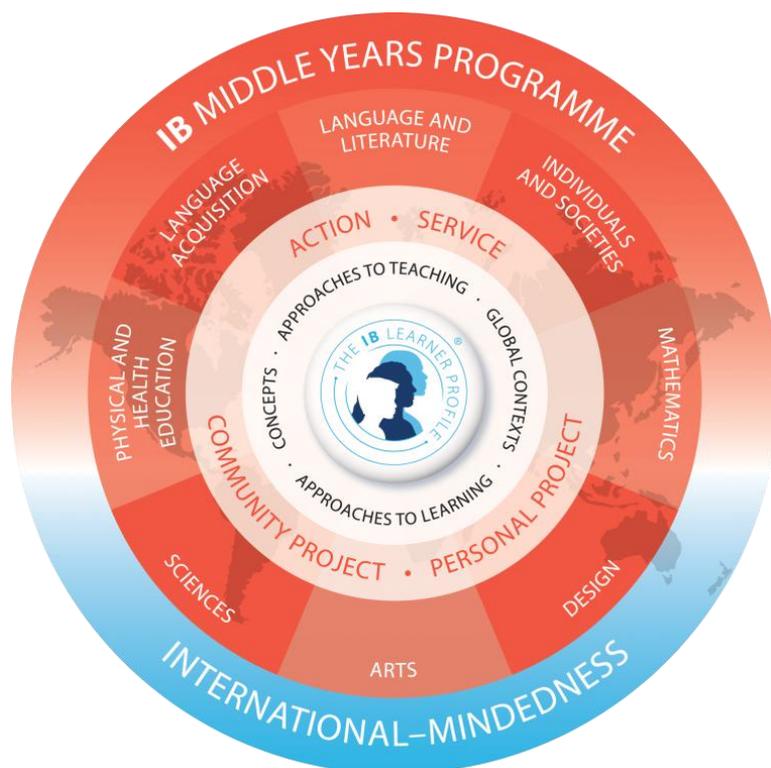




**Bishkek
International
School**

MIDDLE SCHOOL HANDBOOK

2019/20





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Updated 22nd June 2019



Welcome

On behalf of the Middle School faculty and staff, I am delighted to welcome you to Bishkek International School!

BIS is a warm and welcoming school, founded by the community for the community. Our student body consists of over 260 students from more than 30 countries, giving the school a truly international feel.

Now in its ninth operational year, BIS continues to make strides in demonstrating its standards of education on an international stage. Last year we were proud to achieve authorisation in the International Baccalaureate Primary and Middle Years Programmes (PYP and MYP), in addition to our existing authorisation for the IB Diploma Programme. This makes us the first International Baccalaureate World School in Kyrgyzstan. The quality of the education we offer was also recently affirmed by international visitors from the New England Association of Schools and Colleges (NEASC), who granted BIS accreditation. Importantly, BIS is also accredited by the Kyrgyz Ministry of Education.

As a school, we are committed to helping students become internationally-minded, think creatively, reason critically and communicate effectively. Students in the Middle School follow the IB MYP, which enables them to develop skills for learning, draw connections between their subjects and apply their knowledge to real-life contexts, thus preparing them for life in an ever-changing world. The programme also involves an aspect of service learning, which encourages students to engage with their community to make a positive difference to the lives of others.

We also offer our students opportunities to participate in extra-curricular activities, including sport, art, music, drama and debate, in order to support their holistic development. Our Middle School staff members come from diverse backgrounds and bring with them a wealth of knowledge and experience in education.

Whether you are new to BIS or returning for another year, we hope that this Handbook will serve as a useful guide in answering any questions you may have about life in the Middle School. Further information and a complete of school policies can be found on our school website: www.bis.kg. Please feel free to contact me by email (tjohnson@bis.kg) or pop into school if you have any questions regarding the MYP or if you would like to meet to discuss anything. We hope that you will find the Middle School an exciting, engaging and challenging place of learning and we look forward to our partnership with you throughout the academic year.

Tim Johnson
MYP Coordinator



Vision and Mission

Vision

To be the best international school in Central Asia providing inspirational education in a happy environment to globally minded students who are the leaders of the future.

Mission

Our Mission is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.



Accreditation

BIS is an International Baccalaureate® (IB) World School offering the IB Diploma for students' aged 16-19 years, the IB Middle Years Programme (MYP) for students aged 11-14 years and the IB Primary Years Programme (PYP) for students aged 3-11 years. The school is also accredited by Cambridge International Examinations and provides the International General Certificate of Secondary Education (IGCSE) for students age 14-16. In October 2018, BIS was accreditation by the New England Association of Schools and Colleges (NEASC). BIS is a licensed and accredited educational institution by the Ministry of Education of the Government of the Kyrgyz Republic, which allows our students to also sit Kyrgyz state exams and qualify for Kyrgyz universities if they wish.



The School Day

Timetable and Calendar

The most recent version of the school calendar to the 2019/20 academic year can be found on the school website and is given in Appendix 8. If any changes are made to the calendar, an updated version will be sent to parents and students and the calendar on the school website will be updated accordingly.

The school day for Middle School students begins at 8:00am. There are eight 45-minute periods per day, with a 45-minute lunch break between periods 5 and 6. Lessons finish at 15:15 and extra-curricular activities (ECAs) run every day from 15:30 - 16:30. Students who remain at school after 15:30 must take part in an ECA or study in the library. All students should leave school by 17:30.

Middle School students will be provided with a copy of their timetable at the beginning of the academic year, and a copy will be sent to parents via email. Class timetables will also be displayed on the notice board in the cafeteria. Students are responsible for knowing their own timetable and attending all timetabled lessons with the correct stationery and equipment. The outline timetable for Middle School students, showing break times and lunch time, is given in Appendix 7.

Attendance and absences

Full attendance is important for academic achievement and social interaction. If students are ill, parents should inform the school before 10:00 on the first day of absence. If no information is received, the school Reception will contact the parents/guardians to ask the reason for absence and when the student is likely to be at school. If absence is known about in advance (e.g. unavoidable family travel), the school should be informed by parents as early as possible.

To ensure a healthy and safe school environment, any student returning to school after illness must provide a written note from their doctor or parent to explain the reason for absence. The Form teacher will give the note to the school doctor, who will keep them in student files and update school records. Frequent absences must be reported in writing to the Director of Studies who will investigate the reasons.

If a student is frequently absent or absent for a prolonged period of time *without reasonable explanation*, the Director of Studies and Head of School may arrange a meeting with the student and their parents/guardians to discuss the issues and the student's future at the school.

Arrival and Leaving Procedures

Middle School students should arrive at school between 7:30 and 8:00. Students should not arrive before 7:30am and all students must be in class by 8:00. From 7:50, students should meet in their Form classroom with their form teacher to be registered. Students arriving after 8:00 must report to Reception before joining their class so that their arrival at school can be registered. Students arriving to class more than 3 minutes after the bell has rung to mark the start of the lesson will be marked as late.

If students are collected from school during the school day, the parent/guardian collecting the student must go to Reception. Reception will organize collection of the student from the Reception area, and record the absence in the school register.

Students may go home or be collected from school at the end of school lessons at 15:30, or after Extra-Curricular Activities (ECAs) at 16:30. Any Middle School student remaining at school after 15:30 must attend an ECA or work in the library. It is not permitted for Middle School students to walk around the school or play unsupervised outside during this time.

Some students may occasionally stay beyond 16:30 for additional sporting or academic activities, but all students must go home or be collected from school before 17:30.

Middle and High School students are themselves responsible for meeting parents/guardians or drivers or finding their own route home. If any of these students are not being met by a parent/ guardian or designated driver, the parent/guardian must give advance notice to the school that the student will leave the school by themselves, or they will not be allowed to leave.

Middle School students must not use the school premises outside of school hours unless they are under the supervision of a BIS staff member or their parents.

Dress Code

BIS does not have a school uniform or specific dress code, but students are expected to dress in an appropriate manner for school. This includes:

- Dressing in a way that does not cause offence or distract other people
- Wearing clothes that are appropriate for expected activities in school, including PHE and Art.
- Wearing clothing and other possessions that do not have visible slogans or words which are racist, sexist, religious, nationalist, or may in any other way cause offense to other students or staff
- Ensuring that clothing and personal presentation contribute to the positive image of the school.

Whatever they wear, students should be sensibly dressed for an active life so that they can use the play equipment and field at break times.

Equipment

Middle School students should have the following equipment for school:

- Backpack/bag to carry books and belongings to/from school
- Hat/cap for outside in hot weather OR warm coat and hat for cold weather
- A bottle for drinking water
- Trainers and a T shirt and shorts or a tracksuit to wear for PE.

BIS provides all students with a basic set of stationery at the beginning of the year or on joining the school. All students are expected to come to lessons prepared with something to write with, a school exercise book and a student diary.

Middle School students may find it useful to use a personal computer at home to complete assignments, but they are not required to bring one to school. Students will have access to school Chromebooks and desktop computers as required during lessons. If a student wishes to bring their own device (laptop, tablet, Chromebook) to school for use in class, they are welcome to do so, but must abide by expectations for appropriate use of technology as outlined in Appendix 5.



Lunch, Snacks and Drinking Water

BIS provides morning snack, lunch and afternoon snack for all students. Students can opt out of school lunches for the whole semester, but must bring their own lunch to school. Fizzy drinks, sugary snacks, gum and packets of crisps (chips) should not be brought into school unless approved in advance by the form teacher.

Students should bring their own water bottles to school, which they can fill up at any of the filtered water dispensers around the school.

Break times

Middle and High School students have 3 breaks in the school day: morning break (9:30-9:45), lunch break (12:10-12:55) and afternoon break (15:15-15:30). Food is served in the café during each of these break times. During these breaks, students are free to enjoy the outside space where they will be supervised by members of staff. They may also read or work in the library. Students should not be unsupervised in classrooms during this time.

Reception Hours

BIS Reception is open from 7:45-17:30 on school days and from 8:00-17:00 on weekdays during school holidays. Appointments with members of staff or general queries about school events can be made through Reception.

Email: info@bis.kg

Tel: +996 312 214 406



Communication at BIS

Strong communication links between home and school are a vital aspect of an effective school. At BIS we strive to maintain open channels of communication with students and parents about our educational programmes, student progress, school events and other issues of importance. Effective communication is the responsibility of every member of the school community. BIS operates as transparently as possible with as much information as possible about the school available on the BIS website, www.bis.kg.

Meet the Teachers

Early in the new school year, the school hosts a 'Meet the Teachers' evening for parents to meet their children's teachers and hear about overall and subject-specific programmes for the upcoming school year. Parents are encouraged to learn as much as possible about the curriculum, teacher expectations and school procedures. This year, Meet the Teachers will take place on Friday 30th August.

Official Publications

BIS publishes several documents to communicate information about the school. In addition to the Preschool, Primary School, Middle School and High School Handbooks, the school provides a comprehensive set of policies, an official annual calendar and a weekly newsletter, all of which are available on the school website or at Reception.

Voices

The centrepiece of the BIS communication system is a weekly newsletter called *Voices*. This newsletter is published at the end of each week and contains information about student activities in the week, special accomplishments and upcoming events. *Voices* is sent by email to all parents and to students with school email addresses. It is also made available on the school website and in printed form in the school cafeteria. If you are not on the *Voices* mailing list and you would like to receive it, please send an email to info@bis.kg and ask to be added to the *Voices* mailing list.



Report Cards

Students in the Middle School receive four school reports a year. An interim progress report is issued in October, halfway through the first semester. This report consists of a written comment from each subject teacher about the student's progress, development of skills and behaviour.

A full report is produced in January and June. This report includes criterion scores and MYP grades (1-7) for each subject, as well as a written comment from each teacher and the form teacher. Students also write a reflection to be included in the report.

A second interim report is produced in March, halfway through the second semester. This report consists only of criterion scores and MYP grades (1-8) for each subject criteria.

A summary of the above information is shown in the table below:

Month issued	MYP Grades	Subject Teacher Comments	Application and attitude grades (comments optional)	Student Reflection
October	✗	✓	✓	✗
January	✓	✓	✓	✓
March	✓	✗	✓	✗
June	✓	✓	✓	✓

Parent-Teacher Conferences

Parent-teacher conferences are held three times per year. Parents will have the opportunity to meet with each subject teacher and, if requested, their child's form teacher, to discuss academic and social progress and targets for future improvement. The MYP Coordinator will also be available for individual meetings if requested.

In the 2019/20 academic year, parent-teacher conferences are scheduled for:

- ✓ Friday 30th August – Meet the Teachers
- ✓ Wednesday 16th October
- ✓ Wednesday 15th January
- ✓ Wednesday 17th June

Student Diary

Each student will be issued a Student Diary at the beginning of the academic year or on joining the school. The Diary should be used by students for recording homework tasks and should be signed by parents on a weekly basis. Diaries will be checked by form teachers during form time on Friday afternoon. Teachers may also communicate with parents via the students' diary. Parents are asked to check their children's diaries on a regular basis and can also communicate with a teacher through the Student Diary.



Emails and Telephone Calls

If parents have any questions about their child's learning or wellbeing, they are encouraged to contact the relevant staff members by email or arrange an appointment with a teacher by contacting Reception (email: info@bis.kg; tel: +996 312 214 406). The following people should be contacted according to the nature of the question:

Subject-specific academic questions:	<i>Subject teacher</i>
Programme or overall curriculum questions:	<i>MYP Coordinator</i>
Welfare or behavioural questions:	<i>Form teacher and Head of Student Welfare</i>
Questions about sporting activities or ECAs:	<i>Athletics Director/ECA coordinator</i>
Accounts and fees:	<i>Chief Accountant</i>
Transportation:	<i>Administrative Assistant</i>
Middle School issues:	<i>MYP Coordinator</i>
Medical issues:	<i>School Doctor and Form teacher</i>
Address changes, withdrawal and transcripts:	<i>Admissions Officer</i>
Student absence:	<i>Receptionist, Form teacher</i>

Teachers will call or send an email directly to parents if a student's progress or behaviour warrants such communication. We hope that by working together we can develop happy, responsible and independent students.

If questions or concerns cannot be resolved by the initial point of contact, parents may wish to contact the Director of Studies (Ms Krisha Gandhi - kgandhi@bis.kg) for issues related to teaching and learning, or the Head of School (Dr David Grant - dgrant@bis.kg) for all other issues.

If a problem cannot be resolved after a conference with the director it may be referred to the school board. It is hoped that concerns will be resolved informally, quickly and via the above routes. However, if the complaint and concern has not been resolved, the Complaints and Appeals Procedure is set out in the Parents and Guardians Handbook and should be consulted.

Welcoming new students

New students joining the Middle School will be invited for an individual interview with the Counsellor during their first few weeks to discuss their transition to the school and any questions or concerns they might have. Students will also be introduced to the Director of Studies, MYP Coordinator, Head of Student Welfare and members of the Administration team. This gives us a chance to get to know each and every student and welcome them to the school community.

Open-Door Policy

At ESCA-BIS we have adopted an open-door policy, in which literally and figuratively our doors are open to you. If questions, suggestions or complaints arise, it is important to us that your thoughts are heard. We believe a quick chat in the hallway or at a school event, an informal meeting at pick-up time or a visit to your child's classroom can usually help resolve concerns before they become a problem. Naturally, busy schedules mean that we cannot always guarantee a drop-in meeting, so we encourage parents to make an appointment with the desired people with the Receptionist.

In addition to being available to discuss your comments or concerns about the wider school, the Management Board are the people to turn to if you are not satisfied with the responses given by any members of staff you have spoken to. In the unlikely event that none of the administration or teaching team are able to resolve the issues at hand, an appeal can

be made in writing or via board representatives to the Governing Board. More detail about Complaints and Appeal Procedures can be found in the Parents and Guardians Handbook, available on the school website.

At BIS we are committed to keeping the whole school community communicating and working together to provide the best possible learning experiences and environment for our students.

Parent-appointed Governors

Three members of the Governing Board are elected by the Parents Association to represent the interests of parents. Governing Board members are normally elected for a three year period and may be re-elected for a maximum consecutive period of nine years. Elections for a new parent representative will take place early in the 2019-20 academic year and names of the elected governors will be shared with the school community via email. Should you have any concerns or comments to address to the Governing Board, please approach one of your parent representatives.

PAMC

The Parents Association, led by the Parents Association Management Committee (PAMC), takes an active role in school life. They organise events throughout the year to bring the school community together and raise money for a wide range of school endeavours.

PAMC volunteers represent a variety of countries and grade levels and serve as vital links in organising events, communicating relevant information and supporting newcomers to the school community and to the country. The first all parents meeting will take place at the beginning of September, with information provided in English and Russian.

Class Representatives, appointed by the PAMC, are also available to answer general questions about the class or the school that you may have. A list of members of the PAMC and Class Representatives will be given to you when your child starts school and will be updated every year. If you do not have the list, you can email pamc@bis.kg for information.



Curriculum Framework

At BIS, Middle School consists of students aged 11-14 (UK and Australia: Years 7-9; US and Canada: Grades 6-8; Kyrgyz Republic: Grades 6-8).

Students in the Middle School follow two curriculum frameworks. For the most part, students' lessons follow the IB Middle Years Programme model, which encourages inquiry-based, student-led and globally focused learning experiences. For more information about the International Baccalaureate, please see Appendix 2.

MYP Curriculum

The MYP forms the core curriculum of BIS' Middle School Programme and consists of 8 subject groups:

- Arts (divided into Visual Art and Performing Arts)
- Design
- Individuals and Societies
- Language Acquisition (offered in English, French, Mandarin, Russian and Spanish)
- Language and Literature (offered in English and Russian)
- Mathematics
- Physical and Health Education
- Sciences

These courses are grade level appropriate and are taught in accordance with the IB Middle Years Programme. All subjects, with the exception of Language Acquisition courses, are taught in grade levels. Language Acquisition courses are taught across the Middle School grades in groups divided according to language and phase level.

Teachers in each of these core curricular areas share common planning time during the week and use this time to collaborate in the areas of curriculum and instruction. They also use this time to identify and establish interdisciplinary links between subject areas.

Local Curriculum

The local curriculum follows the programme determined by the Ministry of Education of the Kyrgyz Republic in order to prepare students for Kyrgyz state exams. It is offered in the following subjects:

- Russian Language and Literature
- Kyrgyz Language
- Host Country Studies (Kyrgyz Geography and History)

This programme is provided for all Kyrgyz citizens and open to any other students who have the required language fluency and/or wish to participate. Kyrgyz citizens are free to opt out of Kyrgyz language studies on the provision of written confirmation of this decision from their parents.

Life Skills Curriculum

Students in the Middle School also have one lesson a week, led by their form tutor, which is devoted to topics such as study skills, identity and relationships, health and wellbeing, and citizenship and society.

Service Learning

The Middle School curriculum is enriched through service learning activities carried out throughout the programme. In each year of the Middle School, students identify, design, carry out and reflect on activities to serve the school and

wider community. These activities may be inspired by subject units but are led by the students themselves, with support from a supervisor, and carried out outside of class time. Students in MYP3 complete a more substantial Community Project, representing a sustained commitment to community service and culminating in a presentation on the project journey.

Study Periods

Many students in the Middle School have study periods in their weekly timetable. These study periods take place in an assigned classroom or the library and are overseen by a member of teaching staff. Students are expected to use these periods to work on homework tasks or service learning activities and, if needed, to ask for support from teaching staff. Students may arrange individual meetings with teachers during this time, provided permission has been sought from the supervising teacher.

Form Time

Middle School students are assigned to form classes according to their grade level. Form teachers work with subject teachers to have overall oversight of their form group's wellbeing and academic progress. Form teachers are available to meet with their form groups daily from 7:50-8:00 in their form classroom, and after assembly on Friday afternoons. Form teachers are also responsible for teaching one lesson of Life Skills per week to their form group.

In the 2019/20 academic year, the Form teachers in Middle School are as follows:

MYP1: Alisher Arstanbek (aarstanbek@bis.kg)

MYP2: Grace Park (gpark@bis.kg)

MYP3: Hilary Harveycutter (hharveycutter@bis.kg)



The Middle School Curriculum

The International Baccalaureate Middle Years Programme (MYP) is a five-year programme for students aged 11-16. BIS currently runs the MYP as a three-year programme for Middle School students (aged 11-14).

The MYP is a truly international programme that helps students develop the knowledge, attitudes and skills they need to be active and responsible global citizens in a changing and increasingly interrelated world. Currently more than 1,300 schools in 108 countries worldwide are authorised to run the MYP, and many more are in the process of gaining authorisation.

Students in the MYP develop as independent and lifelong learners. The interdisciplinary and inquiry-based nature of the programme encourages students to recognise relationships between school subjects and the world outside and combine relevant knowledge, and practical and social intelligence to solve problems.

The MYP gives schools the flexibility to structure the curriculum according to its own context and requirements. Teachers organise their curriculum through Global Contexts (Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalisation and Sustainability, and Fairness and Development), so that students learn how these contexts help to bring meaning and a 'real world context' to each subject area.

Curriculum development is based on around concepts, or 'big ideas', that encourage students to demonstrate levels of thinking that reach beyond facts or topics. The exploration of concepts leads students to engagement with complex ideas and helps them develop skills in transferring and applying skills to new situations. All MYP schools must structure their curriculum to allow their students to achieve the aims and objectives of each subject group, as determined by the programme.

Many of the programme elements and the underlying philosophy found in the MYP are consistent with those found in both the IB Primary Years Programme and the IB Diploma Programme and builds upon the former to support student success in the latter.



Service as Action

The MYP emphasis education beyond intellectual achievement. Throughout their time in MYP, all students should engage in the Service as Action programme in order to develop a sense of personal and social responsibility. Through Service as Action students should:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

The Service as Action is led by a designated coordinator and supported by MYP Form and Subject teachers. A detailed Service as Action Handbook will be given to all MYP students and shared electronically with parents and guardians at the start of the academic year.



Community Project

The MYP Community Project is an important requirement of third year of the MYP (MYP3). It challenges students to participate in a sustained, self-directed project to serve the needs of those around them, under the guidance of a project supervisor. Through their completion of the Community Project, students develop skills in research, creativity, organisation, teamwork, communication, responsibility and reflection.

MYP3 students work on their Community Projects over a period of approximately 6 months during the school year. They work in pairs or groups of 3 and are supervised by a project supervisor, who they identify and approach independently. Throughout the process, students should keep a process journal documenting the actions, challenges and reflective opportunities they have encountered. The process culminates in a Community Project Presentation Evening in front of parents, peers, teachers and other members of the school community.

Students are graded on their Community Project Presentations according to the following criteria:

- A:** Investigating
- B:** Planning
- C:** Taking Action
- D:** Reflecting

This grade, together with a comment, is included on the student's report card.

Students will be given a Community Project Handbook at the start of the academic year, and will be guided through the process by their Form teacher, supervisor and the Community Project Coordinator. A Community Project information evening for parents will be arranged at the start of the year and all information documents will be shared with parents via email.



Course Descriptions

ARTS

Visual Art

The Art course provides opportunities for students to create and present art in ways that engage and convey their own feelings, experiences and ideas.

Main topics of study include landscapes, cubism, wall art, sculpture and self-portraiture.

Through the units of study, students will develop skills in painting, sculpting, sketching, researching, reflecting and organising. Throughout each unit they will keep a process journal documenting their artistic process and thoughts. Students will develop their knowledge of artistic materials, proportion, composition and perspective. They will also learn about the history of artistic styles and notable artists, as well as learning to critically appreciate works of art.

Students' progress will be monitored through formative and summative assessment tasks, which include designing wall art around a given theme, producing sculptures from commonly found materials, exploring the history and development of the Cubism movement and using and applying knowledge of composition.

Summative Assessments will be assessed on the following criteria:

- A:** Knowing and understanding
- B:** Developing skills
- C:** Thinking creatively
- D:** Responding

Performing Arts

The Performing Arts course combines the study of music, drama and movement. Students will alternate between units focusing on drama and music on a termly basis.

Main topics of study include movement and stage presence, comedy, puppetry, creating suspense, world music and musical form. Through these topics of study, students will develop their skills as performers, create and present art, respond to and reflect on the performances of others, understand more about genres of theatre and music and their contexts, and engage in the process of creative exploration and expression.

Student progress will be monitored through formative assessments and summative assessments at the end of each unit. Summative assessments will include musical and theatrical performances, as well as presentations, compositions, research projects and performance notes. Throughout each unit students will keep a process journal documenting their artistic process and thoughts.

- A:** Knowing and Understanding
- B:** Developing Skills
- C:** Thinking Creatively
- D:** Responding

DESIGN

The MYP Design course enables students to understand the steps involved in the design of software, animations, posters and products. Main topics of study include researching, planning, creating solutions and evaluating products. Through the units of study, students will learn to:

- explain the need for a product
- research about existing products and analyse them

- develop ideas and specifications for the planned product
- present a design
- plan the steps needed to get to the final product
- use different tools to create the product (graphic design software, 3D design software, programming tools)
- evaluate the design of an object and identify how it could be improved

Students' progress will be monitored through formative and summative assessment tasks, which include:

- creation of video games and animations
- designing posters
- designing and shooting a video
- designing 3D models
- presenting design ideas

Summative Assessments will be assessed on the following criteria:

- A:** Inquiring and analysing
- B:** Developing ideas
- C:** Creating the solution
- D:** Evaluating

HOST COUNTRY STUDIES (Kyrgyz curriculum)

The Host Country Studies course gives students an introduction to the geography, history and culture of the country in which they live. Students learn to conceptualise relevant problems in the history of the Kyrgyz Republic, understand the history of the Kyrgyz state and comprehend the Kyrgyz people's place in world history. The course follows the content requirements of the Kyrgyz National Curriculum and provides students with varied opportunities to participate in educational visits in Kyrgyzstan.

Topics of study include Kyrgyzstan in the 8th-12 centuries, the epoch of Mongolian invasion, Kyrgyzstan under the Kokand Khanate, the fight for independence in the 19th century, the culture, art and traditions of the Kyrgyz people, the absorption of southern Kyrgyzstan into the Russian Empire, and Kyrgyzstan in the 20th century.

Students are graded at the end of each lesson on a scale of 1-5 based on their participation during the class. These grades are converted to the IB 1-8 scale for school reports, using pre-agreed assessment criteria based on the MYP model.



INDIVIDUALS AND SOCIETIES

The Individuals and Societies course prompts students to expand their knowledge of the world and community by investigating and debating some of the biggest questions facing our world today through exploration of human and physical geography along with important historical events. In this subject group students will be able to understand and respect the world around them and develop inquiry skills in order to study the cultural, geographical, historical, contemporary, and technological factors that affect them both as individuals and as members of society in general. Students will have an opportunity to collect, describe and analysis data, including original source material.

Main topics of study include: types of government, natural hazards, the roles of technology in society, demographics, revolutions in societies, the impacts of globalisation, renewable energy, the middle ages' role on our modern world, and the influence of exploration in human development.

Through the units of study, students will learn to communicate different ideas and perspectives, transfer knowledge, present information in different ways, make connections between various sources, conduct academic research, work in groups to debate and solve modern day problems, and develop critical thinking skills.

Students' progress will be monitored through formative and summative assessment tasks, which include: making a video diary, essay writing, powerpoint presentations, debates, designing infographics, writing a research report, designing a game, writing tests, and peer teaching.

Summative Assessments will be assessed on the following criteria:

- A:** Knowing and understanding
- B:** Investigating
- C:** Communicating
- D:** Thinking critically

KYRGYZ LANGUAGE (Kyrgyz curriculum)

The Kyrgyz Language course enables students to develop their receptive and productive skills in Kyrgyz, as well as their knowledge of Kyrgyz grammar. The course is divided into two levels of language acquisition in order to best meet the needs of students. Students engage with written, visual and audio material to develop their comprehension of the language and prompt oral and written responses.

The course follows the requirements of the Kyrgyz National Curriculum. Students are graded at the end of each lesson on a scale of 1-5 based on their participation during the class. These grades are converted to the IB 1-8 scale for school reports, using the MYP Language Acquisition criteria.



LANGUAGE ACQUISITION

Teaching and learning in the language acquisition subject group is organized into six phases. The phases represent a developmental continuum of additional language learning. Depending on their prior additional language learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum. (Language Acquisition Guide. IBO)

English

English Language Acquisition (phases 2-5) pushes students to practice and refine their English abilities in all four elements of language: speaking, writing, reading and listening. The course is taught over 3 groups, divided by phase to best support students' needs.

The main topics of study connect with the MYP Global Contexts; students talk about language through the lenses of identity, society, history, technological innovation, culture, global issues and sustainability. Particular attention is given to developing writing skills and styles, with a focus on social and formal conventions, persuasive writing, analysing language use, narrative texts and explaining and justifying points of view.

Through the units of study, students examine the different tenses of the English language and their uses, work to expand their vocabulary, learn to write and speak for different purposes, practice editing and discussing, and continue to work on reading comprehension and text response skills.

Student progress is monitored through multiple formative assessments within each unit and focused summative assessments at the end of each unit. Students complete both creative and structured summative assessments; examples include research papers, advertisements, speeches and presentations, letters, role-plays and short videos .

Summative Assessments will be assessed on the following criteria:

A: Comprehending spoken and visual text.

B: Comprehending written and visual text.

C: Communicating in response to spoken and/or visual and/or written text.

D: Using language in spoken and/or written form.

French

The French Language Acquisition course (phases 2-5) provides linguistic and cultural tuition to a broad range of levels to familiarise students with the everyday language of the French-speaking world. The course enables students to engage with aspects of French culture and participate interactively in the acquisition of French vocabulary and grammar.

Topics of study range from where we live, school life and food to environmental issues, travel and the impact of technology on the development of language. Using sources such as newspaper articles, video clips, online games and literary texts, students participate in a range of activities to develop both receptive and productive skills and deepen their understanding of grammatical rules and French culture. Students learn to identify parts of speech, use varied vocabulary and apply grammatical conventions to express and justify their thoughts, discuss contentious issues, structure information in summaries and essays and use language to persuade others.

Students' progress is monitored through formative and summative assessment tasks, which include describing pictures, writing articles and letters, creating short audio clips, making quizzes and giving presentations.

Summative Assessments will be assessed on the following criteria:

A: Comprehending spoken and visual text.

B: Comprehending written and visual text.

C: Communicating in response to spoken and/or visual and/or written text.

D: Using language in spoken and/or written form.

Mandarin

The Mandarin Language Acquisition course (phases 2-3) enables students to continue developing their knowledge of Mandarin and Chinese culture. Students will broaden their recognition and knowledge of Mandarin characters and continue to improve their reading and writing skills. Through interactive class activities, students will build confidence in their oral use of Mandarin and understanding of tones.

Main topics of study include: travel, free time, Chinese cultural celebrations, physical health and technology. Students' progress will be monitored through formative and summative assessment tasks, which include group presentations on a given topic, short writing exercises, designing posters and producing short videos.

Summative Assessments will be assessed on the following criteria:

- A:** Comprehending spoken and visual text.
- B:** Comprehending written and visual text.
- C:** Communicating in response to spoken and/or visual and/or written text.
- D:** Using language in spoken and/or written form.

Russian

The Russian Language Acquisition course (phases 1-4) enables students to reflect on the process of learning a new language through inquiry, and to develop comprehension and communication skills in Russian that can be practically applied to their lives in Bishkek. The course is divided into 3 levels to best meet students' varying levels over language phases 1-4.

Main topics of study include: daily routines, who we are, holidays and traditions, food, neighbourhood and social media. Through the units of study, students will develop skills in speaking, writing, reading and listening, as well as building their knowledge of grammatical rules.

Students' progress will be monitored through formative and summative assessment tasks, which include individual creative project tasks, such as writing short stories, making guidebooks to Bishkek, exchanging letters with pen pals, producing short vlogs and describing photos.

Summative Assessments will be assessed on the following criteria:

- A:** Comprehending spoken and visual text.
- B:** Comprehending written and visual text.
- C:** Communicating in response to spoken and/or visual and/or written text.
- D:** Using language in spoken and/or written form.



Spanish

The Spanish Language Acquisition (phase 1-3) course enables students to reflect on the process of learning a new language through inquiry.

Main topics of study include: traditions and celebration, the world around us, technology and media, and free time. Through the units of study, students will develop their abilities to read, write, hear and say key phrases, nouns and verbs in order to effectively communicate in Spanish.

Students' progress will be monitored through formative and summative assessment tasks which challenge students to apply their linguistic knowledge in a range of real-life contexts and demonstrate their understanding of the culture of the Spanish-speaking world. Finally, reflection will play a key role in each unit. Students will reflect on a unit's statement of inquiry, the objectives of the unit and any Approaches to Learning skills they have developed and applied.

Summative Assessments will be assessed on the following criteria:

A: Comprehending spoken and visual text.

B: Comprehending written and visual text.

C: Communicating in response to spoken and/or visual and/or written text.

D: Using language in spoken and/or written form.

LANGUAGE AND LITERATURE

English

The English Language and Literature course is designed to equip students with a range of skills applicable to solving real-world problems in a modern and rapidly changing world. Students will develop evaluative and analytical skills in addressing a range of media texts; both traditional print media, and new and emerging platforms. As part of the IB continuum of learning, all MYP subjects take a global and practical approach to subject study, and English is no different; research projects, task-based learning, and field trips are commonplace across the program, and allow learners to apply and utilize classroom concepts.

Main topics of study include the traditional fiction, non-fiction and poetry analysis, as well as units on contemporary media, graphic novels, social media, utopia, animation, children's books and travel writing.

Students' progress will be monitored through formative and summative assessment tasks. Formative assessment tasks include quizzes, discussion, and directed self-reflection activities, while summative assessments include blog posts, book reports, fiction writing, non-fiction writing, poetry performances and video making.

Summative Assessments will be assessed on the following criteria:

A: Analysing (analyse text, analyse the effects of the creators choice on the audience, justify opinions and ideas, evaluate similarities and differences)

B: Organizing (employ organizational structures, organize opinions and ideas, use referencing and formatting tools)

C: Producing text (produce texts that demonstrate insight, imagination and sensitivity, make stylistic choices in terms of linguistic, literary and visual devices, select relevant details and examples to develop ideas)

D: Using Language (use appropriate and varied vocabulary, write and speak in register and style that serve context and intention, use correct grammar, syntax and punctuation, spell, write and pronounce accurately, use appropriate non-verbal communication techniques)

Russian

The Russian Language and Literature course includes the study of spelling and stylistic norms, the study of key features of the Russian language and the practical application of theoretical knowledge. In addition to linguistic study, students learn the theoretical foundations of literature and discover the creativity of famous Russian poets and writers of the 18th, 19th and 20th centuries, including modern literature and oral folk art. This course helps students to expand their outlook and develop their cognitive, communicative, analytical and creative skills.

Topics of study include genres of oral folk art, literature of the 18th-20th centuries, features of poetry and prose, foreign literature, literature of our native land, realism in literature and the educational value of literature. Students will develop skills in the competent use of Russian language in oral and written form and the analysis and assessment of texts and their significance.

Within the framework of the curriculum, students will learn to identify parts of speech, use a variety of vocabulary, correctly express their thoughts, express and justify opinions, discuss contentious issues, structure information in summaries and essays, and use language to persuade, research and analyze information.

Students' progress will be assessed through ongoing formative assessment and summative assessment tasks, including essay composition, developing own literary texts and delivering presentations.

- A:** Analysing
- B:** Organizing
- C:** Producing text
- D:** Using Language

LIFE SKILLS

The Life Skills course enables students to have a better understanding of themselves as a student, a unique individual and a member of a Community.

Main topics of study include study and career skills, identity and relationships, health and wellbeing and rights and responsibilities.

Through the units of study, students will learn to identify their learning styles, using higher order thinking skills and develop general study skills. They will also focus on their own personal strengths, themselves as a leader and as a friend, the influence of peers and strategies to defeat bullying. Other knowledge and skills to be developed are ways of monitoring mental and emotional health, relationships education, social responsibility and ethical considerations.

Students' progress will be monitored through a record of participation in class discussions and task completion, as well as unit reflection sheets.



MATHEMATICS

In the mathematics department at BIS we promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world beyond school.

The MYP mathematics framework encompasses four main focus areas:

1. Numbers
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability.
- 5.

Students in the MYP learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems. These are skills that are useful in a wide range of arenas, including social sciences and the arts. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their studies, workplaces and everyday life.

Students' progress will be assessed through ongoing formative assessment and summative assessment tasks, including written and digital class tests, posters and delivering presentations.

Summative Assessments will be assessed on the following criteria:

A: Knowing and understanding (select appropriate mathematics when solving problems, apply the selected mathematics successfully, solve problems correctly in a variety of contexts.)

B: Investigating patterns (discover complex patterns, describe patterns as general rules consistent with findings, verify whether the pattern works for other examples.)

C: Communicating (use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations, use appropriate forms of mathematical representation to present information, communicate coherent mathematical lines of reasoning, organize information using a logical structure.)

D: Applying mathematics in real-life contexts (identify relevant elements of authentic real-life situations, select appropriate mathematical strategies when solving authentic real-life situations, apply the selected mathematical strategies successfully to reach a solution, explain the degree of accuracy of a solution, describe whether a solution makes sense in the context of the authentic real-life situation.)



PHYSICAL AND HEALTH EDUCATION

The Physical and Health Education course enables students to reflect on the process of learning about physical and health education through inquiry.

The main units of inquiry include football, touch rugby, volleyball, badminton, basketball and one aesthetic movement component, such as yoga or dance. Each unit has both physical and health theoretical components. MYP students have 3 periods per week allocated for PHE class. At least two of these periods will be practical and one lesson will be theoretical.

Through the units of inquiry, students will learn fundamental movement skills, ball skills, movement patterns, rules and regulations, health and fitness concepts, teamwork, communication, reflective and leadership skills.

Students' progress will be monitored through formative and summative assessment tasks, which include skills and movement practical assessments, creating, planning and teaching skills and fitness class, aesthetic performance, health awareness, goal setting, aerobic and anaerobic energy systems assignments.

Summative Assessments will be assessed on the following criteria:

A: Knowledge and Understanding

B: Planning for Performance

C: Applying and Performing

D: Reflecting and Improving Performance



SCIENCES

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation.

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Main topics of study include scientific investigation methods, materials science, cell biology, energy and change, ecosystems, motion, patterns and properties of materials, DNA, genes and inherited characteristics, and waves.

Students' progress will be monitored through formative and summative assessment tasks, which include long-term projects, lab works, unit tests, essays, presentations, posters/leaflets, blogs/vlogs, and video broadcasts.

Each year students will take on an independent scientific investigation assessed according to Criteria B and C. This assessment prepares students for their culminating Internal Assessments in the Diploma Programme and beyond.

Summative Assessments will be assessed on the following criteria:

A: Knowing and understanding

B: Inquiring and designing

C: Processing and evaluating

D: Reflecting on the impacts of science



Assessment and Reporting

Why do we assess?

Assessment at BIS is primarily a teaching and learning tool to support the continued development of our students. It is used by teachers to make regular judgements about the effectiveness of both the teaching and learning in progress, and by both teachers and students to identify how and where further progress might be made. Assessment is also used as a summary or measure of an individual's performance, including in reference to IB standards. Where external testing is used (see 'ISA testing' below), assessment is used as a measurement of the school's effectiveness and a means to identify areas for staff and school development.

Assessment methods used within the MYP may be formal or informal, formative or summative, and include oral, group, peer or self-assessments. In many cases, greater emphasis is placed on the thought process leading to the desired outcome than the result or product itself.

All MYP assessment is conducted and moderated internally. MYP students are assessed using a set of criteria in each subject. This is different from the kinds of assessments students may have experienced in other schools. BIS does not use percentages or compare students to each other when assigning grades. Instead, students receive guidelines about what is expected on major assignments (summative assessments) and are marked based on how well they meet those expectations.

Criterion-Related Assessment

MYP assessment is based upon predetermined criteria identified by the IB that all students have access to. The MYP identifies a set of four assessment criteria for each subject group, which are further broken down into several 'strands', in order to measure student success in reaching the objectives of the course. These criteria are listed on each student report, as well as in the subject descriptions below.

Apart from specifying what the criteria should be for each subject, the IB also publishes written descriptions for each criterion and the levels a student might achieve within it (0-8). These help students to understand what each criterion means, and what specific aspects of knowledge, understanding and skills are acquired in order to learn and progress within each criterion. The criteria selected for each summative task are shared with BIS students via the *Task Description Sheet*.

Teachers use the IB written descriptors to ascertain which level best describes a student's performance in that criterion. They should also talk through these descriptors and rubrics with students prior to setting the summative task to ensure students understand how to achieve success in the given task.

Non-MYP Subjects - Kyrgyz (Language Acquisition) and Host Country Studies - are not currently part of the MYP and follow the state curriculum. For school reports, teachers use mutually agreed criteria and the MYP grading scale to give a comparative assessment of students' progress.

Students receive 4 report cards over the course of the year, 3 of which contain grades for assessed work. A summary of the report contents for each reporting period is given in the table below:

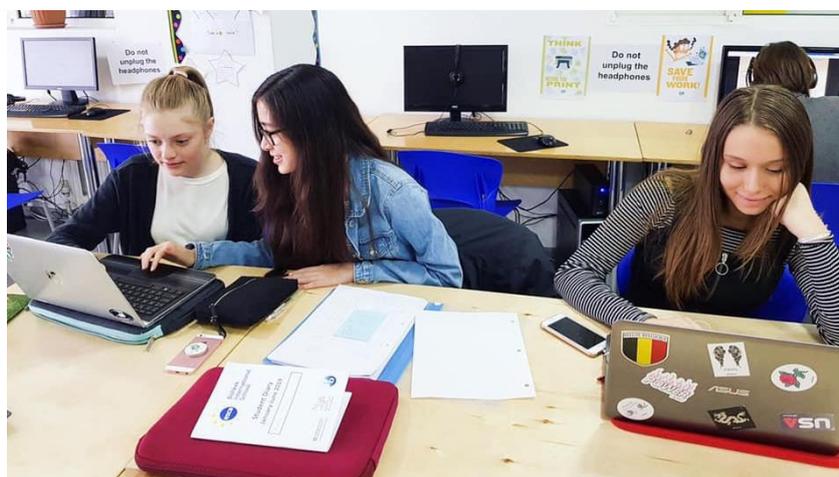
Month issued	MYP Grades	Subject Teacher Comments	Application and attitude grades (comments optional)	Student Reflection
October	X	✓	✓	X
January	✓	✓	✓	✓
March	✓	X	✓	X
June	✓	✓	✓	✓

Over the course of each year, teachers collect evidence of student learning in each criterion, based on summative assessments, and then assign an overall **achievement level** for each criterion for the reporting period. Teachers do not 'average' these criteria marks; instead, they use their professional judgement to award a grade for the highest level of sustained effort of each student. Each criterion is assessed on a scale of 0-8, with 8 being the maximum score a student can obtain. If a student has not yet had chance to demonstrate their learning in a particular criterion over the reporting period, N/A (not assessed) will be noted for this criterion on their report card.

Overall grades for a subject are awarded on a 1-7 scale used throughout IB programmes. This grade reflects the student's overall performance and level in that subject during the reporting period. This grade is determined by adding the achievement levels for each criterion in the subject and using the IB published grade boundaries to calculate and overall grade.

These boundaries and general grade descriptors, outlining what a student's performance in any subject should generally look like, are as follows:

Grade	Grade Boundary	Descriptors
1	1-5	Produces work of a 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.
2	6-9	Produces work of a limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical and creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts with occasional significant misunderstandings or gaps. Begins to demonstrate some creative and critical thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	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.
5	19-23	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.
6	24-27	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.
7	28-32	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



Effort Grades

Middle School students will also receive grades for application and attitude in their report cards. Students are assigned grades for each subject on a scale of 1-4 (poor – excellent) based on the following criteria:

- effort (participating in lessons, proactive approach to learning, investing in own learning)
- behaviour (following instructions, respecting others, not disrupting the class)
- organisation (meeting deadlines, completing homework, bringing correct equipment to class)

This is sometimes accompanied by a written comment from the teacher, where explanation of the grade is necessary.

Academic Honesty and Plagiarism

Students in BIS Middle School will be introduced to the meaning and significance of concepts related to academic integrity, in particular academic honesty and authenticity. Level appropriate skills such as selecting sources, citing and referencing are introduced through interactive exercises and examples in the 'Academic Integrity Workbook' in the first term of the school year and students are expected to apply these skills to their work.

Students who do not adhere to expectations of academic honesty will be penalised. For first offences, the teacher will discuss the importance of academic honesty with the student, invite them to re-do the work in question and inform the MYP coordinator. The student will be warned that repeat offences may result in a grade of 0 for the work in question and an email to parents. In cases where students repeatedly do not adhere to academic honesty expectations, a meeting may be arranged with the student, their parents and the MYP coordinator to discuss the issue and subsequent sanctions to be implemented.

Baseline assessment, ISA testing and tracking progress

BIS Middle School students complete baseline assessment in English, Maths and Science at the beginning of each academic year or on joining the school. Results from these assessments are not included on report cards but are used to identify support needs and to enable teachers to track student progress over the course of the year.

Throughout the academic year, students are measured against international, grade-appropriate standards in English, Maths and Science at least once a term. This data is collected and used internally to measure the effectiveness of teaching and ensure that students make sufficient progress in their learning.

In February, all students from P5 - MYP3 complete International Schools' Assessment (ISA) online tests in reading, writing, mathematical literacy and scientific literacy (MYP2 and 3 only). The purpose of these tests is to provide international benchmarking of students' competencies, as well as to monitor student progress, identify knowledge gaps and evaluate the school's performance. The tests are not used to report on individual student achievement and results of individual students' performance are not shared with parents or guardians. Teachers do not use lesson time to directly prepare the students for the test content.



Learning support

Support is provided for students who experience learning difficulties and need some additional assistance to help them meet their learning goals. This support may be in small groups, in class or out of class and may be long term or short term. This support is designed to meet individual learning needs, remove barriers to learning and develop the student's ability to be an independent learner. Students may be referred for support by teachers, parents or previous schools. Where appropriate, observation and assessment is carried out by the Inclusive Education team and, if support is required, an Individual Education Plan (IEP) is established, which includes targets for the student. These targets are reviewed with the student, teachers and parents twice a year.

If additional language support is required (beyond the instruction provided in Language Acquisition classes), students may be referred to the English department for regular small group or one-to-one intervention sessions.

Many subject teachers also offer targeted support or drop-in sessions at lunch times or during ECA time to help students who may have questions or concerns about a particular topic of study or task. Any student who is concerned about their progress or level of understanding in a particular subject is encouraged to approach their subject teacher or form teacher to explore the support options available.



Student life

Anniversary Show

BIS' Anniversary Show takes place annually to celebrate the anniversary of the opening of the school. The show usually takes place in early December at the Kyrgyz State Philharmonic Hall and is well-attended by the community.

The show theme will be announced at the beginning of the academic year and all students will have the opportunity to audition for a role. Students involved in the production are expected to attend all rehearsals, including those which take place out of school hours.



Assemblies

Assembly is held for all Middle and High School students every two weeks on Friday afternoon in the Cafeteria. Assemblies are used to inform students about upcoming events, celebrate student achievements and encourage students to share their knowledge with each other. During weeks when there is no joint Middle and High School assembly, Middle School students will either attend an MYP assembly, or complete activities in their Form class.

Assignments

Middle School students will complete a wide variety of assignments throughout the school year. When each assignment or assessment task is given, teachers will give a clear due date for submitting the work. For each summative assessment task, students will be given a 'Task Description Sheet' outlining the requirements and due date of the task, as well as the criteria on which they will be assessed. A summary of all summative assessment tasks and deadlines for each term will be sent to parents and students by the MYP Coordinator. Students who fail to submit their work by the due date will be required to work on the task after school on the same or following day, under the supervision of the MYP Coordinator. In this instance, 'after school' refers to the time period 3:30-4:30. If a student has an ECA during this time, they must miss the ECA to attend the supervision. All work completed by the end of the hour must be submitted and will be graded by the subject teacher accordingly. An email will also be sent to the student's parents to inform them of the situation.

Awards

School awards are presented during school events at the end of each Semester. Separate prizes are given for Primary School, Middle School and High School students.

- Academic Awards are presented for significant, sustained effort and achievement in academic work
- A School Prize is given to students who show most improvement in their work (awarded to someone who isn't necessarily an academic high achiever) or personal development (e.g. making a significant contribution to a service activity, school society or event).
- Special Prizes may be awarded for excellence in academic, sport, musical, drama or service activities.

Behaviour and sanctions

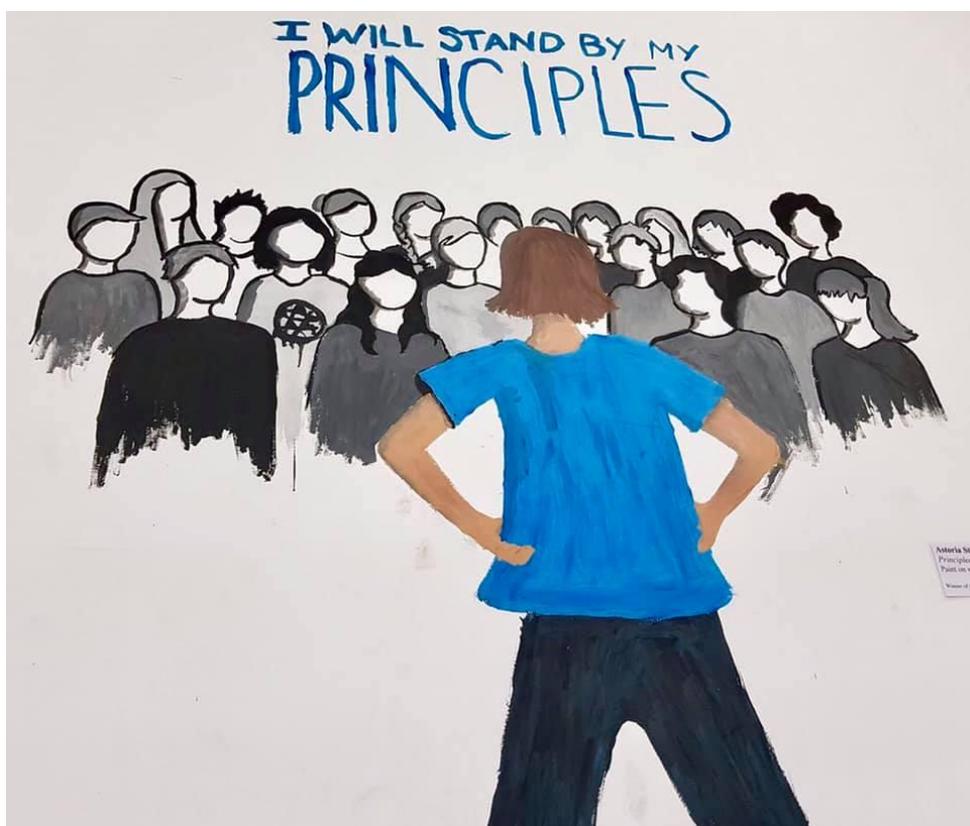
All BIS students are expected to behave responsibly, respectfully and safely at all times. This includes in the classroom, in the school building and outside of school when participating in educational visits or trips. Teachers should remind all students of the behaviour expectations at the beginning of the school year, as well as throughout the year as required. A description of behaviour guidelines for students can be found in Appendix 3.

Students who do not adhere to behaviour expectations will face sanctions. For low-level issues, this may involve a warning and 'three strike' system to give the student the opportunity to rectify their behaviour. If the behaviour continues, the teacher may assign a lunchtime detention to the student. This system is at the discretion of the teacher and will be explained by each teacher at the beginning of the school year.

For repeat or high-level offences, a Behaviour Incident Report will be sent to Mr Darren, who will arrange a meeting with the student. Following this meeting, Mr Darren will decide on the most appropriate sanction to be applied. Sanctions may include carrying out a community service, writing an apology letter to the injured party, arranging a meeting with parents, issuing a behaviour contract or temporary suspension.

Bullying

Students must not bully anyone in any way, online or otherwise. This includes any physical, verbal, social or cyber intimidation or mistreatment of any member of the school community. BIS staff are vigilant to instances of bullying behaviour and in Life Skills classes students focus on issues of friendship, respect and positive interactions, as well as the importance of maintaining a respectful and responsible online presence. The school takes a strong stance on bullying behaviour and any instances will be dealt with immediately. Mr Darren, Head of Student Welfare, works with form teachers to address serious behaviour incidents, including bullying. Depending on the severity of the offence, instances of bullying may result in temporary suspension or permanent exclusion from the school and contact with the police in cases of legal consequence.



Competitive sports teams

BIS is the home of the Taigans! The school is represented by teams in football, basketball, volleyball and cross country, and has an active Ski Club during winter. We are a proud member of the Central Asia Federation of Athletics, Activities and Arts (CAFA), as well as the Bishkek International Schools' Athletic Association (BISA). Teams compete both locally and throughout the CAFA region.

Any student who wishes to play can join a school team provided they are old enough. Middle School students generally join the Junior Varsity (JV) team, for students aged 12-15, but there are some exceptions depending on talent. Students are expected to attend training sessions in order to be part of a school team. If a student is unable to attend training, they must communicate this to the coach as early as possible and provide an appropriate reason.

If a student is falling behind in academic work, failing to complete assignments or failing to meet behavioural expectations, Programme Coordinators may withdraw them from participation in a school team and any matches or tournaments until the student's performance or behaviour improves. Members of school teams should refer to the Player Agreement for further guidelines on conduct.

Other sporting activities are available through the ECA programme.



Educational Visits and Trips

BIS places important emphasis on the value of education outside of the classroom. It is our intention that every Middle School student will have the opportunity to go on at least two subject-related educational visits per year and at least one form group residential trip per year. All students are expected to participate in the form group trip. If a family has difficulty in paying for the visit, parents should request the school for special discount based on financial need. Students participating in educational visits are expected to uphold the same standards of conduct as they do in school. Student participation in these trips is subject to written consent provided by their parents/guardians and payment of trip costs, as required.



Events

BIS hosts several events throughout the school year, to which all are invited. These events serve to bring the community together, provide alternative educational opportunities and showcase the talents and hard work of our students. Some of these events take place during the school day (e.g. UN day, Science Fair, Winter Sports Day, Nooruz, Art and Poetry Evening), some take place in the evening after school (e.g. End of School Barbeque), and others take place at weekends (e.g. Asia Day, Anniversary Show, BIS' Got Talent). A full list of events can be found in the school calendar at the end of this Handbook. All events are announced in advance through the Voices newsletter and via email.

Extra-Curricular Activities

BIS offers a wide range of extra-curricular activities (ECAs) both on-site and off-site. ECAs run every day from 15:30 to 16:30. A list of ECAs available for the term ahead are sent before the start of each term or in the first week of the first term. The majority of these are provided at no extra cost, however, if the activity involves an external facilitator or transport costs, additional payment is requested. These ECAs are marked on the list as 'paid ECAs'. ECA timetables are provided to staff, students and parents before the start of each ECA cycle by the ECA Coordinator.

If you have any questions or comments regarding ECAs, please contact Ms Bojana, ECA coordinator: baskovic@bis.kg.



Health, Vaccinations and the Doctor's Office

The Doctor's Office is located on the first floor of the main school building and is open during normal school hours 7:45-16:30. Doctor Asel provides first-aid services to students throughout the school day. Any incidents are recorded on 'Incident Report Forms' and shared with form teachers and the Management Board. Depending on the nature of the incident and the nature of treatment, parents may be informed immediately or at the end of the school day. For conditions requiring more than first-aid, students may be accompanied to external medical providers. In this instance, parents will always be informed immediately.

BIS offers vaccinations against various illnesses throughout the school year; these vaccinations are available to all on an optional basis and incur a small cost. The vaccinations are provided by an external clinic and administered at school. Parents will be informed via email of all scheduled vaccinations offered at BIS.

Homework

Students in the Middle School receive homework every day. In order to limit the amount of homework set, the MYP Coordinator creates a homework timetable at the beginning of each academic year, detailing which subject teachers can set homework each day. Homework tasks should be limited to 20-30 minutes per subject. Middle School students should keep track of their homework tasks by recording them in their Student Diaries. These diaries should be signed once a week by both parents/guardians and Form teachers.

Many students in the Middle School have study periods within their weekly timetable, during which they can work on assigned homework to reduce the amount of work to be done at home. Opportunities are also available during ECA time for students to work on homework tasks during the school day.

Students who are concerned about the amount of homework being set by a particular teacher should speak to their Form teacher or the MYP Coordinator about their concerns.

Houses

The House System exists to promote healthy competition based on inclusion and teamwork. BIS has three Houses for students from Primary, Middle and High school; they are 'Snow Leopards', 'Piranhas' and 'Phoenix'. Students are assigned to a House on joining the school and stay in the same House until they leave BIS. Occasionally students may move between Houses only by agreement between the student, Houses Coordinator and Director of Studies, if this is necessary to rebalance the Houses. Each member of the teaching staff, except those on the Management Board, is assigned to a House and one staff member is appointed as 'Head' of each House to help in the organization of different competitions.

Various competitions and events contribute to house points. In previous years in Middle School this has included participation and success in a FIFA tournament and a table tennis tournament, participation in dress-up days and participation in school-wide design competitions. Teachers also award House points to each of their classes based on the weekly performance and participation of students. Points are accumulated throughout the year to produce an overall winning House.



Phoenixes



PIRANHAS



SNOW LEOPARDS

Library

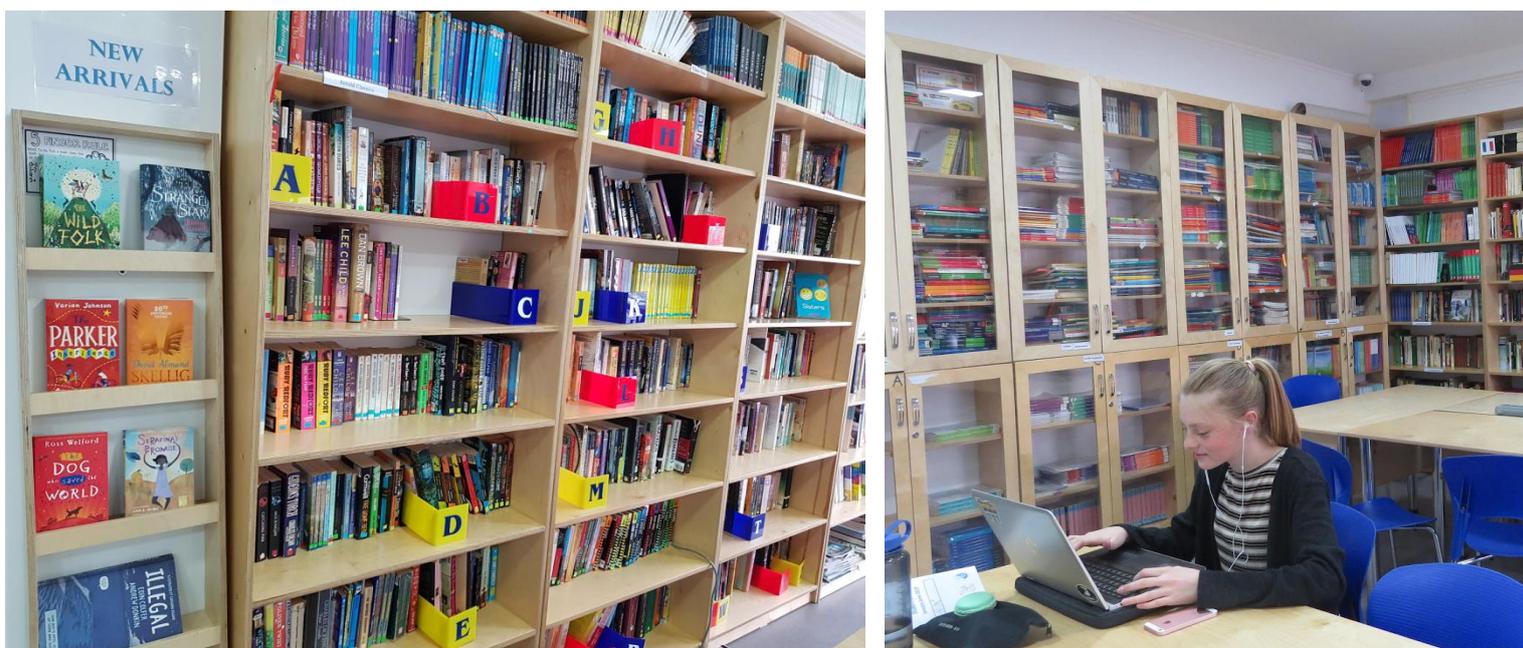
The BIS library has a large selection of resources and is constantly expanding. Middle School students should use the secondary library to access a wide range of fiction books (including age-appropriate materials in simple English), non-fiction books and textbooks. Resources are available in 8 languages in printed and electronic form.

Students should check out any books at the library desk. There is no limit to the number of books that can be checked out by a student. Fiction books may only be checked out for a maximum two-week period before they must be returned or renewed. All library books must be returned by the end of academic year or before a student un-enrols from the school. A book deposit is included in school fees. Any library book that is lost or damaged carries a standard replacement charge of US\$40. This fee is taken from the student's book deposit. Alternatively, the student or their parents can purchase a replacement copy of the book to give to the library.

The secondary library is open from 7:45 – 16:30 every school day. The library is equipped with desks and chairs, beanbags and 9 computers. Students are welcome to use the library any time during opening hours when they are not required to be in lessons. The library can be used for individual work or group work, but noise must be kept to a minimum at all times.

The usual standards of behaviour expected in school also apply to conduct in the library. Students are encouraged to read and adhere to the library rules, which are displayed prominently in the library and in Appendix 7. No food and drink other than water should be consumed in the library. Students are not permitted to play videogames in the library, either on the library computers or on personal devices.

Ms Anastasia, librarian and college counsellor, is based in the secondary library and is always happy to offer help and support to students. All books should be checked out by Ms Munara, library assistant, from the adjoining primary library.



Lockers

Each Middle School student is assigned a locker at the beginning of the school year, or on joining the school, and given a key. Lockers should be used to store books, bags and any other materials needed for the school day. They should not be used to store any valuables. Students will be given a key to their locker at the beginning of the year and are responsible for its safekeeping. If a student loses the key to their lockers, they should inform Reception and Ms Aigerim and pay a fee of 300 som for a replacement key.

Lost Property

Students should make sure they have their name on anything that is not permanently attached to them. Lost property is kept centrally and will be donated to a worthy cause at the end of each term, if items have not been reclaimed.

Playground Guidelines

Students are encouraged to make the most of the school's outside space during break times. When using the outdoor facilities, safety and respect for others and one's surroundings are of paramount importance. Middle School students must not leave the school premises during break times and must not climb any trees or walls in the school grounds. Any accidents or problems with play equipment must be reported to the Duty teacher immediately. A full list of playground rules can be found in Annex 4.



Safety drills

Fire, earthquake and armed intruder drills are conducted periodically. Students are informed of procedures for each event during assemblies and Form time. All students are expected to follow these procedures to enable a smooth evacuation of the school and ensure student safety. A comprehensive review of procedures is conducted after each drill to implement any improvements needed. A report of each drill is shared with the Health and Safety Committee and Governing Board.

Student Council

BIS has separate Student Councils for Primary and Middle/High School students. Councils are organised and supported by a designated teacher, a 'Student Council Facilitator'. At the beginning of the school year, each form class elects two representatives to represent them on the Student Council. Elections are held again in the first week of the spring and summer terms with different students normally elected to serve for one term on the Student Council. Student Councils can meet as often as required to discuss any issues related to BIS and to present recommendations to BIS management. The Councils also organize school events for students such as Valentine's Day and Halloween.

Student Support and Counselling

Students are encouraged to turn to their Form teacher for support with any issues they may have in relation to their academic, social or emotional wellbeing. In addition to their Form teachers, students can also approach the School Counsellor, Ms Alexandra, or the Head of Student Welfare, Mr Darren, for help at any time. Initial contact can be made by the student themselves or as a referral by teachers or parents. Form teachers, subject teachers, Ms Alexandra and Mr Darren work together and communicate regularly to monitor the wellbeing of all students. Any staff member with whom students wish to discuss any concerns will keep information shared with them confidential, unless the student is in any personal danger or may be subject to abuse or neglect. If this is the case, concerns must be referred to the Child Protection Officer, Mr Darren, and the necessary guidelines will be followed to ensure the students is cared for in the correct manner.

Technology

Email and Wifi

All Middle School students will be given a school email account with access to Google drive. Students are expected to check their email regularly and use their account responsibly. Access to the school computer network must only be made using an authorised account username and password; students should always keep their passwords secret. Students may access school Wi-Fi through the BIS_Students network. Use of the internet and school computers should be for educational purposes only.



Laptop

Middle School students have access to Chrome books and desktop computers in the ICT room and secondary library. These devices should be used with permission and under the supervision of the class teacher, ECA supervisor or librarian only. Students must treat all devices with care and respect.

Middle School students are permitted to bring personal devices (laptops, tablets, chrome books) to school for use in class, but this is not a requirement.

Any violations of responsible technology use may result in a temporary or permanent internet ban, school disciplinary procedures or, where appropriate, police involvement. For further guidance on use of technology at BIS, please refer to the ICT policy, which can be found in Appendix 5.

Mobile phone

Many Middle School students have personal mobile phones. According to the BIS Mobile Phone policy (see Appendix 6), mobile phones should not be used anywhere in school for any purpose between 7:45 – 15:15. The following exceptions apply:

- Students may use their phones in class if given specific permission by the class teacher
- Students may use their phones during study periods to listen to music with earphones
- Students may use their phones during break and lunch time *in the cafeteria only* to check and send personal messages.

If a student uses their phone outside of these approved conditions, it will be confiscated and kept at Reception until the end of the day. Repeat individual offenders will be given detention, eventually leading to a requirement to leave their phone with Reception every day.

All students are expected to read and adhere to the ICT policy and mobile phone policy, which can be found in Appendices 5 and 6.

Valuables

Students are asked not to bring valuables to school. All personal items, including money, need to be kept locked in the lockers.

Yearbooks

A school yearbook is produced at the end of each academic year. This is available to order for a subsidised cost through the school office and will be available for collection in the final week of term. An email explaining the process will be sent to students and staff nearer the time.

All Handbooks and Policies can be found on the school website (www.bis.kg) or can be provided on request at BIS Reception.



Frequently Asked Questions

What do I need to bring with me to school?

You should bring any notebooks or textbooks you need for the school day, something to write with and your homework diary. If you have PHE or Art in your schedule for the day, you should make sure you have appropriate clothing and footwear with you. You should also bring a water bottle with you to keep you hydrated throughout the day.

Do I need to bring my own laptop or tablet?

No, there is no requirement for you to bring your own device. If you need to access technology during your lesson, your teacher will reserve the chrome books or take the class to the ICT room. You may bring your own laptop or tablet to class if you would like, but you must make sure you follow the school rules on appropriate use of IT and only use it in class with the teacher's permission.

Can I use my phone at school?

You may bring your phone to school but must follow school policy on use of mobile phones. This means that you may only use it in the cafeteria during break times and after school or with specific permission from your class teacher. Using mobile phones for playing games or accessing social media in school is not permitted. If you do not adhere to these rules, your phone will be confiscated for the remainder of the school day or longer. If students need to call their parents, they may use the phone at Reception.

Can I bring my own food?

Yes. The school provides lunch and two snacks a day, but students may opt out of this if they prefer to bring their own food. However, please remember that fizzy drinks, sugary snacks, gum and packets of crisps (chips) should not be brought into school unless approved in advance by the form teacher.

Where can I store my things in school?

Every student in Middle School will be assigned a locker with a key when they join the school. They will keep this locker for the duration of the academic year and may use it to store any of their belongings. Most students also carry a school bag with their materials for the day's lessons. During lunch time, bags can be stored in the shelving space in the cafeteria.

What should I do if I'm absent from school?

If your absence is planned (for example, a family holiday or event), your parents should contact the school as far in advance as possible to inform us of your absence. You should also speak to each of your teachers in advance to ask what work you may miss and what you should do to keep up.

If your absence is unplanned (for example, due to illness), your parents should contact the school before 10:00 on the day of your absence. Once you return to school, you should approach your teachers to find out what work you missed and how you can catch up.

What should I do if I'm late for school?

Lessons start at 8:00 each morning. Any student arriving more than 3 minutes after the start of the lesson will be marked as late. If you think you will be late for school, you should ask your parents to contact Reception to inform them that you are delayed. When you arrive at school, you should go straight to Reception to notify the school of your arrival, before going to your lesson.

Is there a school bus? How does it work?

Yes, school buses cover a number of routes around Bishkek and are supervised by school staff. Morning pick-up begins from 7:15 (depending on location) and afternoon buses depart school at 16:30 after ECAs have finished. All buses are

equipped with seatbelts. If you would like to use the school bus or are interested in finding out more about routes and cost, please contact Ms Aigerim (atilekeeva@bis.kg).

What should I do if I'm not going home according to my usual arrangement?

The safety and welfare of our students is really important. The school gathers information about how each student should travel home and with which adults they may leave the school. If you need to change your usual arrangements for going home (for example, you usually take the school bus but you have been invited to a friend's house and want to go home with them and their driver), we need confirmation of this arrangement from your parents. They should call, email or speak to Reception in advance to approve changes to the usual arrangement. Students should not leave school during the school day without the knowledge of the school and permission from their parents.

What should I do if I feel unwell?

If you feel unwell during the school day, speak to your teacher to ask to be excused from lessons and go to the Medical Room on the first floor. Dr Asel will assess your symptoms and check your health. If necessary, she will contact your parents to collect you from school, or to request permission to give you any medication that may help you feel better.

Who should I talk to if I have a problem?

It's really important that our students feel happy and safe at school. If you have any problems or concerns, there are always people available to listen. Your form teacher is a good option for someone to talk to if you have any concerns about school. Their job is to look out for your welfare and help support your academic and social life at school. If you don't want to talk to your form teacher, you can approach any member of staff you feel comfortable talking to. You will also be introduced to our school counsellor, Ms Alexandra, and Head of Student Welfare, Mr Darren, at the start of the school year. You are always welcome to arrange a meeting with either of them if there's anything you would like help with or just to talk.

What should I do if I forget my books or homework?

Good organisational skills are really important for Middle School students. Occasionally students forget things at home that they need for lessons. If this happens, you should inform the teacher at the beginning of the lesson, or earlier if possible, and ask for advice as to what you should do. If it is the first time this happens, you are likely to be given a reminder to bring all the correct materials in future. However, if students regularly forget to bring the necessary materials to class, teachers may involve the form teacher, and later the MYP Coordinator and parents, to discuss how to address issues with organisation.

How much homework will I get?

Some homework is likely to be assigned every day and you should keep track of tasks set in your Diary. The MYP Coordinator will make a homework timetable that determines which subject teachers can set homework on which days. This is to make sure you don't get too much homework on one day. As a school we believe in only setting meaningful homework to help you continue and consolidate your learning in class, so if your teacher doesn't have a productive homework task to give you, they won't assign any homework. Most MYP students have 4 study periods a week, during which they can work on homework and summative tasks in the school day, reducing the amount of work to do at home.

Will I have any exams?

Each unit of study in the MYP concludes with a summative assessment. This may be a test, or may take the form of a project or performance. All MYP assessment is conducted internally, which means that your subject teachers will set and grade the assessments that you take. There are no formal end-of-year exams in Middle School. In February you will take online International Schools' Assessment (ISA) tests in English, Maths and Science. However, you will not need to prepare for these tests as they are a measurement of the school's programme, rather than your individual performance.

Do I get to choose any subjects?

All Middle School students are required to study the 8 subject groups as part of the MYP. Within the subject group of Language Acquisition, there is some choice for students. Those who are not identified as needing English language

support may choose from Spanish, Mandarin or French as their Language Acquisition option. This choice may be affected by students' previous language learning background and the school will advise on which option may be most suitable. All students in Middle School also study Russian as either a Language and Literature or a Language Acquisition course, depending on level. Students may additionally opt to study Kyrgyz language.



Appendices

Appendix 1: Faculty and Staff

Administration

David Grant	Head of School	dgrant@bis.kg
Krishna Gandhi	Director of Studies	kgandhi@bis.kg
Tim Johnson	MYP Coordinator	tjohnson@bis.kg
TBC	Community Project and Service as Action Coordinator	TBC
Darren Simpson	Head of Student Welfare	dsimpson@bis.kg
Hollis Magee	Inclusive Education Coordinator	hmagee@bis.kg
Anastasia Saparaliev	Librarian	asaparaliev@bis.kg
Munara Rayimbekova	Library Assistant	mrayimbekova@bis.kg

Middle School Subject Teachers:

Adelia Kadyralieva	Mathematics and Design Teacher	akadyralieva@bis.kg
Aidai Sharshkeeva	Art Teacher	asharshkeeva@bis.kg
Alisher Arstanbek	Sciences Teacher	aarstanbek@bis.kg
Anna Phillips	Art Teacher	aphillips@bis.kg
Artika Singh	Sciences Teacher	asingh@bis.kg
Asel Karypova	French Language Acquisition Teacher	akarypova@bis.kg
Chynygul Bakyt kyzy	Russian Language Acquisition Teacher	cbakytkyzy@bis.kg
Esther Johnson	Spanish Language Acquisition Teacher	ejohnson@bis.kg
Grace Lim	English Language Acquisition and English Language and Literature Teacher	glim@bis.kg
Grace Park	English Language and Literature Teacher	gpark@bis.kg
Grant Chamberlain	Performing Arts Teacher (Music)	gchamberlain@bis.kg
Hilary Harveycutter	Mathematics Teacher	hharveycutter@bis.kg
Jason Lorenowicz	Individuals and Societies Teacher	jlorenowicz@bis.kg

Lailo Youssoup-Akhounova	French Language Acquisition Teacher	lyoussoup@bis.kg
Saikal Alamanova	Mandarin Language Acquisition Teacher	salamanova@bis.kg
Nazgul Kakelova	Russian Language and Literature Teacher	nkakelova@bis.kg
Nazgul Sultakeeva	Kyrgyz Language Teacher	nsultakeeva@bis.kg
Stephanie Jackson	English Language Acquisition, English Language and Literature and Performing Arts Teacher (Drama)	sjackson@bis.kg
Saikal Maatkerimova	Kyrgyz Language and Host Country Studies Teacher	smaatkerimova@bis.kg
Tim Johnson	Mathematics and French Language Acquisition Teacher	tjohnson@bis.kg
Zeljko Jovetic	Physical and Health Education Teacher	zjovetic@bis.kg

School Contact Information

Email: info@bis.kg

Phone: +996 312 214 406

MYP Coordinator: tjohnson@bis.kg

Appendix 2: International Baccalaureate

BIS is an International Baccalaureate World School, offering the International Baccalaureate Diploma Programme (DP), the Primary Years Programme (PYP) and the Middle Years Programme (MYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For further information about International Baccalaureate, see www.ibo.org

International Baccalaureate mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”

IB Learner Profile

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Appendix 3: Code of Conduct

The overall rule for BIS is that both staff and students must behave in a responsible, thoughtful and considerate manner towards each other and all members of the BIS community.

Rules for Students

Students Must:

1. Follow all behaviour guidelines and follow instructions from staff.
2. Behave politely and respectfully during mealtimes.
3. Only eat food in the dining room or café, not elsewhere in the school.
4. Have permission from duty staff before leaving the dining room.
5. Have permission from teachers before they leave a class for any reason.
6. Walk (not run) in corridors and stairs.
7. Be responsible for not getting sunburnt or dehydrated in hot weather (e.g. wear a hat, use suntan cream, have a water bottle) and not getting frozen or wet in bad weather (e.g. warm & waterproof clothing).
8. Not bring in dirt from outside on their shoes, so either wear indoor shoes inside (not outdoor shoes or just socks) or make sure that their outdoor shoes are very clean before going inside.
9. Clear lockers of any towels and clothing every Friday.
10. Greet any visitors they meet in the school.

Students Must Not:

1. Bully anyone in any way, online or otherwise. BIS takes a strong stance on bullying behaviour and any instances will be dealt with immediately.
2. Use abusive, cursing or derogatory language at school or on school trips. Respectful exchanges among all staff and students are valued highly.
3. Spit at school or on school trips. Spitting is unpleasant and spreads illness to others.
4. Pick leaves or flowers or damage trees. The environment is important for everyone's wellbeing and enjoyment.
5. Play games for money or other valuable prizes.
6. Play with balls, paper planes or other projectiles inside the school without permission.
7. Use mobile phones for any purpose before 15.15 except as defined in the mobile phone rules.
8. Have chewing gum, crisps, sweets, fizzy drinks, or other unhealthy food/drink at school.
9. Wear hats, caps or other head coverings inside the school without permission. [1]

Rules for students using the outside play areas are given in Appendix 4 of this Handbook.

[1] *Permission to wear a head covering inside the school may be requested by any parents, with the consent of the student, for any reason, provided the request is for constant (not occasional) head covering and is either for a specified time period or a permanent arrangement. Permission is normally given provided the head covering does not interfere with the work and activities of either the student concerned or other students.*

Behaviour Guidelines

1. In class, make it easy for everyone to learn and for the teacher to teach

For example

- Arrive on time for school in the morning and for each class
- Be properly equipped with stationery, textbooks and Student Diary

- Be helpful when required
- Ensure order at the beginning and end of the lesson to start and finish with all the information you need
- Complete all work on time and to a high standard. Use all the resources you can to help you, including online and library resources. Consult with teachers to help as well.
- Develop effective study habits and do the best you can do in every subject

2. Move calmly around School

For example

- Don't push other people
- Wait patiently in queues
- Keep to the right side on the stairs
- Stand back to let people pass

3. Speak politely to everyone and be kind

For example

- Stay silent when others are speaking
- Never use bad language or shout, tease or verbally abuse
- Never hit or hurt or bully
- Never behave in an uncaring manner, especially to those younger than yourself
- Always use language that shows gratitude and respect (please, thank you and excuse me)

4. Keep the premises tidy

For example

- Put all litter in bins and keep the cafeteria tidy, cleaning up after yourself
- Do not deface school property, including books and desks

5. Behave Safely

For example

- Do not climb on buildings or walls
- Do not throw things out of windows
- Do not tamper with fire extinguishers
- Be aware of others around you and modify your behaviour to keep both yourself and others safe.
- Follow instructions when using specialist equipment in science labs and the art room

6. Dress appropriately

For example

- Dress in a way that does not cause offense or distract other people and be respectful to others' cultural norms
- Wear clothes that are appropriate for your expected role in the school at the time including PE, class field trips and to suit the weather
- Clothing and other possessions must not have visible slogans or words which are racist, sexist, religious, nationalist, or may in any other way cause offense to other students or staff.
- Ensure that your clothing and personal presentation contribute to the positive image of the school

If you are concerned about the attire of any staff or student member, the matter should be raised with the Director of Studies or any member of the Management Board. Their joint decision on appropriate attire is final.

7. Do not bring inappropriate things to School

For example

- Do not bring expensive toys or games or any toy guns or weapons

- Do not bring weapon-like toys or facsimiles as the school discourages images and artefacts depicting violence towards others
- Do not bring anything else which is likely to be distracting or dangerous

Please note that the school takes no responsibility for any toys or other possessions brought into school by staff or students and any loss or damage is the responsibility of the staff or student concerned.

8. Be courteous at all times

For example

- Be courteous to all others. Everyone working at the school is contributing to the wellbeing of all students and should be accorded respect for that reason. Showing gratitude (please and thank you), having a pleasant attitude and being kind are ways of demonstrating social awareness.
- Do not eat or drink while walking around
- Ensure you are appropriately dressed and your clothes are clean

9. Use Social Media wisely

For example

- Staff must not befriend students on any social media.
- Staff must not post photographs of students on social media without approval from the Policies and Records Administrator.
- All staff, students and parents are welcome to repost any BIS social media posts on their own pages
- If you don't have anything nice to say about Kyrgyzstan or BIS or any other school or any person, say nothing
- All staff and students should follow the ICT policy on the use of social media

10. Use political and religious freedoms carefully to avoid promoting personal beliefs

As a liberal, secular, and multicultural school, BIS welcomes staff and students from all religious and political persuasions but does not allow promotion of any political or religious views at the school. This applies to both students and staff but is of primary importance for staff as they are in a position of authority for students.

For example

- Staff and students must not visibly wear or display any political, philosophical or religious signs (including party, national, and religious emblems or clothing), in keeping with BIS status as a liberal secular school.
- Staff must not promote their personal political or religious beliefs at the school via teaching resources or by their personal appearance and possessions.
- Staff must not promote their personal political or religious beliefs when working with students or staff and must be balanced in treating all religious and/or political views as equally valid, provided the views expressed do not conflict with the UN Declaration of Human Rights or with well-established factual evidence.
- Students must not promote their personal political or religious beliefs in discussions with other students or staff.

When political or religious topics are a valid subject of discussion (e.g. during History or Geography or PSHE classes) all participants must be open to respectful discussion and judge contributions by universal standards – such as the UN Declaration of Human Rights – not by their own personal beliefs

Appendix 4: Playground Rules

1. Be mindful of your own personal safety at all times. Watch what is happening around you. Play safely, especially when there are a lot of students on the playground. Take care when on swings or on the flying fox, using both sensibly and safely.
2. No standing on top of the climbing frame. You may climb on the top and sit, climbing down in a careful manner.
3. No climbing trees or walls. The trees are part of our natural environment and are to be enjoyed and respected.
4. Don't do anything that is a danger to someone else (pushing someone, throwing stones, fighting etc.) Look before you throw and watch for others using the same space as you.
5. Don't play in any area which is not being supervised by a teacher.
6. If you use play equipment (balls, bats, etc.) return them to the storage area at the end of playtime. This will ensure that there is always enough equipment for people to enjoy.
7. Leave the play area as clean and tidy. We all have a responsibility to ensure that our school is clean and ordered.
8. No going out of bounds (e.g. behind the e-centre or outside the school) without permission from the duty teacher.
9. If the ball goes out of the school grounds, two children from MYP3 or higher should go to the security guard at the main gate and ask him to let them out to walk around to collect the ball, then immediately return to the school via the main gate.
10. If you hurt yourself, tell a duty teacher. You may be asked to go to the School Doctor for assistance.
11. Enjoy yourself and help others to enjoy the playground.
12. Flying Fox. Only one person at a time on the platform. If you cannot get on the seat by yourself OR you are in IGCSE1 or above, you cannot use the Flying Fox. Be careful to stay out of the 'flying area' so that you are not accidentally hit by the person using the Flying Fox.
13. No pushing into queues. Take your turn and be considerate.
14. Smile, be happy!



Appendix 5: ICT Policy

1. Philosophy

Information and Communication Technology prepares students to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Students use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with students being able to make informed judgements about when and where to use ICT to best effect, and consider its implications for home and work both now and in the future.

The overall aim for Information and Communication Technology in BIS is to enrich learning for all students, to support their academic studies, pastoral care and recreational interests and to promote effective communication.

2. Duty of Care

BIS has a duty of care towards every member of the school to ensure the safe use of computing facilities. New members of the school are asked to read and agree to the rules for the acceptable use of the school computer network and sign to indicate that they have done so. This acceptable use policy applies without exception to all members of the school at all times and to visitors with temporary access. It is assumed that by logging into a school computer or by accessing any of the school's ICT services, you agree to abide by this policy.

3. Personal security

The security of your own files is your own responsibility. Do not give anyone your password. Change your password if you think someone else has discovered it. Every member of the school has a responsibility to protect the security and confidentiality of the school computer network.

Do not give your password to anybody.

4. Use of BIS ICT equipment

Access to the school computer network must only be made using an authorised account username and password. Your individual account should be used to store all your work and is available from any terminal in the school. Your personal folder must regularly be cleared of unnecessary files & you should change your password regularly.

All computer equipment serial numbers are logged. Computers and their peripherals are all property of the school and must not be moved or removed from the premises without permission.

Work may be shared or exchanged with others using the folders on the Z drive, USB storage devices, via email and Google Drive.

5. General Rules

Any activity that threatens the integrity of the school computer systems, or that hacks, attacks or corrupts the network, is forbidden. You must also always notify the Computer Science Teacher or your teacher if you identify a problem or witness unacceptable behaviour. Whilst some recreational use of the facilities is acceptable, you are expected to respect the guidelines in this document at all times.

Never:

- attempt to log into a computer using another person's credentials or attempt to log in as a system administrator.
- engage in any inappropriate, antisocial or illegal behaviour when using the school computer systems.
- send offensive or harassing material to others or take part in any form of cyber bullying.
- use school computer equipment for any commercial purpose.
- tamper with or vandalise school computer equipment or attempt to install or download software.
- connect your own computer hardware or mobile device to the school network without permission.

- unplug a school computer or disconnect its network cable.
- create or store files that contain unsuitable or offensive language or images.
- download or attempt to use any unauthorised executable files on the network.
- commit copyright violations, such as illegal copying of music files, movies, pictures or software.

6. Internet Use

All members of the school have access to the Internet, for educational purposes. Internet content is lightly and responsibly filtered and access is monitored and the websites you visit are logged. Online games are forbidden without the express permission of a teacher.

Never:

- attempt to access inappropriate websites or material by trying to circumvent the school Internet filtering system.
- create, share, store, download or display any offensive, obscene, indecent or menacing images, stories, data etc.
- engage in any commercial activities online.
- use the school computer systems for political purposes or advertising.
- promote or provide instructional information about illegal activities or promote physical harm to anything or anyone.
- use peer-to-peer services within school.
- upload, download or attempt to spread any computer virus.
- use the school's facilities to attempt to gain unauthorised access to any other computer systems.
- use any technique which would disrupt network communication, security or integrity.

If you are unsure about the suitability of a web page, close the page and consult a member of staff immediately.

You should be aware of the regulations and school guidelines about copyright and plagiarism; any passage of text, copied from a public source such as the Internet should be acknowledged, giving the site URL where appropriate, author and date. The school librarian, your class co-teacher or the Computer Science Teacher can offer advice.

Requests for particular sites and sources to be unblocked should be made to the ICT department and will be considered, as long as they do not affect the safety and security of our school systems.

7. E-mail

- You should check your email account regularly.
- You should attempt to respond to or acknowledge email messages reasonably quickly.
- You are responsible for the emails you send and for contacts you make.
- Do not to provide your address, telephone number, bank account number, credit card details or photograph as part of an email unless the recipient is known personally.
- Document attachments to emails should be sent as PDF files if you do not wish them to be easily altered by the recipient.
- Make sure you log-out of your email before you leave the computer so that no-one else can access your email.

Email is a vital business and educational tool, but an informal means of communication. Give consideration to the appropriate use of language in your email messages. In general, try to write an email as professionally as you would a letter. When you write an email with multiple recipients, remember to use the Bcc: field to keep your recipient's email addresses private.

Never:

- transmit obscene, hateful or threatening communications.
- communicate or publish inaccurate, defamatory or racially offensive materials.

- transmit via e mail any unsolicited advertising, junk mail, spam, chain letters, or any other form of e mail solicitation.
- use the email system to commit crimes or to bully, harass or stalk others.
- use the school email system for personal financial gain, gambling, political purposes or advertising.

8. Cyber-bullying & Whistleblowing

Behaviour that is of a bullying nature is never acceptable and this also applies online. Cyber-bullying refers to the use of information and communications technologies to victimise threaten or harass others. Mobile phone text messages, e-mail, phone calls, Internet chat rooms and instant messaging and social networking websites can all be misused for cyber-bullying. Students should ask their form teacher or Head of Student Welfare for more information about bullying if they are at all unsure.

If you wish to report inappropriate behaviour you can speak to any teacher. The teacher will ensure that you will remain anonymous in any follow up action. The school will undertake a full investigation of any cyber-bullying and will support the victim throughout the process. Consequences for cyber-bullying may involve restricted access to technology, meetings with parents, community service or temporary suspension.

9. Social networks, blogs and twitter

The use of social networking websites in school time is discouraged and access to acceptable sites is limited to certain times of the school day. Most social networks and communication tools have age restrictions.

Never:

- post anonymous messages, personal remarks or personal details about anyone else or impersonate someone else.
- use photographs of groups or individuals on a website or blog without their permission.
- post or respond to electronic communications or messages that are impolite, indecent, abusive, discriminatory or racist or in any way intended to cause hurt to another person.
- post personal information about yourself, such as your age, hobbies, phone numbers or your address.
- post anything that could be considered upsetting.

When interacting on a school blog or social media account (for example, the school Facebook page), never be derogatory to any person or bring the school name into disrepute. Be careful what you post. It will be monitored and moderated if necessary.

Never use the Internet or email to arrange to meet someone you do not know. Not everyone is who they say they are. If you are unsure, ask your friends and trusted adults for advice. Be careful of your own personal safety.



10. Internet Access from Personal Laptops or Mobile Devices

Whilst wireless Internet access is available in the school, students are not permitted to access the 'ESWL2' network on a personal device. Instead, they may connect to the 'BISStudents' network for school related Internet activities only.

All MYP and IGCSE students are encouraged to bring own laptop or mobile device to school to use for school work as allowed or instructed by their teachers for each class or for homework assignments.

All Diploma students must always bring their own laptop to school for coursework and assignments.

When using your own device at school, you agree:

- Never to connect your device into the school network, without written permission.
- Never try to access the 'ESWL2' wireless network without written permission.
- You are wholly responsible for your actions, or the actions of any other user you permit to use your device.
- You are responsible for ensuring that your computer equipment is stored securely when it is not being used.
- You are responsible for maintaining your own computer equipment. No direct technical support, software or maintenance should be expected from the school's ICT department.
- To not leave equipment switched on when unattended for any period of time.
- You are responsible for ensuring that any important work is backed up regularly.
- The school must be given permission to carry out physical inspections of equipment, including electrical safety testing, and examination of the contents your equipment, including any storage devices.
- To keep a fully updated antivirus program installed on your computer and to scan your computer for viruses, malware and other undesirable software on a regular basis.
- Never to access inappropriate websites or material by trying to circumvent the school Internet filtering system. This includes the use of VPNs or other packet encryption, which is forbidden on the network.
- Never to create, share, store, download or display any offensive, obscene, indecent or menacing images, stories, data etc.
- Not to engage in any commercial activities online.
- Not to use the school computer systems for political purposes or advertising.
- Not to promote or provide instructional information about illegal activities or promote physical harm to anything or anyone.
- Not to use peer-to-peer services within school.
- Not to upload, download or attempt to spread any computer virus.
- Never to use the school's facilities, including wireless access from your personal device, to attempt to gain unauthorised access to any other computer systems.
- Not to use any technique which could disrupt network communication, security or integrity.

11. Printing Facilities

The school has printing and photocopying facilities but printing, especially colour printing, can be very costly and wasteful. You can save time & money and reduce waste easily:

- Print more than one page per sheet of paper or print double sided.
- Use more of the page by changing your document margins and remove blank pages.
- Email it, or share your work using Google Drive.

Teachers are allowed to check any printing from students to be sure it is appropriate and school related.

12. Monitoring

The school, through the ICT department, has the right to openly monitor the use of computer equipment and Internet and email systems to prevent them being used inappropriately, for unlawful purposes or to distribute offensive material, balanced against an individual user's right to privacy. Administrators reserve the right to examine, use and disclose any data found on the school's networks for the purposes of ensuring the health, safety, discipline or security of any student or staff member or to protect property. This information may, if necessary, be used in disciplinary actions.

13. Sanctions

Depending on the severity of the offence and at the discretion of the Computer Science Teacher, Form teacher or Head, one of the following will apply:

1. Temporary ban on Internet or network use.
2. Permanent ban on Internet use.
3. Permanent network ban.
4. Normal school disciplinary action.
5. Police involvement, where appropriate.

Appendix 6: Mobile phone use by students

1. Students cannot use a phone anywhere for any purpose between 8.00 and 15.15 except:

1.1. Students may use their phone during lessons IF the teacher leading the class has given specific permission to an individual to use their phone for a specific purpose. The teacher leading the lesson has sole decision to confiscate any phone use that has not been approved. Any student who disputes confiscation will receive automatic detention.

1.2. Students may use their phone during Study Periods in the Library and DP Study Room to listen to music with earphones (inaudible to anyone else) in order to stop other students distracting you.

- (i) If a student needs to do online research during a study period, they should use the laptops or computers provided in the library. If no computer is available in the library, a student may ask permission from the Librarian to use their phone for research and (if approved) can use their phone for this purpose in the Library only.

1.3. Students may use their phone during break time and lunchtime in the Café area to check and send personal messages (e.g. to parents) but not for any social media posting or checking snapchat and Instagram etc.

- (i) Phones cannot be used in any other location for this purpose i.e. they must not be used for any reason in corridors or bathrooms or outside.

2. Any time a student is using a phone outside of the approved locations or if using it for unapproved purpose in these locations, it will be confiscated.

3. Confiscated phones will be kept at Reception until the end of the day and will not be available for any purpose before 15.15.

4. Repeat individual offenders will be given detention, eventually leading to a requirement to leave their phone with Reception every day.

5. Repeated abuse of the system by many students will lead to a full time ban on use of mobile phones for all students.

All staff, including administration staff, is responsible for enforcing this policy and all students must follow staff instructions on this policy.

Appendix 7: Rules of Conduct in the Library

Welcome!

To ensure a positive experience for all students we kindly ask you to follow these rules:

1. Silence in the Library
 - If you are doing a group work please use your low voice
 - If your class is in the Library, please sit closer together and respect other visitors of the Library
2. Do not unplug the headphones from school computers
 - several headphones have been broken by students unplugging headphones in the past
3. Use designated extension cord sockets to charge your laptops. Do not unplug extension cords from wall sockets.
4. No food or drinks allowed, except water bottles.
5. No sleeping in the Library
 - If you don't feel well, please go and see Doctor Asel.
6. No using mobile phones for recreational purposes at any time from 07:45 to 16:30 in the library. Phones may be used at other locations in the school after 15:15 but not in the library which is a study location.
 - A teacher must authorize use of a phone for study purposes
 - If a student is using a cell phone for unapproved purpose, it will be confiscated
 - Students may use their phone during Study Periods in the Library to listen to music with earphones but the music must be inaudible to other people. If a student needs to do online research during a study period, they should use the laptops or computers provided in the library. If no computer is available in the library, a student may ask permission from the Librarian to use their phone for research and (if approved) can use their phone for this purpose only.
7. No playing recreational computer games in the Library.
8. Please remember to check-in and check-out the books you are borrowing from the Library
 - Ms Munara or Ms Anastasia can check-out books, please approach them with the books you'd like to borrow.
 - Books must not be taken out of the Library if they have not been officially checked-out to your name (even if you are taking a book for one class/one hour)
9. Please return the books on time and in good condition
 - A minimum fee of \$40 is charged for every lost or damaged book
 - A higher fee is charged if the actual cost of purchase, delivery and administration is more than \$40
10. The Secondary Library is for Middle and High School students. The Primary Library is for Preschool and Primary students.
 - Library resources are sorted and available according to this division, make use of the resources relevant to you
 - Middle and High School students can use Primary library computers and tables for studying, ONLY when Secondary Library is full
 - The carpeted area in the Primary Library is ONLY for Preschool and Primary students at all times

11. Leave the Library as clean and tidy as you found it, or better than you found it
 - Please return tables, chairs, bean bags, books to the place where you took them from
 - Please don't leave any trash on the table and don't throw things on the floor
12. Please keep your bags/backpacks near you at all times
 - Please don't leave your belongings unattended
 - Do not put bags/backpacks on the tables please
13. Please hang your coats/jackets on the hanger
 - It's acceptable to put your coat on the chair
 - Do not put your coat/jacket on the table
14. Please do not open balcony door without permission
 - Please consider that there are other visitors in the Library who might not like the door opened
15. Enjoy your time in the Library, benefit from the resources available and don't hesitate to ask staff for assistance when you need it!



Appendix 8: Middle School Timetable Outline

MIDDLE SCHOOL & HIGH SCHOOL					
Periods	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 08:00-08:45					
Period 2 08:45-09:30					
Break 09:30-09:45					
Period 3 09:45-10:30					
Period 4 10:35-11:20					
Period 5 11:25-12:10					
Lunch break 12:10-12:55					
Period 6 12:55-13:40					
Period 7 13:40-14:25					
Period 8 14:30-15:15					
Break 15:15-15:30					
ECA's 15:30-16:30					

Appendix 9: School Calendar



SCHOOL YEAR 2019/2020

- School Vacation
- Public Holiday in KR – School Closed
- Teacher In-Service Day
- Sports Events
- Events
- Meetings or Exams

August 2019						
Sun	M	Tu	W	Th	F	Sat
				1	2	3
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30
	31					

19 – 23 August: Teacher In-Service Orientation
 26 August: First Day of School
 30 August: Meet the Teachers
 31 August: Independence Day – public holiday

September 2019						
Sun	M	Tu	W	Th	F	Sat
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30				

2 Sept: Public Holiday for 31 August
 7 Sept: All Parents Meeting – Parents Association
 21 Sept: Asia Day Festival - Open Day – All welcome
 27 Sept: Middle/High School Sports Day

October 2019						
Sun	M	Tu	W	Th	F	Sat
		1	2	3	4	5
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30	31	

16 Oct: Individual Parent-Teacher Meetings
 18 Oct: UN Day at BIS
 21-25 Oct: Half Term Break
 31 Oct: Fall Festival/Halloween

November 2019						
Sun	M	Tu	W	Th	F	Sat
					1	2
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
	30					

2 Nov: Teacher In-Service Day
 8 Nov: History Day – public Holiday
 16 Nov: BIS Annual Debate Tournament
 23 Nov: Friendsgiving Dinner – Parents Association

December 2019						
Sun	M	Tu	W	Th	F	Sat
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30	31			

7 Dec: BIS 9th Anniversary Show
 13 Dec: Last Day of First Semester / Dcd Moroz
 16 Dec - 6 Jan – Winter break

January 2020						
Sun	M	Tu	W	Th	F	Sat
			1	2	3	4
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

1 Jan: New Year's Day
 7 Jan: Orthodox Christmas
 8 Jan: First Day of Second Semester
 15 Jan: Individual Parent-Teacher meetings
 24 Jan: Winter Ski/Snowboard/Sledge Day

February 2020						
Sun	M	Tu	W	Th	F	Sat
						1
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	29					

8 Feb: Teacher In-Service Training
 14 Feb: Valentine's Day organised by Students
 21 Feb: Mother Tongue Day
 23 Feb: Homeland Defender's Day
 26 Feb: Science Fair

March 2020						
Sun	M	Tu	W	Th	F	Sat
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30	31			

8-9 March: International Women's Day
 20 March: Nooruz Celebration at BIS
 21 March: Nooruz Public Holiday
 23-27 March: Spring Break

April 2020						
Sun	M	Tu	W	Th	F	Sat
			1	2	3	4
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	

11 April: Teacher In-Service
 17 April: Art Exhibition and Poetry Evening
 25 April: All Parents Meeting – Parents Association
 End of April: IBDP and IGCSE Exam Sessions start

May 2020						
Sun	M	Tu	W	Th	F	Sat
					1	2
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
	30					

1 May: Labour Day – public holiday
 4 May: Extra Holiday for 9 May
 5 May: Constitution Day – public holiday
 8 May: PYP Student-led Conferences
 9 May: Victory Day – public holiday
 16 May: BIS Got Talent
 23 May: Parents Association Garage Sale
 24-25 May: Orozo Ait – public holiday

June 2020						
Sun	M	Tu	W	Th	F	Sat
	31	1	2	3	4	5
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30			

6 June: High School Prom
 12 June: High School Graduation Ceremony
 16 June: Primary School Sports Day
 17 June: Preschool 3 and Primary 5 Graduations
 17 June: Individual Parent-Teacher Meetings
 18 June: Last Day of School / All Americas Barbecue
 19 June: Teacher In-Service

July 2020						
Sun	M	Tu	W	Th	F	Sat
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

July: Vacation
 31 July: Kurman Ait – public holiday
 First day of school 2020/21: Monday August 24th