular subject. In each subject there are a variety of key knowledge and skill areas, and so for each subject you will find four criteria on which students' performances are assessed.

The IB has established the criteria that each subject area uses. Students' work in Language and Literature subjects (Kazakh, English and Russian), for example, is assessed against the following criteria, which are *Analysing*, *Organizing*, *Producing text* and *Using Language*. In Mathematics, as another example, the criteria are: *Knowing and Understanding*, *Investigating Patterns*, *Communicating*, and *Applying Mathematics in real-life contexts*.

For each criterion, the IB provides written descriptions on what a student needs to do to be successful. These criteria help students, with support from the teacher, to understand what each criterion means and what they need to do to continue making progress within each subject. Using these criteria together with self-reflection enables students to identify what they need to do so that they continue to progress further in their learning.

## Using criterion-referencing assessment within the MYP

The IB provides criteria for every subject area, along with levels and level descriptors for each criterion. These are used as the basis for criterion-referencing assessment and report grades throughout the MYP. Teachers modify these criteria so that they clearly show the specific knowledge and skills which the students need to develop in a specific activity or task – which is designed to target more specifically and clearly for the student the *precise* knowledge, understanding, and skills which they need to demonstrate in a particular task or activity. So, at times, students can be given a *task-specific clarification* as a guide to help them with a particular piece of work.

These task-specific clarifications take considerable time to be developed and produced, and it is not realistic to expect that one is available for each piece of work. At times, as part of student involvement in the learning process, the task base rubrics for assessing a particular piece of work can be developed by the students themselves under the supervision of the teacher. It must always be remembered, however, that not all work will be assessed using criteria. Students will always know beforehand which criteria will be used to assess a piece of work and what is expected of them.

The assessment expectation is that, each academic year, students will have had the opportunity to be assessed at least two times in each of the subject specific criteria. These assessment opportunities can be spread over a range of activities and tasks, and it does not mean that all the assessment criteria need to be applied to each assessment opportunity.

### **The use of grades with criterion-referencing**

The students' performance is measured against the criteria for each subject, and there are eight levels a student might achieve for each criterion. The performance required to reach each mark level in a criterion is indicated by its accompanying written descriptors. Teachers therefore consult these to ascertain which best describes a student's performance in that criterion, and the mark will be given according to the level the student has achieved. An overview of the criteria for each subject is available upon request.

### **Awarding an overall 1 – 7 subject grade**

Final grades for a subject are awarded on end of semester reports, and by the IB at the end of the MYP, are on a 1 – 7 scale, with 7 being the highest grade awarded. This grade reflects their overall performance and level in that subject during the year. At the end of the MYP as a whole, it is the grade which appears for each subject on a student's MYP Record of Achievement and MYP Certificate.

The 1–7 grade is arrived at by adding up a student's achievement levels for each criterion for each subject, to give a total. The IB provides grade boundaries for each individual subject, and the student's total is then measured against these boundaries to give a final grade for the subject of between 1 and 7.

To give an overview of the assessment expectations, the IB provides a set of descriptions to show what overall student performance in any subject should look like for each grade from 1–7. This information is shown in the following table:

<b>Grade</b>	<b>Descriptor</b>
<b>7</b>	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
<b>6</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
<b>5</b>	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>4</b>	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
<b>3</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>2</b>	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>1</b>	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

### **Helping students cope with study and deadlines**

Overall, the MYP requires continuous assessment and student involvement in a wider range of work such as more research, investigations, projects etc, than is the case in more formal exam-based systems. This does not necessarily make life easier for students, and in fact the opposite can occur when students sometimes feel that they are under continuous pressure. To help reduce this stress staff will attempt to co-ordinate deadlines, dates of tests etc. by producing assessment calendars. Students are encouraged to talk with their homeroom and subject teachers about any problems they may have, and to keep a well organised Student Diary to help them plan their work.

## **Homework Procedures in the MYP Programme**

Every student has a book, the Student Diary, which is used by to record homework and other important information. Teachers can also use the diary to send messages to parents. Parents should check this regularly. Students receive a homework timetable. Below is a summary of homework expectations.

<b>Secondary - Approximately</b>	
Grade 6 & 7	45-90 min / day
Grade 8	1-2 hours / day
Grade 9 & 10	1.5-2.5 hours / day

Students must record set homework information in their school diary during the lesson, noting subject, work instructions, deadline date and the approximate suggested time, if appropriate, given by the teacher to complete the assignment. Each student is issued with a Homework Schedule. Homework instructions will be explained verbally to the class and clearly written on the board or in a worksheet, with sufficient time provided for students to assimilate the instructions. Homework assignments for individual students may be modified to take into account their learning or language needs.

For formal summative assessments, whether internal or required by the IB, e.g. research essays, investigations, etc; students should be given at least seven days between the time of the work being set and the finished piece submitted.

### **If homework deadlines are missed, the following procedures and consequences are implemented with students:**

If a student fails to hand in work on time, and does not have a letter from home explaining the circumstances, then the score of '0' for the assignment is awarded. Parents will be informed of this through the homework diary.

When a student fails to submit homework repeatedly, the same consequence will apply.

In addition, students:

- Absent on the day an assignment is due must submit it on the first day they return to school
- Absent for more than one day, who have not received the information from the teacher, will be given a reasonable timescale by the teacher to complete the assignment
- Who due to absence have had less time than other students to complete an assignment, may request additional time, either before or after the period of absence. This is at the discretion of the subject teacher, and the additional time cannot be more than the equivalent period of absence.

### **Support Classes**

These are provided for students as necessary at lunchtimes and after school at the discretion of the subject teacher.

## **Grade 10 - The final year of the MYP Programme**

MIRAS is a fully authorised MYP school, and therefore students in the final year of the programme can be registered with the IB for MYP validated grades and, provided the students have met certain requirements, certification on completion of the course.

### **eAssessment**

#### **The principles of the eAssessment process**

The IB eAssessment process is aimed at standardizing levels of achievement internationally. As a result, students receive internationally-validated and recognized grades and certificates. These are important and valuable documents for each student.

#### **The eAssessment process**

1. All students in all streams eligible for certification are registered with the IB by **mid-October** of Grade 10, together with the subjects they are studying. The subject choice must be from:
  - language and literature
  - language acquisition (or a second language and literature)
  - individuals and societies
  - mathematics
  - sciences
  - one subject from arts, physical and health education or design.

In addition to completing the assessment requirements of six subjects, to be eligible for the award of the IB MYP certificate a candidate must also meet the requirements of the following.

- Interdisciplinary on-screen examination
- Personal project
- The school's requirements for community service

IB examiners assess:

- **ePortfolios** of carefully defined coursework in language acquisition, arts, design and physical and health education, using a process of dynamic sampling to moderate results to a global standard
  - **onscreen examinations** (two hours in duration) for selected courses in language and literature, individuals and societies, sciences, mathematics, and interdisciplinary learning.
2. **January-March** – students are preparing samples for ePortfolio
  3. **Middle two weeks of May** – students are sitting onscreen examinations
  4. **August, 1** – eAssessment results are available to candidates

## **MYP Certification**

### **The MYP Course Results (CR)**

This shows the student's final subject grades awarded for performance in each of the subjects that were registered with the IB. As all grade 10 students are registered for the Personal Project, this grade will be listed on their Course Results as well. The Course Results also indicates that Service and Action requirements have been satisfied. The school is obliged to notify IBIS of all students registered, whether or not the student has fulfilled the CR.

### **The MYP Certificate**

For the award of the MYP Certificate, which is the highest award of the MYP, a student must satisfy the following additional conditions. To have:

- Participated in the programme for a minimum of one year (MYP year 5)
- Gained a grade total of at least 28 out of a possible maximum of 56
- Gained at least a grade 3 in each of the six subject groups, the interdisciplinary on-screen examination and the personal project (If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP Course Results)
- Completed the school's requirement for Service and Action.

Students who have studied in the MYP for at least the final year, but fail to achieve the MYP Certificate, will receive the Course Results. The school receives and distributes IB course Results and MYP Certificates in August following the eAssessment process. Our expectation at MIRAS is that as many eligible students as possible will achieve the MYP Certificate.

**IB Registration Fee** The registration fees for each student are paid by the school.

### **Examinations (Grades 6-10):**

In addition to regular subject assessments, students in grades 6-10 will complete periodic Administrative assessments as well as transition ("end of year") examinations in selected subjects.

\*Please refer to the annual *Assessment Calendar* which will be provided in September to all parents.

The examinations themselves will contain tasks which will be marked according to MYP subject criteria, forming a part of the overall assessment scheme for the academic year, and conforming to the overriding principle behind assessments in general—that they should effectively inform and supplement the learning process, and that the results should be used for that purpose, and not be seen as an end in themselves

- Develop students' formal examination skills in preparation for the United National Tests or IB Diploma Programme examinations.
- Review student understanding of work covered during the school year.
- Formally assess elements of the MYP Programme in each subject.
- Allow subject teachers time for extended assessments

Students who are absent for whatever reason from the timetabled examinations, will not be permitted to sit them at a different time.



## **Reports:**

### **Progress reports**

Progress reports are issued to parents four times a year at the end of each term; brief overview progress reports in October and March and full progress reports in December and June. The progress report issued at the end of the first and **third** terms respectively are a single A4 page that shows the extent to which a student is meeting teachers' learning expectations in each subject, together with a written comment by the homeroom leader. Additional interim progress reports of this nature can also be issued at other times if there are concerns about a student's progress in his/her studies. The progress report at the end of each semester provides a detailed written analysis of a student's progress over a semester, and includes written comments by each subject teacher with achievement levels gained by the student, and a written comment by the homeroom teacher (in addition during Gr.10 a report will be written by the child's Personal Project Supervisor).

The end-of-semester progress reports include an overall IB 1-7 grade for each subject.

### **The Learner Profile**

Homeroom and subject teachers regularly monitor each student's progress according to the attributes of the profile. In the end of semester progress reports the Homeroom leader reports on the students' development according to the learner profile.

### **Approaches to Learning**

Subject teachers monitor a student's progress on a lesson by lesson basis. In the end of semester progress reports the subject teacher records the students' Approaches to Learning attitude and skills against four levels of achievement: Extending, Consolidating, Developing, or Beginning.

### **Service and Action**

Each student's involvement in Service and Action activities is monitored by the Homeroom leader, who provides feedback on this in each progress report.

### **Achievement levels and grades**

MYP students in our school are assessed on a summative basis twice a year - at the end of the first and the second semester. The school's report grading system is based on the IB subject criteria and an overall 1 to 7 scale. End of semester reports includes achievement levels for each subject specific criteria with the maximum totals possible per criterion given alongside these marks. In addition, in each subject report at the end of each semester, the student's individual total for the criterion levels is given together with a final overall 1 – 7 grade

The example below illustrates how to determine the Criterion 'A' level for the semester.

Example

<b>Criterion</b>	<b>Achievement Levels</b>	<b>Summative Semester Achievement Level</b>
A	3 4 6 6 4 8	6

Semester summative level is based on a student's progress over that period of time; it is the best fit for the student's overall achievement. It is not an average grade, but the most predominant one.

The table below provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

<b>Grade</b>	<b>Boundary guidelines</b>
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

### **Handbook of Procedures for the Middle Years Programme: Moderation and Monitoring of Assessment (2015)**

It is the decision of the MYP Coordinator whether an assignment is to be accepted for final assessment. If the teacher has verified concerns or evidence that the work is not authentic the achievement levels will not be recorded.

## **Overview of subject criteria**

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

## **The MYP Teaching Staff**

MIRAS is a growing school in terms of the range of subjects offered, and the organization of the programme. As a result, our highly qualified faculty all of whom have degrees in their subjects and previous teaching experience in international schools as well as local schools; take on a number of roles. Apart from teaching their subjects, they act as coordinators for the Areas of Interaction, and Homeroom leaders with counselling duties at each grade level. They also offer a variety of after school activities.

In order to keep current with changes in the MYP and to benefit from ideas and experiences from other international schools operating the MYP programme, MIRAS has a commitment to send teachers to training workshops run by the IB in Europe and elsewhere every year. In addition, regular workshops and meetings are used to continually develop the curriculum and to be informed on student progress.

## The IB Diploma Programme (DP) at MIRAS

### What is the Diploma Programme?

The International Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities. At Miras we deliver the programme in English. As all IB World Schools follow the same curriculum it is possible for students to move from one school to another, ensuring continuity of their education in terms of content, teaching methods and assessment.

Students take six subjects selected from 6 subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours).



From [occ.ibo.org](http://occ.ibo.org)

At present we offer the following subjects:

**Group 1:** English, Russian, self-taught (any if tutor is available)

**Group 2:** English, Russian, French, Spanish ab initio\*

**Group 3:** History, Economics, Business & Management, Geography\*, Psychology\*

**Group 4:** Chemistry, Biology, Physics

**Group 5:** Mathematics HL, Mathematics SL, Mathematical Studies

**Group 6:** Visual arts or another subject from Group 2, 3 or 4

\*The subject is offered as online courses. [Please see next section](#) for details.

## **IB Diploma Programme Online Courses Student and Parent Declaration**

Miras International School offers a varied and balanced IB Diploma Programme. Our students can choose from a wide range of subjects that lead to the full Diploma. In order to offer an even greater variety and accommodate our students' needs, Miras also enrolls students in online IB courses. The courses are designed and administered by the International Baccalaureate and are equivalent to any in-school course.

All students who want to follow an online course need to read this document, sign the declaration at the end and submit it together with their Subject Choices Form to the DP Coordinator.

### **General information about online courses**

To provide on-line education the International Baccalaureate cooperates with a social enterprise Pamoja Education. The online courses, taught by highly qualified and experienced IB teachers, support the IB initiative to increase global access to the Diploma Programme.

The school appoints its staff member, usually a DP Homeroom teacher or DP Coordinator, to work as the Site Based Coordinator. SBS provides better connection between the student and Pamoja.

Classes are limited to a maximum of 25 students, with class sections balanced to ensure a geographically diverse student body

Final examinations are taken under normal conditions at Miras International School.

Only up to 5 students per school can be enrolled in one course. In case of more than 5 applicants for one subject, Miras reserves the right to select whom to enrol.

### **Terms and conditions**

A student can only follow a maximum of one online course

Places on online courses are subject to availability and cannot be guaranteed by Miras International School

Students enrolled in online courses are on 4-week probation. At the end of the probation period, the students' progress is reviewed and they are either granted permission to continue the course or are withdrawn from the course. Students following the full diploma who are withdrawn from online courses can either switch to a certificate programme or replace the dropped subject with an equivalent in-school subject and continue the full diploma. Please note that by this time in the school year the timetable is finalized and students can select only the subjects that they can attend given the restrictions of the existing timetable

Students will be immersed in an environment that makes full use of Web 2.0 tools, such as Blogs, Wikis, RSS Feeds, Podcasts and Discussion Boards. Students need to be familiar with these tools

As a large part of DP coursework needs to be completed outside of school time, it is the students' responsibility to ensure they have appropriate equipment at home.

## **Who takes the Diploma?**

There are two groups of students who should take the Diploma:

Those who need it for entrance to the Universities of their choice and those who, being academically able and well-motivated, want to undertake a challenging programme.

Students do not need to have done outstanding work to consider beginning the Diploma. They must, however, be well-organized, responsible, mature, motivated and determined. Students are advised to talk with their teachers and the IB Diploma Coordinator if they have any questions about the programme and its appropriateness for them. Students who do not choose to take the full IB Diploma are encouraged to take individual Courses in IB subjects for which they are qualified.

## **Full Diploma vs Diploma Courses**

Recognizing the fact that students have different needs, abilities and interests, the IBO offers candidates a choice between the full IB Diploma and the IB Diploma Courses Programme. Those opting for the former take 6 subjects and Theory of Knowledge (TOK), write an Extended Essay (EE) and complete at least 3-4 hours per week of the Creativity Action Service programme (CAS) throughout the programme. 3 of the 6 subjects selected by a candidate have to be studied at Higher Level (HL) and the other 3 at Standard Level (SL). HL courses comprise of 240 hours of teaching and SL courses 150 hours. TOK constitutes another 100 hours. Therefore, the full Diploma Programme is a very challenging venture. Only candidates who meet all the requirements are eligible for the diploma. Those who find it too demanding should take the Diploma Courses Programme.

It is up to individual schools to shape the Diploma Courses programme they offer. At Miras we try to tailor the certificate to the needs of particular students and we consider each case separately. Students may be advised to drop a subject that they are struggling with to no avail and concentrate on the remaining 5 subjects. We may also recommend that a candidate drop HL's and take 6 SL courses. Students joining G11 late in the school year will be put on the Diploma Courses Programme as they will not be able to complete the required minimum of hours for each subject. Certificate candidates may have the opportunity to repeat Grade 11 and join the full Diploma Programme.

It is true that having the Diploma gives students a chance to apply to a wider range of universities than the Courses. However, students and parents should also bear in mind that there is a large number of quality colleges and universities that accept certificate holders. It is students' responsibility to learn as soon as possible what requirements the university of their dreams has. Finally, please remember that a good certificate that a student has studied for from the very beginning gives them a much better chance of getting into a good university than a poor certificate for Courses gained as a result of failure because a student was not successful in the full Diploma Programme.

## **Creativity Activity Service (CAS)**

All Grade 11 and 12 students at Miras International School are required to establish and participate in a balanced programme of CAS activities. CAS is an essential and integral part of the IB Diploma.

### **AIMS OF THE CAS PROGRAMME**

Creativity, activity, service (CAS) is at the heart of the DP, involving students in a range of activities that take place alongside their academic studies. The component's three strands, often interwoven with particular activities, are characterized as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance. This may include visual and performing arts, digital design, writing, film, culinary arts and crafts.
- Activity — physical exertion contributing to a healthy lifestyle. Pursuits may include individual and team sports, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need. Through Service, students develop and apply personal and social skills in real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability for their actions. Service experiences can be approached using the Service Learning model. Service Learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied in the curriculum, utilising skills, understanding and values developed in these studies. Service Learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their Service experiences.

CAS encourages students to be involved in local, national and international activities as individuals and as part of a team, enabling them to enhance their personal, interpersonal, social and civic development. It can be both challenging and a personal journey of self-discovery. CAS activities are usually real and purposeful with significant outcomes, extending the student while involving planning, reviewing progress, reporting and reflection on outcomes and personal learning.

#### **International dimensions**

CAS activities are seen in a broader context, bearing in mind the maxim “Think globally, act locally”. Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

#### **CAS and ethical education**

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise

naturally, and may be experienced as challenges to a student's ideas, instinctive responses or ways of behaving.

### **Aims**

Within the DP, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile. The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences involving intellectual, physical, creative, emotional and fun elements
- meaningfully reflect upon their experiences
- identify goals, develop strategies and initiate further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS Projects
- understand that they are members of local and global communities with responsibilities towards each other and the environment.

### **Learning outcomes**

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved all eight key learning outcomes. Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, "Have these outcomes been achieved?" This focus on learning outcomes emphasizes that it is the activity's contribution to the student's development that is most important.

The guideline for the minimum amount of CAS activity is 150 hours, with a reasonable balance between creativity, action and service. As a result of their CAS experience as a whole, including reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth - They are able to see themselves as individuals with various skills and abilities, and understand that they can make choices about how to move forward.
- undertaken new challenges - A new challenge may be an unfamiliar activity, or an extension to an existing one.
- planned and initiated activities - Planning and initiation is often in collaboration with others. It can be shown in activities that are part of larger projects, as well as in small student-led activities.
- worked collaboratively with others - Collaboration can be shown in many different activities. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.



- shown perseverance and commitment in their activities - At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- engaged with issues of global importance - Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally.
- considered the ethical implications of their actions - Ethical decisions arise in almost any CAS activity, and evidence of thinking about ethical issues can be shown in various ways.
- developed new skills - As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

Appropriate CAS activities might include:

purposeful visits to orphanages, hospitals, or homes for the elderly,  
involvement in theatre productions sports coaching  
tutoring  
participating in the Model United Nations charity work  
learning a new musical instrument, craft or sport environmental work  
organising school trips and activities

These are only examples. Each student will have other ideas and the teachers are here to help support them in organising worthwhile projects.

Each student should maintain a CAS diary in which they record their CAS activities with times dates and a personal reflection. At the completion of an activity, students use their diaries to help them evaluate their own experiences in that activity. This written evaluation is recorded and filed by the CAS Coordinator, together with the activity sponsor's evaluation. Activity sponsors are required to evaluate a student's participation in an activity based on the following criteria:

- The student's attendance and punctuality.
- The student's commitment and effort.
- Evidence of initiative and creativity by the student.
- The student's development during the course of the activity, especially concerning skills and confidence.

CAS Coordinator will make a final evaluation of the student's performance based on the following criteria:

Personal achievement. Personal skills. Personal qualities. Interpersonal qualities.

In addition, towards the end of Grade 12, students carry out a self-evaluation process, describing how they have personally developed from engaging in the CAS programme. This is extremely important, and IB Diploma candidates will only be considered as having completed their CAS obligations when this self-evaluation process is completed.

**Failure to complete the CAS requirements of the programme could result in a student not being awarded an IB Diploma by the IBO, irrespective of the total number of points they have earned in their academic subjects through internal assessment and the final exams.**

All students are responsible for their CAS records kept on the ManageBac (a multi-purpose web resource used by the school for CAS). These may constitute important reference material for the school when writing university and college recommendations. Further, IBO will request to inspect a random sample of IB student's CAS records at the end of Grade 12, before the award of the IB Diploma. For more information, please consult the CAS Handbook.

### **Theory of Knowledge (TOK)**

The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.

The TOK course encourages students to reflect on and question the foundations of knowledge in all subject areas, both in and outside the classroom. Students meet weekly in discussion groups, which lead to presentation and written work on questions set by the teacher. Assessment is based on both the student's presentation and the essay work.

### **Extended Essay**

The extended essay is an in-depth study of a limited topic within one of the six subjects being studied. It has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university. All IB Diploma students must submit an extended essay.

The following points need to be noted:

1. An examiner appointed by the IB organisation externally assesses the essay, and points awarded according to the Bonus Points matrix below.
2. The purpose of the essay is to provide students with an opportunity to engage in independent research with emphasis being placed on the logical and coherent communication of ideas and information.
3. Students should aim to choose a topic which is both interesting and original to them, and which can be supported by the resources available in Almaty.
4. Students will be afforded the service of a teacher to act as supervisor, whose job will be to guide the student in the right direction in the organisation and writing of the essay. Students will be expected to liaise on a continuous basis with their supervisor to ensure that the essay is completed according to the deadline set by the school.

**Students are responsible for their own essay. It is not the role of the supervisor to write the essay for the student, or to tell them what to do.**

## **Assessment in Diploma Programme**

A variety of different methods are used to measure student achievement against the objectives for each course.

### **External assessment**

Examinations form the basis of the assessment for most courses because of their high levels of objectivity and reliability. They include: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions (limited use of these). There are also a small number of other externally assessed pieces of work, for example, theory of knowledge essays, extended essays and world literature assignments. These are completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

### **Internal assessment**

Teacher assessment is also used for most courses. This includes: oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics. Assessments are checked by external examiners and normally contribute between 20 and 30 per cent of the total mark.

### **Examiners**

The IBO uses about 5,000 examiners worldwide. They ensure that student work is assessed fairly and consistently. Many IB examiners are experienced Diploma Programme teachers. Examiners receive detailed instructions on how to mark the work sent to them. Examiners send a sample of their marking to a more senior examiner for checking. Each subject has a group of senior examiners who prepare examination questions, set the standard for marking and determine the marks needed for the award of each subject grade. There is a chief examiner for each subject, usually an academic from higher education, with international authority in their field.

### **Grading scheme**

The assessment of the final grades for the work completed throughout the two-year programme is in the hands of external examiners appointed by the IBO. The grading scheme used is as follows:

1	2	3	4	5	6	7
VERY POOR	POOR	MODERATE	SATISFACTOR	GOOD	VERY GOOD	EXCELLENT

From [www.ibo.org](http://www.ibo.org)

### **Results**

There are two examination sessions each year: May session — results issued on 5 July and November session - results issued on 5 January. Following release of results, they can immediately be distributed by the IBO to universities and university admission bodies around the world.

### **Grading**

Diploma Programme students follow six courses at higher level or standard level. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. Therefore, the highest total that a Diploma Programme student can be awarded is 45 points. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole diploma and to satisfactory participation in creativity, action and service (CAS).

### **Pass rates**

Generally about 80 per cent of Diploma Programme students are awarded the diploma each examination session. Fewer than 1 per cent of students gain 45 points.

### **Re-marking and feedback**

After the results have been issued, schools can request re-marks for particular students if they feel the result is undeserved. Schools can also receive a range of different types of feedback on their students' performance.

### **Legalization of results documents**

In some countries the IB document *Diploma Results* will not be valid unless it is legalized in Geneva, Switzerland by the relevant embassy or consulate. If legalization is required, IB Cardiff will send to IB Headquarters in Geneva the relevant *Diploma Results* documents, that is, those showing the grades obtained by the candidates. The corresponding *Diplomas* are sent to schools for the attention of coordinators, who should retain them until they receive the legalized documents for mailing to individual candidates. Coordinators must provide IB Headquarters in Geneva with the names and codes of those candidates who wish to have their *Diploma Results* document legalized. This should be done by 15 June.

There is now one standard fee per candidate for the legalization of the *Diploma Results*. Coordinators should collect the standard fee from candidates requiring the legalization service in advance and retain it until they receive an invoice from the IB.

Legalized *Diploma Results* documents will be mailed to the appropriate schools by special courier service. It will then be the responsibility of the coordinators to distribute the documents to their students.

Please note that the IB will bear the costs of the courier service to schools provided that the deadline stated above is met. If it is not, the documents will be sent to schools by registered airmail, unless coordinators advise otherwise in which case any extra costs will be charged to the relevant school.

From [www.ibo.org](http://www.ibo.org)

## **University Recognition**

The IBO has been working with governments and universities' admissions staff with a view to informing them of the requirements of the programme as well as the depth of knowledge and the range and quality of skills an average diploma holder will have. As a result, IB Diploma Programme graduates are welcome at a number of universities around the world. Some of the universities offer certain privileges to IB students, which may include exemption from entrance exams or advanced placement (this means that a student with a very good overall score can skip year one and go directly to year two).

When considering your application, most universities will look at your diploma from two angles. They will be interested in your overall score and your subjects selection. While many educational institutions accept students with certificates and all diplomas (regardless of the score), some universities require a minimum number of points to consider your application. Particular departments may require a specific combination of subjects at particular levels. It is very likely they will also look at your grades in the subjects before they decide whether to accept you.

However, one should bear in mind that universities are independent entities and may have different admissions policies, even within one country. Therefore, we recommend that students decide as early as possible what they want to study and choose a few universities that can provide the education they want. Next, they should find out what their requirements are. This can be done through the IBO website ([www.ibo.org](http://www.ibo.org)), by writing directly to the university or by asking School Counsellor for advice.

Students who are interested in American colleges and universities should remember that while the IB diploma can give them credits, it is not sufficient for admission purposes. All students (American citizens included) are required to take SAT examinations (Scholarly Aptitude Test), whose objective is to measure students' abilities before entry into college. It is possible to sit the test in Almaty. For more information visit <http://www.collegeboard.com/>.

## **University Application Procedure for IBDP students**

To ensure efficient completion of application documents as required by the university of their choice, IBDP students will observe the following regulations:

1. Students approach the DP Coordinator and the Guidance Counselor to inform them of the student's request. They submit electronic and hard copies of the documents for teachers to complete **at least one week** before the documents are supposed to be mailed. Requests that will not allow the minimum time for completion will be denied.
2. Students check with the Office Manager what the costs of mailing the documents are by their preferred method, e.g. DHL, UPS, etc. and pay the amount to the school accountant.
3. The DP Coordinator/Guidance Counselor distributes appropriate forms to DP teachers.
4. Teachers have one week to complete and return the forms and/or letters of recommendation.
5. The DP Coordinator requests Predicted Grades from the relevant teachers.
6. The DP Coordinator collects Predicted Grades within 2 – 3 days and forwards them to the Guidance Counsellor.
7. The Guidance Counsellor collates all documents and has them mailed to the selected universities. Photocopies of all documents are kept at school.
8. If applicable, students are given the air waybill number so they can track the mailing online.

### **NOTE:**

**All recommendations, ranking and predicted grades requested by universities are considered confidential and will not be disclosed to students.** Please remember that the Predicted Grades required by the IB will be communicated to students after 10<sup>th</sup> April.

**\*Academic honesty: Please refer to the “Academic Honesty Policy”.**

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