



Bishkek International School

Parents & Guardians Handbook

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Preface

Mission, Policies, Handbooks and Regulations

The Mission of Bishkek International School 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 and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year. Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

International Baccalaureate

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

International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things.* We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
2. **Thinkers:** *We think about everything and make good decisions.* We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
3. **Inquirers:** *We like to find out how things work and why they work this way.* We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.
4. **Caring:** *We care about other people and want to make them feel good.* We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
5. **Principled:** *We are responsible for our own actions. We always try to do what is right.* We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future.* We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends.* We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave.* We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
9. **Open-minded:** *We understand different cultures and different ways of doing things.* We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
10. **Communicators:** *We can speak in more than one language. We are good at working with others.* We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed.* We are resilient and capable of overcoming any challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.

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1 INTRODUCTION

This handbook gives important information for Parents & Guardians of BIS students.

Sections highlighted in green are repeated in the Student Handbook and the Staff Handbook.

Sections highlighted in pink are repeated only in the Staff Handbook.

2 ESSENTIAL INFORMATION FOR PARENTS

Essential information for the first week of school is given in [Annex 1](#). This section covers more general information.

2.1 Equipment and clothing requirements

Equipment

The basic requirements when a student starts school are:

- 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
- For Preschool and Primary school, indoor shoes for inside school
- For Middle and High School, bring a laptop to use at school

No stationary is required, as BIS provides the first basic set of stationery for each student. Replacements may need to be purchased by parents later.

School Clothes

BIS does not have a school uniform; however, we have a code of dress given in Section 6.3 of this handbook. In addition to the dress code, parents should make sure their children are sensibly dressed for an active life as our students are very active during play breaks.

Physical Education Clothes

When students have PE in the timetable, they need to wear trainers and a T shirt and shorts or a tracksuit, so make sure they have PE clothes on PE days.

Art Clothes

All preschool, primary and middle school students have Art as part of the curriculum and it can be messy. To keep normal clothes clean, parents are advised to provide an extra-large shirt (or something similar) for their child to wear over their normal school clothes.

Lost Property

Every school has difficulties with lost property. To make identification easier, it is best to permanently mark your child's property with their name. Lost property is kept centrally and will be 'recycled' to a worthy cause at every term break if it is not reclaimed before the break.

Valuables

The school takes no responsibility for any phones, toys or other possessions brought into school by students and any loss or damage is the responsibility of the student concerned.

2.2 The First Day of School

The first day of school can be a daunting time for young children, particularly if they are in a strange country.

Some children settle very quickly and enjoy the social interaction from the beginning but some children may become distressed.

For young children it is best to go to school with your child on the first day to meet the teacher and hand over your child.

2.3 Arrival time at school

Arrival time at school is from 07:30 to 07:45 for Middle and High School, 07:45 to 08:00 for Primary, and 07:45 to 08:15 for Preschool. Teachers are available in class rooms at 07:45. Students should not arrive before 07:30 and all students must be in class before 08:00 at the latest in Primary, Middle and High School. High School students should go directly to their form class when they arrive at school. Primary and Middle school students who arrive before 07:45 should stay in the café until 07:45 before going to their own classroom at 07:45.

2.4 Pick-up time from school

Students may be collected from school either at 15:30 at the end of the school lessons and break or from 16:30-17:30 after Extra-Curricular Activities. School buses leave at both 15:20 for those not taking ECAs and at 16:40 for those taking ECAs. **All students must be collected before 17:30.** After 17:30, gates are locked and only the night security guard is at school.

2.5 School Bus

A school bus service is offered with pick-up from 07:00 to arrive at school at 07:45. Buses leave school at both 15:20 for those not taking ECAs and at 16:40 for those taking ECAs, with drop off according to schedule. Each bus has a bus supervisor from BIS staff in addition to the bus driver. Parents wishing to sign up for the bus service should contact info@bis.kg. School bus rules are given in Annex 8.

2.6 Homework

Students in Preschool 1 to Grade 5 are encouraged to read or be read to at home for 30 minutes daily. In Grades 0-5, students who are below grade level for Math or English will be assigned Math or English homework each week, which must be completed. Language teachers may also give homework which must be completed. For students already at grade level expectations for other subjects, any other homework is optional.

Students in Middle School should read a good book for at least 30 minutes each day at home. They may receive homework at any time from any subject teacher, which they should complete if possible. Students below grade level for Math or English will be assigned Math or English homework each day, which must be completed. Language teachers may also give homework, which must be completed. All summative assignments are recorded in ManageBac seven days before the deadline, allowing students and parents to check online for summative assignments and deadlines.

Students in High School should read a good book for at least 30 minutes each day at home. They also have homework every day and are expected to be responsible to complete their homework without parental involvement. Students below grade level for Math or English will be assigned Math or English homework each day, which must be completed. All summative assignments are recorded in ManageBac seven days before the deadline, allowing students and parents to check online for assignments and deadlines.

2.7 Questions about your child's education or about BIS

If you have any questions, the first person to ask is your child's Homeroom/Form Teacher or Co-Teacher. They will arrange for you to see a specialist teacher or someone in BIS management if they cannot deal with

your questions themselves. Homeroom Teachers, Form Teachers and Co-Teachers can be reached by email. A list of emails will be given to you when your child starts school and will be updated every year. Alternatively, you can email the BIS Reception info@bis.kg to arrange an appointment with the Homeroom/Form Teacher.

If you have more general questions about the class or the school that you think affects other children and parents, you can raise the issue with the parent Class Representative appointed by the Parents Association Management Committee (PAMC). 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.

Key contacts for the 2025/26 academic year:

- 1. First contact your Homeroom or Form Teacher** - email addresses are in Voices each week
- 2. Organization and Behaviour.** If the Homeroom or Form Teacher cannot resolve the issue:
 - a. For Preschool and Primary: Elina Ignatova, Primary School Principal - eignatova@bis.kg
 - b. For Middle School: Gulbara Akunova, Middle School Principal - gakunova@bi.kg
 - c. For High School: Nurbek Chagataev, High School Principal - nchagataev@bis.kg
 - d. If still not resolved: David Grant, Head of School - dgrant@bis.kg
- 3. Academics.** If the Homeroom or Form Teacher cannot resolve the issue:
 - a. For Preschool and Primary: Maria Corbett, PYP Coordinator - mcorbett@bis.kg
 - b. For Middle School: Nadine Lemoine, MYP Coordinator - nlemoine@bis.kg
 - c. For High School: Makiko Inaba, High School Academic Director - minaba@bis.kg
 - d. For the National Curriculum: Chynara Abdyraeva, cabdyraeva@bis.kg
 - e. If still not resolved: David Grant, Head of School - dgrant@bis.kg

2.8 Appointments to see BIS staff

Appointments should be made in advance, either by emailing the person you want to see to arrange the meeting, or by contacting the Reception and making an appointment to see a particular person at an agreed time. If you are at the school and speak to Reception, it may be possible to arrange an immediate appointment but often this is not possible due to other commitments at the time.

2.9 Lunch and snacks

BIS provides morning snack, lunch and afternoon snack for all students. Parents may opt out of lunch for a full term if they want to provide lunch themselves. Please note that nuts, fizzy drinks, sweets (candy) and packets of crisps (chips) are not allowed in school. Food is not allowed to be eaten anywhere in the school except in the café or outside, (or elsewhere if by special arrangement only).

BIS is a completely nut-free school. No student, parent, or staff member should bring any nuts (including peanuts) into school. To protect student safety and to avoid allergic reactions, no food of any kind may be brought into BIS by students, parents, and non-kitchen staff, if it is intended to be shared among students, including for birthday parties.

For birthday parties, a cake can be ordered from the school kitchen for 1500 Som, if ordered 3 days in advance. Alternatively, pizza can be ordered from the approved pizza supplier, with the order made only by the school Reception. Any event with ordered food must be approved in advance with the Homeroom/Form Teacher or Co-Teacher. Students are not allowed to order food to be delivered to school under any circumstances.

The rule about not bringing in food to share only applies during school days until 17:30. For any evening or

weekend event, food may be brought into school for sharing, if approved in advance by the Head of Administration.

Bake sales are not permitted during school hours, including break times, lunch, and class periods. Any food-related fundraising must take place outside of regular school hours and requires prior approval from the Head of Administration. Fundraising activities are only allowed during official community events such as Asia Day Festival, Europe Day Festival and Africa Day Festival, and must be organised through country representations or as part of a school-approved initiative.

2.10 Student attendance

Full attendance is important for academic achievement and social interaction. If you are ill, your parents should inform the school before 09:00 am on the first day of absence. If you know in advance that you will be absent (e.g. unavoidable family travel) inform your Form teacher as early as possible.

Students are expected to have minimum 85% attendance in any term period. If this minimum target is not met and there is not a good medical reason for absence, the student's place in the school may be revoked.

To ensure a healthy and safe environment for students, any student returning to school after illness should 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.

2.11 Using learning resources

BIS provides textbooks for students at different levels and has an extensive library for students to use and to borrow books from. Students should take good care of all books and other resources which are provided by the school so that other students can use them later. To encourage student responsibility, BIS has a textbook deposit scheme as described in Annex 7.

2.12 Gifts to Staff

BIS staff do not expect any gifts at any time of year and you do not have to give any gifts.

If you do want to give a gift at any time, please be aware that the BIS Ethics Policy does not allow staff to accept any cash (or cash equivalent) gifts and any non-cash gift must cost less than 1,000 Som (one thousand Som).

If any staff member receives a gift which has a value over 1,000 Som, staff must report the gift to the BIS Management Board and the staff member may not be allowed to keep the gift. The Management Board will normally allow gifts to be kept by the staff member if it has been given jointly by a large group of parents, but not if given by an individual or small group of parents or by a private company etc.

2.13 Other issues

You do not have to read the rest of this handbook but it will give a broader understanding of what happens at school if you do read it.

One section that is worth reading is Section 6: Code of Conduct, so that you can assist your child in keeping to the guidelines.

If you want more information than is given here, BIS has various policy documents listed in the Preface to this document.

3 HISTORY OF THE SCHOOL

Bishkek International School was founded by a group of international and local parents as a non-profit community school and legally registered as a non-profit foundation in the Kyrgyz Republic on December 1, 2010. The first school Advisory Council meeting was held with the President of the Kyrgyz Republic, Roza Otunbayeva, on May 16, 2011 in the Ministry of Education. The school opened for students in September 2011, in a building which was built as a school but unused for this purpose for many years before being purchased by the school foundation in July 2011. Student numbers increased from 20 students in 2011 to over 400 students in 2024. The school was initially called the 'European School in Central Asia' (ESCA) and changed to 'Bishkek International School'(BIS) in 2016 to coincide with accreditation as an IB World School.

4 VISION, MISSION & COMMITMENTS

The vision, mission and commitments are based on the Charter and concept documents when founding the school, and a collaborative process involving students, staff, parents and Founders in 2014, before approval by the Governing Board in June 2014, with further review and amendments in 2018 and 2022.

4.1 Vision

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

4.2 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 and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

4.3 Commitment

BIS is a non-profit foundation, founded by the community as a liberal secular and multi-cultural school with transparent governance and operations, providing education in a supportive, family orientated and safe environment. BIS welcomes any individual regardless of their gender, ethnicity, language, political and religious beliefs and everyone is encouraged to take part in all school activities¹.

In accordance with the BIS Charter, in addition to providing excellent education, our mission includes raising awareness of human rights, development of social responsibility, social justice and democratic participation, awareness and tolerance of cultural difference, humanity, development of team spirit, creativity, environmental protection and sustainable development.

¹ Any member of the school community may request special access and use of school facilities and BIS will accommodate these requests where they are reasonable and practical and do not interfere with other operations of the school. BIS does not guarantee that requests may be accommodated or that provision is permanent since the educational activities of BIS take priority at all times.

We are a community school, inspiring students who reflect the power of community to achieve extraordinary transformative change for a better world. Our aim is that BIS becomes the most exceptional school in Central Asia demonstrating the benefits of our approach to education, inspiring much wider changes in education in the region.

4.4 Internationalism

Internationalism promotes an environment in which diversity, multilingualism, cultural awareness, communication, and a global perspective for learning are celebrated; enabling students to listen, collaborate, embrace good ideas, solve problems together, and achieve positive change on a local and global level.

4.5 Belonging in a Diverse & Inclusive Community (BDIC)

BIS fully endorses this [International Baccalaureate statement](#) and is committed to live by these values throughout the school.

At BIS, our comprehensive approach to belonging, diversity, and inclusion, includes:

1. Non selective student entry for fee paying students; except for a maximum 50% limit for students of any one citizenship, to ensure cultural diversity, English language assessment, and prior school recommendation;
2. School fees maintained at a low level to allow wider access;
3. Scholarships in High School for social diversity;
4. Learning Diversity, Inclusion & Counseling provision, and ELA provision, to accommodate a wide range of students;
5. Equity & inclusion for different gender, sexual orientation, social class, race, religion, citizenship, etc.
6. Staff recruitment for ability, suitability, and professionalism, not native English or citizenship.
7. Building a strong sense of belonging and community around our 'Taigan Culture' and the breadth of school activities and events to engage the whole community.

In applying this comprehensive approach, BIS is careful not to apply current trends in:

- seeing racism as only a white vs black issue, since racism is much more complex than this in an international setting in Central Asia;
- using equity & inclusion for diverse sexual orientation and gender identities as a means to promote certain lifestyles, in the same way that we do not allow promotion of any religious or political views in BIS.

BIS strives to be diverse and inclusive, but also strives to avoid cultural imperialism. Our ambition is that everyone in the BIS community has a strong 'sense of belonging' as part of the BIS community.

4.6 Shared Understanding of High Quality Learning

High-Quality Learning at BIS is when students are engaged, challenged, and can see their own growth. It connects to real life, builds meaningful skills, and is rooted in empathy, reflection, and collaboration.

5 GOVERNANCE & MANAGEMENT STRUCTURE

BIS is a non-profit foundation, established for the benefit of the community.

Governing Board

The school is governed by a Governing Board (GB) of nine members which sets strategy and policy and ensures funding and sustainability as a non-profit Foundation. Three members of the GB are elected by the Parents Association, three members are elected by the school Advisory Council, and three members are elected by BIS staff. GB members are normally elected for a three-year period and may be re-elected for a

maximum consecutive period of nine years. The Charter of the school and the Regulations of the GB are available to download from the school website.

BIS recognises the importance of a strong professional Governing Board to oversee the development of the school and the provision of excellent international education. Therefore, the executive body of the school (the Management Board) has a responsibility to facilitate and support both the GB and the bodies electing members of the GB, in particular the Parents Association, and the Advisory Council.

Management Board

BIS has a collegiate management structure, as defined in the Charter, with up to five members of an executive Management Board (MB), appointed by the Governing Board, including the Chair of MB who is authorised to sign documents on behalf of BIS.

BIS is committed to maintain a collegiate management structure and effective teamwork amongst staff.

Founders

The Founders have delegated most of their powers to the Governing Board (GB) but retain the right to approve any changes to the school Charter, to receive information on the school, including financial information, and the right to dismiss the GB and require new election of the GGB if the GB is found to be working in contradiction to the Charter or the overall Vision and Mission of the Foundation.

Parents Association

The Parents Association plays a substantive role in the community life of the school. All parents and/or guardians of students are included in the Parents Association as part of their agreement when enrolling their child in the school. The Parents Association represents the interests of parents by inter-alia:

- 1) Electing three members of the Governing Board (GB);
- 2) Meeting with the Management Board (MB) to discuss school issues and to nominate representatives for school working groups;
- 3) Appointing Class Representatives to help parents communicate with each other and the school;
- 4) Organising social events with the school and providing volunteers to help with school activities.

The Parents Association elects a Parents Association Management Committee (PAMC) to organise its affairs. Regulations of the Parents Association are available to download from the school website.

BIS is committed to positive parental involvement in the school as a vibrant community school.

Advisory Council

BIS Advisory Council represents permanent institutions in the Kyrgyz Republic with an interest in development of the school. The Council helps to set and maintain the ethos and direction of the school and has the right to elect three members of the Governing Board (GB). It meets around three times a year to discuss development of BIS, education issues in the Kyrgyz Republic and to elect members of the GB. Regulations of the Advisory Council are available to download from the school website.

BIS is committed to working with the Advisory Council for effective engagement with the vision, mission and activities of BIS and educational outreach for positive impact on the education sector in Central Asia.

Staff Resources

BIS opened in September 2011 with seven staff, increasing to 180 staff (including non-teaching staff) in 2025. For the 2024/25 academic year we have 110 teaching staff and teaching assistants, including 8 who work part-time.

6 CODE OF CONDUCT

Our overall behaviour culture is as defined in the 'Taigan Culture' poster in Annex 2. Specific guidelines for different areas of the school for Primary Students are given in Annex 3.

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.

6.1 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, or outside for handheld food such as an apple or snack, not elsewhere in the school;
4. Have permission from duty staff before leaving the primary 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 sunscreen cream, have a water bottle) and not getting frozen or wet in bad weather (e.g. warm & waterproof clothing). *This rule does not apply in Preschool, where the teachers are responsible;*
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. Completely clear their locker of any personal possessions (except neatly stacked textbooks) before every term break so that lockers can be cleaned out;
10. Greet any visitors they meet in the school.

Students Must Not:

1. Bully anyone in any way, online or otherwise;
2. Use abusive, cursing or derogatory language at school, on school trips or online². 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. Have chewing gum, crisps, sweets, fizzy drinks, or other unhealthy food/drink at school;
5. Have (possess or use) tobacco products or vaping instruments or drugs or alcohol at school or on school trips³;
6. Pick leaves or flowers or damage trees. The environment is important for everyone's wellbeing and enjoyment;
7. Play games for money or other valuable prizes, or sell anything to other students without permission from the Head of Administration;
8. Play with balls, paper planes or other projectiles inside the school without permission;
9. Use mobile devices for any purpose before 17:30 except as defined in the mobile device rules;

² In accordance with our commitment to fostering a respectful and inclusive environment, the use of racial or homophobic slurs is strictly prohibited. Any student found using derogatory language of this nature, or making fun of someone's race or sexual orientation will receive a lunchtime reflection, and parents will be notified.

³ If any student is found smoking or possessing e-cigarettes at school, their parents will be informed, they will lose their school privileges for at least one month, they must complete an online e-cigarette training course, and they may also be reported to the police.

10. Wear hats, caps or other head coverings inside the school without permission⁴.

Rules for students using the outside play areas are given in Annex 5 to this Handbook.

6.2 Rules for Staff

Staff Must:

1. Role model acceptable behaviour and professionalism at all times;
2. Ensure that lessons start and finish on time and are not interrupted;
3. Ensure that students know and understand their homework tasks and that they are marked effectively;

Staff Must Not:

1. Use mobile phones in class to make or receive phone calls or for any social networking in class, or misuse internet access;
2. Chew gum when with students;
3. Smoke at school or on school trips;
4. Have alcohol at school or on school trips;
5. Comment on any student, teacher or parent in any negative way while students are present or may be listening;
6. Wear hats, caps or other head coverings inside the school⁵.
7. Pick up any students except as part of normal class responsibilities or in case of emergency. Staff should not pick up, swing around, carry, or throw students as there is significant risk for injury.
8. Flags in the cafe must not be touched (or hit) and made dirty as this is disrespectful to the country of the flag. If anyone touches a flag, they will receive an automatic lunchtime reflection to work with the cleaners to clean the school. Students and staff must report every incident of flag touching to the Head of Administration, with the name of the student involved, and they will learn to clean;

6.3 Behaviour Guidelines

All staff and students must act with respect, responsibility and kindness in their interactions at the school.

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

This includes:

- Arrive on time for school in the morning and for each class;
- Be properly equipped with stationery and textbooks;
- Be respectful and kind, listen to the contributions of others and do not talk over them or ridicule their ideas;
- Be helpful when required;
- Ensure order at the beginning and end of the lesson to start and finish with all the information you need;
- Be responsible, 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;

⁴ The rationale for this rule is here: [No hats etc inside BIS school buildings](#). 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.

⁵ The rationale for this rule is here: [No hats etc inside BIS school buildings](#)

- Be courageous, leave your comfort zone to extend your learning;
- Develop effective study habits and do the best you can do in every subject.

2. Move calmly around school

This includes:

- Don't push other people;
- Don't run in corridors or on the stairs;
- Hold doors open for the person following you;
- 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

This includes:

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

4. Keep the premises tidy

This includes:

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

5. Behave Safely

This includes:

- 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

This includes:

- Dress in a way that does not cause offence or distract other people;
- 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 offence 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 students, the matter should be raised with any member of the Management Board (MB). Their joint decision on appropriate attire is final.

7. Do not bring inappropriate things to School

This includes:

- 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

This includes:

- Be courteous to all others. Every person 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.
- To reduce the risk of allergic reaction in other people, any chemicals applied to the body or personal possessions in spray form (including perfume and antiperspirant) may only be applied outside the school campus, or if on campus, only outside during breaks times, where the user must stay for minimum 5 minutes after application before venturing inside a school building.

9. Refrain from Public Displays of Affection

We recognize that genuine feelings of affection may exist between students. However, students must limit public displays of affection while at school or while attending a school-related activity. Being overly affectionate may be unintentionally offensive to others. Therefore:

- Avoid intimate touching, fondling, cuddling, and kissing;
- Avoid any physical contact that may make others in close proximity uncomfortable or serves as a distraction for them.

10. Use Social Media wisely

This includes:

- Staff should ensure that their social media activities remain private and do not cause harm to the school or members of the school community;
- Staff must not befriend students on any social media;
- Staff must not post photographs of students on social media without approval from the Head of Administration
- All staff, students and parents are welcome to repost any BIS social media posts on their own pages;
- Staff should not publicly criticise the school on social media and should avoid criticism of any other person, school, or of the Kyrgyz Republic as a country, as such comments could cause offence and reflect negatively on the school;
- All staff and students should follow the ICT policy on the use of social media.

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.

This includes:

- Staff 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.

6.4 Rewards & Sanctions for Students

Rewards

IB Learner Profile Awards

Every week during term time, Principals or Programme Coordinators award students for being 'Knowledgeable, Thinkers, Inquirers (KTI)', or 'Caring, Principled and Reflective (CPR)', or Balanced, Risk-takers, Open-minded, Communicators (BROC) or 'Resilient'.

Academic Awards

Academic Awards are made for significant, sustained effort and achievement in academic work. Separate Awards are given for Preschool, Primary School, Middle School and High School at the end of each Semester.

Service Awards

Service Awards are made for students whose service contributes to the development of their fellow classmates, the school and the country. Separate Awards are given for Preschool, Primary School, Middle School and High School at the end of each Semester.

Leadership Awards

Leadership Awards are made to recognise students who take leadership roles throughout the school, helping members of the school community achieve their intellectual, sporting, and creative potential. Separate Awards are given for Preschool, Primary School, Middle School and High School at the end of each Semester.

Global Citizen Awards

Global Citizen Awards recognize students prepared to tackle both global and local issues through a commitment to social justice; tolerance and diversity; good communications skills; and knowledge of global contexts. Separate Awards are given for Preschool, Primary School, Middle School and High School at the end of each Semester.

School Community Awards

'School Community Awards' MAY be awarded for either, exceptional contribution to representation and development of the school and school community; OR for, exceptional personal development through outstanding commitment and learning.

Kanat Chokoev Award

The 'Kanat Chokoev Award' is awarded at the end of the academic year to a student who models genuine care for others and brightens the lives of all those around them, in the way that Kanat Chokoev always did⁶.

Sanctions

⁶ Kanat Chokoev was a security guard at ESCA/BIS, who set the standards for being welcoming and supportive of everyone. Kanat was very sadly taken away from us by COVID-19 in January 2021.

Students who engage in wilful, persistent, and disruptive behaviour that interferes with the educational process or who engage in hostile behaviour on campus or at an off-campus school sponsored/sanctioned activity will be subject to school discipline. This includes breaking any rules or behaviour guidelines as described in this document.

The administration reserves the right to treat each disciplinary case on its specific merits. This section describes the most commonly used sanctions that may be imposed as required.

Behaviour Report in ManageBac

Behaviour Report in ManageBac The first step towards any sanction is the Behaviour Note feature on the school system: ManageBac. The Behaviour Note is automatically sent to the Homeroom/Form teacher to take initial action for misdemeanours such as noisy or disrespectful behaviour, repeated forgetting of books, persistent talking in class, minor disobedience, lateness, swearing, etc. A Behaviour Note leads to an immediate 'Lunchtime Reflection' and perhaps further action, depending on severity. All Behaviour Notes will be made visible to students.

Anytime behaviour incidents are being investigated (outside formal lunchtime reflections), all interviews with students will be conducted by minimum two members of staff, with all staff present taking notes.

If any student receives 3 Behaviour Notes on ManageBac in one Term, their Homeroom/Form Teacher will write to their parents to inform them about the reasons, and the student will start a 'Behaviour Contract'.

As a Behaviour Notes lead to Lunchtime Reflections, and 3 notes lead to a Behaviour Contract, staff may choose to identify 'Areas for Improvement' in ManageBac instead of a formal Behaviour Note. 'Areas for Improvement' do not lead to Lunchtime Reflections.

Lunchtime Reflections

Lunchtime Reflections are given to students:

- Who are late for school in the morning, or scheduled lessons, on three occasions in one week;
- In response to a Behaviour Report if appropriate.

Lunchtime Reflections must be recorded on the online Lunchtime Reflection Record, and ManageBac Behaviour Note.

Lunchtime Reflections take place on weekdays during the lunchtime break period.

Repeated Lunchtime Reflections or Single Serious Incident

In the event of repeated referral to the relevant Principal, or a single serious incident or breach of school discipline, the Head of School may also issue a warning. This may be an:

- Formal warning - recorded internally and parents informed;
- Final warning - recorded internally and parents informed.

Behaviour Contract

Following persistent poor behaviour a written Behaviour Contract containing specific targets for the student to achieve within school five days is prepared by the Homeroom/Form Teacher. The Behaviour Contract is signed by the student, their parents, form teachers and the relevant Principal. If the contract targets are not consistently met during the initial 5 days, the contract is extended by the relevant Principal for a further 5 days.

Every Behaviour Contract will trigger a standard letter from the section Principal to parents, which must be accepted and signed by parents. The letter will clarify how many Behaviour Contracts this student has had in the academic year, and future consequences if behaviour does not improve.

Internal Suspension

A student may be internally suspended for a period of one or more days if persistent poor behaviour continues after the termination of a Behaviour Contract or following a single serious incident. During this period, the student will be expected to report to each class on their timetable to collect work from their teacher, before completing said work in isolation and under supervision in a given location in the school.

Temporary Exclusion and Permanent Exclusion

A student may be temporarily excluded from School for a designated period of time, or excluded permanently, at the discretion of the Management Board (MB). Sanctions will be applied proportionally, consistently and reasonably, taking account of any special educational needs that students have.

A student who receives a Behaviour Note after completion of three Behaviour Contracts in one academic year, will normally be excluded from the school, following consideration of any special educational needs of the student and the impact on learning for other students in the school.

If a student is suspended from school for any reason, their BIS email address and learning platform access may also be suspended for the period of absence.

Mentoring

In some cases, student behaviour, such as consistent lateness or lack of learning engagement or persistent misdemeanours, may lead to a 'Mentor Agreement'. Mentor Agreements are established by decision of the Management Board (MB), as advised by the relevant Principal, and with the agreement of the student (and parents/guardians if appropriate).

7 COMPLAINTS AND APPEALS PROCEDURES

Every student, parent, and member of staff has the right of appeal. The appeal procedures are given below.

7.1 Introduction

If any student or parent or guardian or staff has a complaint for any reason, the procedure set out here will be followed.

All concerns and complaints will be treated seriously and confidentially. Written records will be kept of all complaints received by the Management Board, Corporate Lawyer and Governing Board. Correspondence, statements and records relating to individual complaints will be kept confidential within the complaints process outlined below, except where a judicial body requests the information.

7.2 Informal Resolution

It is hoped that most complaints and concerns will be resolved informally and quickly.

1. Students should approach their own Form teacher, or the designated School Counsellor or relevant Principal, to raise any concerns they have or to appeal against any sanctions they received if they feel it is not justified.
2. Parents should approach their child's Form Teacher in the first instance.
3. Staff should approach their own line manager, or the HR Officer, in the first instance.

If complaints or appeals are not resolved via these routes, then the person consulted by the complainant should bring the case to their own line manager in BIS. The line manager will make a written record of all concerns and complaints raised in this way and the date on which they were received, and try to resolve the problem.

In case of a serious complaint, a written record of the complaint and outcome will be sent by the BIS staff for review by the Management Board.

If the complaint is not resolved by the Management Board to the satisfaction of the complainant within ten working days, the complainant will be advised to proceed with their complaint in accordance with 'Formal Resolution'.

7.3 Formal Resolution

If the complaint cannot be resolved on an informal basis, then the complainant should put their complaint in writing directly to the Management Board. If any member of the Management Board is the subject of the complaint, this member must not take part in any deliberation or decision regarding the complaint, in order to avoid any conflict of interest.

The Management Board will consider the complaint together and decide on the best course of action. In most cases, the Management Board will meet or speak to the complainant, normally within 5 working days of receiving the complaint. If possible, a resolution will be reached at this stage.

It may be necessary for the Management Board to carry out further investigations, which may prolong the review of the complaint. The Management Board will keep written records of all meetings and interviews held in relation to the complaint. Once the Management Board is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and the complainant will be informed of this decision in writing within a further 5 working days. The Management Board will also give reasons for the decision.

If the complainant is still not satisfied with the decision, they should proceed to 'Resolution by the Complaints Panel'.

7.4 Resolution by the Complaints Panel

If the Management Board cannot resolve the complaint to the satisfaction of the complainant, the complainant should put their complaint in writing to the BIS Corporate Lawyer with clear evidence that the prior resolution by the Management Board is non-compliant with the published policies and procedures of Bishkek International School, available at <https://www.bis.kg/school/policies-and-handbooks/> or the BIS charter and regulations available at <https://www.bis.kg/school/charter-and-regulations/>.

The BIS Corporate Lawyer will review the evidence presented, within 10 working days of submission from the complainant, and will decide if the evidence presented clearly violates the published policies and procedures of BIS or the BIS charter and regulations.

If the Corporate Lawyer decides that there is a clear violation of published policies and procedures, the complaint will be sent back to the Management Board for review. If the Management Board does not respond within 5 working days, or if the Management Board decides not to amend their response to the complaint, the Corporate Lawyer will forward the complaint to the Chair of the Governing Board for further consideration.

If the Corporate Lawyer decides that there is no clear violation of BIS policies and procedures by the BIS Management Board, the complaint will be given to all members of the Pedagogical Leadership Team (PLT) for review at the next meeting of the PLT, where the Corporate Lawyer will present the information provided by the complainant. The PLT will discuss the evidence provided and either decide that there was a violation of BIS policies and procedures, or no violation of policies and procedures.

In case the PLT decides that there has been a violation of policies and procedures, the PLT will overrule the Corporate Lawyer and the complaint will be returned to the Management Board for review. If the

Management Board does not respond within 5 working days, or if the Management Board decides not to amend their response to the complaint, the Corporate Lawyer will forward the complaint to the Chair of the Governing Board.

In case the PLT decides that the Corporate Lawyer is correct in not finding a violation of BIS policy or procedure, the prior decisions of the Management Board are final, if not challenged according to the law of the Kyrgyz Republic.

If a formal complaint is forwarded by the Corporate Lawyer to the Chair of the Governing Board, the complaint will be referred to a Complaints Panel established by the Chair of the Governing Board within 10 working days of receiving the complaint.

The Complaints Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, at least one of whom shall be independent of the school executive management. The Panel will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 20 working days of the Complaints Panel being established.

If the Complaints Panel deems it necessary, it may require that further particulars of the complaint or any related matter be provided in writing to the Complaints Panel, before the Panel meets to review the evidence presented. Information supplied by relevant parties will not be disclosed to the complainant, except as required to reconcile disputed factual information. The Complaints Panel may or may not request the opportunity to interview any relevant parties. If such an interview takes place, the interviewee may request someone to accompany them to provide personal support. Legal representation will not normally be appropriate.

If possible, the Complaints Panel will resolve the complaint immediately at the time of their first hearing, without the need for further investigation. Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 15 working days of the final Hearing. The Panel will make findings and recommendations and a copy of the findings and recommendations will be sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about. The findings and recommendations will be available for inspection by the Chair of the Governing Board, the Chair of Management Board and the Deputy Head of School. Decisions of the Complaints Panel are final, if not challenged according to the law of the Kyrgyz Republic.

If a formal complaint is not forwarded to the Chair of the Governing Board, based on assessment that there is no violation of BIS policies or procedures, the complainant may request the Governing Board to review BIS policies or procedures on a particular issue. Any such request received by the Governing Board before April 30th will be considered for review for possible amendment of policies or procedures for the following academic year. If any change is made, it will not be applied retroactively.

8 CURRICULUM & ACCREDITATION

BIS is accredited by the New England Association of Schools and Colleges (NEASC) Commission on International Education (CIE). <https://cie.neasc.org//>

BIS is a fully authorised International Baccalaureate (IB), IB World School, offering the IB Diploma Programme (DP), the IB Primary Years Programme (PYP) and IB Middle Years Programme (MYP). The IB DP is a two-year educational programme for students in Grades 11-12 that provides an internationally accepted qualification for entry into higher education and is accepted by many universities worldwide.

The IB PYP runs through Preschool and Primary School and the IB MYP is offered in Middle School. 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. To ensure that appropriate grade level standards, and a consistent approach, are achieved for English Language, Maths and Science in the PYP and MYP, BIS follows:

- The Singapore Maths standards for Maths in PYP and MYP. See [Standards](#)
- The England & Wales National Curriculum standards for English in the PYP and MYP. See [Standards](#);
- The Bell Foundation framework for English Language Acquisition. See [Primary Framework](#), [Secondary Framework](#).
- The 'Next Generation Science Standards' (NGSS) is adapted for Science in PYP and MYP. See [Standards](#).

To ensure that learning is set at an appropriate level, and standards are being achieved, BIS applies:

- Regular assessments for Maths, aligned with Singapore Maths standards, from Grade 0 to Grade 8
- Regular assessments for English, aligned with the England & Wales National Curriculum standards for English, from Grade 0 to Grade 8.
- Regular assessments for Science, aligned with NGSS, from Grade 4 to Grade 8.

Wherever possible, online externally evaluated assessments are used to ensure consistency.

BIS is also accredited as a Cambridge International School by Cambridge Assessment International Education and currently provides the International General Certificate of Secondary Education (IGCSE) in Grades 9-10. Students choose at least seven IGCSE subjects from five different groups. This provides a broad and balanced curriculum, including two different languages, and is a good base for entry to the International Baccalaureate Diploma programme.

The Government of the Kyrgyz Republic Ministry of Education and Science fully accredited BIS in May 2018 to deliver the national curriculum with examinations in Grade 9 and Grade 11 for the State Certificate of Secondary Education. Education licences cover preschool, primary school and secondary school.

In addition to external qualifications for the International Baccalaureate Diploma Programme, the Cambridge IGCSE programme and Kyrgyz State Certificate of Education, BIS also awards a US equivalent High School Diploma to graduating students, accredited by NEASC. Minimum standards to receive the High School Diploma and the GPA system is given in Annex 9 to this Handbook.

Curriculum for each section of the school can be found here:

- [BIS PYP Curriculum](#)
- [BIS MYP Curriculum Grade 6](#)
- [BIS MYP Curriculum Grade 7](#)
- [BIS MYP Curriculum Grade 8](#)
- [BIS Curriculum Grades 9 & 10](#)
- [BIS Curriculum Grades 11 & 12](#)

9 TEACHING METHODOLOGY

Teachers carefully design their teaching programmes with the aim of giving children the skills, values and knowledge that they need. In accordance with the IB Learner Profile, we aim to develop students who are: Knowledgeable; Thinkers; Inquirers; Caring; Principled; Reflective; Balanced; Risk-Takers; Open-minded; Communicators; plus an additional profile of 'Resilient'.

Teaching is based on inquiry-based learning to encourage creative thinking in asking questions about the world around us and finding the answers to those questions.

Inquiry-based learning aims to:

- Make students actively responsible for their own learning, with the teacher as facilitator;
- Ensure that students are able to develop and demonstrate their abilities in a variety of ways, applying a variety of methods and means to find answers;
- Focus on the abilities of students to formulate hypotheses, design, experiment and analyse results;
- Encourage a social learning process, since children do not learn in isolation but with their peers and facilitators such as teachers, parents and others.
- Develop good communication skills, facilitated by the frequent exchange of ideas, interactions with others and sharing of the findings and the answers.

Teachers create curriculum maps outlining their plans for the year. These curriculum maps cover the essential elements of the PYP, MYP, and DP that need to be covered and assessed throughout the year. These curriculum maps are given to Programme Coordinators for review after the first week of school.

9 ACADEMIC INTEGRITY POLICY

Academic integrity is an integral part of the BIS culture at all levels of the school and applies to all members of the community, including: Governors; staff; students and parents. Our policy is based on two of the ten attributes of the IB Learner Profile, given in the Preface to this document, specifically attributes #5 'Principled' and #10 'Reflective':

Principled: Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions.

Reflective: Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

Learner profile attributes are equally applicable to staff as they are to students. Misconduct at any level of the school including plagiarism, collusion, misrepresentation and abuse of intellectual property is treated seriously.

All High School students and their parents/guardians must read, understand, and sign the BIS Academic Integrity Policy. All students and staff must fully adhere to the Academic Integrity Policy at all times.

10 HOUSES

The House System exists to promote healthy competition based on inclusion and teamwork. Various competitions contribute to house points. Points are accumulated throughout the year to produce an overall winning House.

BIS has three Houses for students from Primary, Middle and High School, named 'Snow Leopards', 'Piranhas', and 'Phoenixes'. Students, who are already a member of one of these Houses, stay in the House until they leave BIS, or may move between Houses only by agreement between the student and Management Board (MB) if this is necessary to rebalance the houses. New students are assigned to one of the Houses in the first week of the first term. Assignment is designed to ensure that all year groups have a good balance of students in each House and to ensure a good overall balance between Houses. If a family has more than one child in the school, parents may request all of their children to be in one House (or in different Houses) and this request will be accommodated if possible.

Each member of the teaching staff, except those on the MB or Physical Education department, is assigned to a House. One of these staff is appointed as 'Head of House' to help in the organization of different competitions.

In the first two weeks of the first term, each House elects a Captain and Vice-Captains from the students in the House

11 STUDENT COUNCIL

BIS has Student Councils for Primary, Middle and High Schools. Councils are organised and supported by a designated teacher as 'Student Council Facilitator'.

Each Form class elects two representatives to represent them on the Student Council at the end of September. 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. The High School Student Council President is elected directly by all students in High School in accordance with the Student Council Constitution.

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 organise school events for students such as Valentine's Day, Fall Festival, and many more.

12 STUDENT SUPPORT

Any students who have any problems of a personal or academic nature may approach the relevant Principal or the School Counsellor who will support the student to resolve the issue. Initial contact can be made by the student themselves or as a referral by teachers or parents. The relevant Principal and the School Counsellor will act in a professional manner, demonstrating appropriate counselling skills and keeping confidentiality for the student. This confidentiality will be applied if the student is not in any personal danger and is not the subject to abuse or neglect. If this is the case, then the relevant Principal or School Counsellor will follow the Child Protection guidelines to ensure the student is cared for in the correct manner. The relevant Principal or School Counsellor will provide the student with a variety of strategies to assist them to solve their problem and may organise a set time to speak with the student on a regular basis. Teachers will assist with any information that will contribute to helping the student to resolve issues as well.

13 TIMETABLE

The initial school calendar for the 2025/26 academic year is given in Annex 13. An updated version is on the BIS website.

Teaching staff' hours are from 07:45 to 16:30, or as defined in individual contracts. Form Teachers are in classrooms from 07:45. Students arrive at school between 07:30 and 08:00 and should be in their Form Class until 08:00. Primary and Middle School students who arrive before 07:45 should wait in the café before going to classrooms at 07:45. Formal lessons start at 08:00.

Extra-Curricular activities run every day from 15:30 to 16:30. Supervision is available until 17:30 for students after ECAs are completed. No supervision is available after 17:30.

Timetables are established for each year group. Initial timetables and any updates are sent to staff, students and parents by email. The outline timetables showing break-times, drop-off time and pick-up time is given in Annex 14.

14 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. ECA timetables are provided to staff, students and parents before the start of each term by the ECA Coordinator.

15 SCHOOL EVENTS

The following events are organised by or at the school over the year:

- Friday 29 August: Meet the Teachers
- Friday 12 September: All Parents Meeting (PAMC)
- Saturday 20 September: Asia Day Festival - Open Day
- Tuesday 30 September: Grade 4 - 12 Sports Day
- Friday 17 October: UN Day at BIS
- Friday 7 November: Fall Festival – organised by student councils
- Saturday 15 November: Future Careers Day and Friendsgiving Dinner
- Saturday 22 November: BIS Annual Debate Tournament
- Saturday 13 December: Anniversary Show – an official school day
- Friday 30 January: Secondary Winter Sports Day
- Friday 6 February: Primary Winter Sports Day
- Friday 13 February: Valentine’s Day, organised by student councils
- Thursday 19 February: Languages in our life’s day
- Thursday 26 February: Science Fair
- Saturday 28 February: BIS Model United Nations
- Thursday 26 March: Nooruz Festival at BIS
- Friday 10 April - Poetry Slam (Primary 10:00, Secondary 14:30)
- Saturday 18 April: Europe Day Festival
- Thursday 23 April: PYP Exhibition
- Wednesday 29 April: Primary School Sports Day
- Friday 15 May: Art Exhibition
- Saturday 23 May: Africa Day Festival
- Thursday 18 June: All Americas BBQ

16 STUDENT ABSENCE

The Form teacher is responsible for the class register. If a student is absent without explanation, the Reception will contact their parents/guardian and ask the reason for absence and when the student is likely to be at school. Frequent absences must be reported in writing to the relevant Principals who will investigate the reasons. Students are expected to have minimum 85% attendance in every term period. If this minimum target is not met and there is not a good medical reason for absence, the student’s place in the school may be revoked.

To ensure a healthy and safe environment for students, 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.

It is the responsibility of each member of the staff in charge of a specific timetabled event or extra-curricular activity to ensure that those who should attend actually do attend. Absence without good reason of any student must be investigated by form teacher and reported to the relevant Principal.

17 COMMUNICATIONS

BIS operates as transparently as possible with as much information as possible about the school available on the BIS website.

A weekly newsletter – Voices - is sent by email to all parents, and to students with bis.kg email addresses, to inform them of school activities and forthcoming events. **If you are not on the Voices mailing list and you would like to receive Voices, just send an email to info@bis.kg and ask to be added to the Voices mailing list.** Anyone can be added to the list if they have an email address and want to receive Voices.

Parent-Teacher meetings are held regularly to enable parents to discuss their child's progress with the Form teacher or subject teachers. Dates for Parent-Teacher meetings are on the school calendar.

The Parents Association Management Committee appoints a class representative for each class, to facilitate communication between parents in the class and between parents and the Form teacher.

18 SECURITY

This security section is copied verbatim from the BIS Health & Safety Policy. The School Bus rules are given in Annex 8 to this Handbook.

Security of the School Site

The Head of Administration is responsible for security. Security staff is always on-site, day and night every day of the year. All buildings are locked at night when not in use.

School gates are kept locked, except for the morning period of 07:30 to 08:30, pick-up time from 15:00 to 17:30, and for organised events for parents and children. Security guards watch the pedestrian and vehicle entrance gates when they are unlocked. Anyone requiring access to the site outside this time will need to ring the bell to obtain the attention of the security guard.

Security personnel follow a protocol to ensure the safety of students, staff and visitors to the school during the school hours of 07:30 to 17:30.

School Reception is manned continuously from 07:45 to 17:30. All visitors to the school, including parents, must report to Reception before going elsewhere in the school. Visitors, including parents, will normally be accompanied by a staff after reporting to Reception.

When the school is used for events outside normal school hours, security will ensure that only BIS staff have access to the school building. Other individuals (students, parents etc.) are only allowed access when accompanied by a responsible member of BIS staff. For all events at school outside normal school hours, the Head of Administration has the final decision on approval of the event and must ensure that safety and security provision is at the same standard as a normal school day. The cost of this provision should normally be included in the overall costs of the event.

Access for Parents and Visitors

Parents, suppliers, and any other visitors are not allowed into the main campus during school working hours except by prior arrangement. Suppliers and any contract workers for repairs are arranged for outside school hours. The only exceptions for parents are for special events, approved by the Head of Administration, with specific invitation and individual parent sign-up.

The school has an external reception building opposite the main gate with security, reception, cashier, and meeting room for all meetings with parents or visitors to the school.

Vehicle Access to the 'drop-off' area

1. Parents and guardians of preschool and Grade 0-1 students are provided with a 'Car Pass' at the start of the school year to display in the front window of the car to bring students to school. After Car Passes are issued, no vehicles are allowed into the school 'drop-off' area without the Car Pass clearly displayed during school drop-off and pick-up times.
2. Security staff may inspect any vehicle that requests access to the school premises and ask for proof of identification. Such an inspection will include looking inside the passenger area of the vehicle and the trunk of the vehicle.

3. Drivers of vehicles that enter the site on business must present proof of identification to the security staff. Refusal to cooperate with the school security staff may result in the prevention of access to the site.

Pedestrian Access to the Campus

1. The school pedestrian gates are open for student access from 07:30 until 08:30 and 15.00 to 17.30 and for organised events for parents and children. The entrance is always monitored by the school security staff.
2. The school pedestrian gates are locked between 08:30 and 15.00, and entrance is controlled by the security guard.
3. All visitors to BIS, including parents, must report to the external reception, except when the campus is open for prearranged events. Meetings with visitors, including parents, will normally be held in the external reception, except in cases when a campus visit is essential and is approved by the Head of Administration. Visitors will normally be accompanied by a staff member after reporting to Reception.
4. Visitors to the school campus should wear a visitor's badge given to them by the security officer on duty after they have signed the visitor's book.
5. The visitor badge will be collected by the security officer when the visitor signs the visitor's book at the time of exiting the school campus.

Preschool Student entry

Student entry to the Preschool is via the entrance to the Creative Art Centre. Preschool students are met by Preschool teachers at the Preschool entrance. Parents whose children do not easily adapt to school are allowed into the Preschool outdoor play area during morning arrival to support their child transition during the first few days of school. Parents are not allowed into the Preschool building, except by invitation from the Homeroom Teacher, and must leave the Preschool play area before 9:00 am each day, to allow children out to play.

Security of Children On-Site

Preschool Children arrival, supervision and collection

1. Preschool children must be accompanied by their parent/guardian to the Preschool building, and handed over to one of the Preschool teachers or assistant teachers.
2. All children will be recorded as 'in-school' in the class register each day they arrive in school. Any absences will be investigated.
3. Preschool children must be observed by one of the Preschool teachers or assistant teachers at all times during the school day. Under no circumstances should one of the Preschool children be out of sight of a Preschool teacher or assistant-teacher at any time.
4. Preschool children must be collected from the Preschool building area by their parent/guardian.
5. Each day a designated Preschool teacher and assistant teacher is responsible for handover to parents/guardians and to provide information to parents/guardians about the child's day in Preschool.
6. Children will only be handed over to those parents/guardians who are registered with the school. The Preschool will keep a register of names with photographs of registered parents/guardians to ensure that this policy is always effective.

School Children arrival and collection (Grade 0 and up)

1. Parents/guardians are responsible for the safe arrival of students up to the point of passing the

- pedestrian entrance beside the security cabin between 07:30 and 08:00 a.m, or until boarding a school bus.
2. Students arriving on-time should normally go directly to their own classroom on arrival at school, except Primary School students arriving before 07:45 who should stay in the cafe until 07:45, then to their own classroom. From 07:45 to 08.00, students will be registered as 'in-school' in the class register. Any absences will be investigated. Students arriving after 08:00 must report to the internal Reception before joining their class.
 3. If students are collected from school during the school day, the parent/guardian collecting the student must go to the external Reception. Reception will organise the collection of the student from the school gate, and record the absence in the school register.
 4. Students in Grades 0-5 must be collected from the school by their parent/guardian or designated driver. The class teacher and co-teacher are jointly responsible for safe handover of children to their parent/guardian or designated driver. When children are in ECA activities before leaving school, the ECA teacher/supervisor is responsible for safe handover of children to their parent/guardian or designated driver. This rule is waived if parents or guardians give advance written notice to the school that the child will leave the school by themselves, in which case these children will be allowed to leave by themselves.
 5. Grade 0-5 students will only be handed over to those parents/guardians who are registered with the school. The school will keep a register of names with photographs of registered parents/guardians to ensure that this policy is always effective. If a parent/guardian requires the child to be picked up by a different parent/guardian or driver on any day, the parent/guardian of the child must inform the school in advance. This rule is waived if parents or guardians give advance written notice to the school that the child will leave the school by themselves, in which case these children will be allowed to leave by themselves.
 6. 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.
 7. Students from Grade 6-10 who are not participating in ECAs should not leave the campus for any reason, unless they are going home or another agreed destination from which they will not return to school until the following morning. Students should not leave to go to shops or to buy snacks to bring back onto the campus. If students are not participating in ECAs, the following supervision arrangements should be in place between 15:30 and 16:30:
 - a. Grades 6-8: Students should go to the library where they can read or complete work, supervised by a member of staff. They are not allowed to leave the campus at this time, unless they are going home or another agreed destination from which they will not return to school until the following morning.
 - b. Grades 9-10: Students can be on campus and be in the outside areas without staff supervision (although staff present in these areas have a duty to oversee and report any incidents). They are not allowed to leave the campus at this time, unless they are going home or another agreed destination from which they will not return to school until the following morning.
 - c. Grades 11-12: Students are allowed to leave and return to campus at this time.

Student transfer to/from the 'Creative Arts Centre'

1. The Creative Arts Centre (CAC) is opposite the main campus gate. This centre has its own security guards and controls and access is controlled in the same way as on the main campus.

2. No Preschool or Grades 0-3 classes will take place in the CAC.
3. For Grades 4-5, no classes will be timetabled in the CAC at times when cars are parked around the school for drop-off and pick-up (i.e., no classes in the CAC before 08:45 or after 15:00)
4. For Grades 4-5, all timetabled classes will be led by both the Homeroom Teacher and the Co-Teacher to the campus gate, which will be opened by security, and led safely across to the CAC, with the CAC gate opened by security, and into the designated CAC classroom. One teacher will lead the class and one teacher will follow the class to ensure safety of transfer. The Homeroom and Co-teacher will collect their class from the CAC with the same procedure in reverse to return to the main campus.
5. For Grades 6-10, students going to the CAC will report to the security cabin on the main campus, and the guard will radio the CAC guard to open the CAC gate, at the same time that the main campus pedestrian gate is opened for student exit. Both guards will visually check that students are safe and only go to/from the CAC, and do not leave the school. This route is also under constant video surveillance for security purposes.
6. Grades 11-12 have flexible attendance at school, with a requirement to attend when they have lessons or meetings, hence they may leave the main campus to go to the CAC or to leave the school at any time.

Video surveillance in and around the campus

1. BIS has multiple video cameras both inside and around the campus providing 24 hour surveillance to protect the safety of students and staff at school.
2. Security guards continually monitor all of the cameras covering access points to the campus. Other cameras are not continuously monitored by staff, but are used to review any reported incidents to better understand what happened, and only reviewed by the Head of Administration or their nominee.
3. Most cameras are placed in corridors or cover independent play areas or doorways. One camera is in the hand wash area of the bathroom behind the E-Centre that has shared staff and Grade 10 - 12 student use, to protect both students and staff. The mixed use student bathroom on the 2nd floor, and the boys' bathrooms on both the 2nd and 3rd floor, also have a camera in the hand wash areas to maintain student discipline in these unsupervised areas. These cameras are clearly notified to students and are not monitored, except in case of a reported incident.
4. Recordings from security cameras cannot be used to find items that have been lost or misplaced at school, except in cases of clear theft of valuable items when the date, time and location of the incident is known.

Control of Vehicles On-Site

Control of vehicles is of paramount importance on the School site. The following rules must be observed at all times:

1. Speed must be kept to a minimum.
2. Care to be exercised as there are students around at all times.
3. Parking must be in designated areas.
4. On any day that school is open for students, school staff must park their own vehicles on a public road at least 150 metres away from the school to avoid blocking roads near the school or the parking area used for student drop-off.
5. Cars parked at school should be locked for security reasons and any loss of property is not the responsibility of the school.

6. Any vehicle that is parked on school property must have its engine switched off, even if the driver is sitting in the car, to reduce air pollution.
7. Any damage to a vehicle or accident on the school property should be reported to the Health & Safety Officer immediately.
8. Drivers entering the school must follow instructions given by the school security.

19 AIR QUALITY INSIDE & OUTSIDE

This section is copied verbatim from the BIS Health & Safety Policy.

Bishkek normally has reasonable air quality during spring, summer and autumn but sometimes has poor air quality during the winter heating season. In winter, cold still air over Bishkek traps pollution in the city, mainly from burning coal for heating (both the power station and private homes) and electric power (coal power station) and from vehicle combustion engines.

Air Quality Monitors

BIS has air quality monitors inside in the primary library and outside in the playground. PurpleAir data [for the playground sensor is here](#) and [for the inside sensor here](#). BIS also has a mobile air quality monitor which is used to check air quality in all areas of the school.

Inside Air Quality

All air intake fans have particle filters which are replaced every 6 months (or more often if required), to ensure clean air intake into the school. Air leakage is minimised by sealing gaps and by windows and doors being closed during winter months. Windows may only be opened if outside air quality is good, and both heating and air purifiers are off.

Air purifiers are in every room and in common areas. All air purifiers may be on during the school day when the outside air quality reading on the PurpleAir monitor in the playground (AQandU conversion) is over 50 PM2.5 AQI (Air Quality Index). Air purifiers are managed to maintain inside air quality below 50 PM2.5 AQI during the school day. Parents can monitor this in the school library by checking the PurpleAir website [for the inside sensor here](#).

Outside Air Quality and Outside Play

Real-time outside air quality (PM2.5 AQI) from the playground PurpleAir monitor is displayed on screen in the café to guide staff, students and parents about the suitability of outdoor exercise.

Outdoor activity for break times and Physical Education is only allowed when the outside air quality is suitable for the activity, as set out in the 'Air Quality and Outside Play Guideline' in Annex 11. In practice, BIS does not allow any students to play outside when the AQI is above 200, and students designated as being 'sensitive groups' are kept inside when the AQI is over 100.

20 OTHER ISSUES

20.1 Admissions Policy, Progression Policy and Class Allocations

The Admissions Policy is a separate document, available on the website.

Progression Policy

Students enrolled in the correct year grade, based on age on 1st September, or lower grade than normal (based on age), will always progress to the next higher year grade each summer, except in exceptional circumstances, as agreed between BIS management and the student's parents/guardians, where it is clearly in the student's best interests to either (i) move up to a higher year grade, or (ii) repeat a year grade, based on academic level, social maturity and physical maturity. A change in grade level may also take place at the end of a term or semester, if in the best interests of the student. Parents will be informed about their child's performance and academic forecast at the end of the semester 1 Parent-Teacher Meeting. This will enable timely support and intervention.

Students enrolled in a higher year grade level than normal, based on age on 1st September, will be reviewed at the start and end of the second Semester each year. If the student is in the lowest quartile of the class in academic performance, BIS management will meet the student's parents/guardians and recommend moving down a year or repeating a year in order to support overall student wellbeing and lifetime achievement. BIS reserves the right to not allow students to progress to the next year grade, if the student is both not at the correct age level and in the lowest quartile of the class in academic performance.

Class Allocations

The allocation of students between homeroom and form class groups in any grade aims to provide a reasonable balance of students in the class according to citizenship, gender, English language ability, additional learning needs, and years already in BIS. This approach provides opportunity for personal growth by learning to work with those who are different from us, creating a strong foundation for later success in life. When class allocations may change for a new academic year, the appropriate Programme Coordinator or relevant Principal will ask all parents/guardians (whose children plan to continue to the next academic year) to complete an individual online information sheet in advance of the new academic year to help guide the allocation of students. This information request is to enable better understanding of any student or parental issues related to allocations. Taking all information into account, the actual class allocation is made by the Programme Coordinator or relevant Principal to achieve the reasonable balance of students as stated above. This means that although parent/guardian requests for specific class allocation are taken into account, there are other considerations related to inclusion which mean that parent/guardian requests cannot be guaranteed. Final decisions on allocations are always made by the Programme Coordinator or relevant Principal.

20.2 Preschool Rules

Additional rules for Preschool are given in Annex 4.

20.3 Textbook Deposit Scheme

The Textbook Deposit scheme is described in Annex 7.

20.4 Community Interaction Agreement for Parents & Guardians

At BIS, we strive to create a safe and happy environment that promotes the wellbeing of the whole school community. As a member of the BIS school community, we agree to act in ways which are consistent with BIS values and expectations. The Community Interaction Agreement for Parents and Guardians is given Annex 10. This is an integral part of the enrolment contract for each student.

APPENDICES

ANNEX 1: ESSENTIAL INFORMATION FOR THE FIRST WEEK OF SCHOOL

What do students need to bring on the first day?

Preschool students need: a set of clean clothes to keep in their locker in case of accidents, a backpack, water bottle, hat, sunscreen, and a pair of indoor shoes, in addition to their outdoor shoes for the playground. If the indoor shoes are not appropriate for sports (e.g. Crocs), please also bring a pair of indoor gym shoes for dancing and gym in the hall.

Primary students need: a backpack, water bottle, cap, sunscreen, and a pair of indoor shoes, in addition to their outdoor shoes for the playground. If the indoor shoes are not appropriate for sports (e.g. Crocs), please also bring a pair of indoor gym shoes for dancing and gym in the hall. Students in Grade 0 and Grade 1 should bring an additional change of clothes to keep at school. Stationery is available in each class with enough resources for all students, but students can bring their own pencil case with any stationary they desire. Primary students are not required to bring a personal computer.

Middle & High School students need: a backpack, water bottle and pencil case (including basic stationery). All exercise books will be provided by the school. **All Middle & High School students (Grades 6-12) should bring their own laptop or chromebook.**

Students who have PE on the first day, should bring appropriate clothes for PE. Classes with PE on the first day will be informed in advance.

BIS does not have a school uniform. Students should wear clothes that are appropriate for what they are doing, including PE, class field trips and to suit the weather. Guidelines on clothing and all other rules and guidelines are in the Parent/Guardian Handbook and in the Student Handbook.

BIS is a phone free campus. If a student has a phone or similar mobile device, it must be turned off and out of sight.

What happens on the first day?

Students will gather on the outside playground from 07:45. Homeroom/Form teachers will be outside with visible signs to collect each separate class. Staff will guide students to the relevant groups before a brief welcome by the Head of School, followed by departure to the separate classrooms for the first two periods before snack time. Each class will stay with their form class for the first two periods of the day to get to know their classmates, collect stationery, be allocated a locker, and receive information about classes, timetables, school email (where relevant) and expectations.

For Preschool children, parents will be welcomed into the Preschool outdoor play area and locker room on the first day to help with transitions.

The Parents' Association hosts a 'First Day of School Coffee' to which all parents are invited after dropping off their children, as a chance for members of the community to get to know each other and enjoy some refreshments.

School buses operate from Monday August 25th.

If you have not already signed up for a school bus, contact Burmakan Birnazarova bbirnazarova@bis.kg

Morning buses arrive at the school around 7:45. Afternoon buses leave at 15:20 and 16:40. Please make clear which afternoon bus option you require.

Extra-Curricular Activities (ECA) start on Monday September 1st.

There are NO extra-curricular activities (ECAs) in the first week of school. ECA options will be sent out on Tuesday August 26th, with ECAs starting on Monday September 1st.



Taigan Culture



For detailed rules, inspired by innovative students, see the Student Handbook





IB Learner Profile



Knowledgeable	I love learning new things. I explore concepts, ideas, and issues that have local and global significance. In doing so, I acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	I think about everything and make good decisions. I exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Inquirers	I like to find out how things work and why they work this way. I develop my natural curiosity. I acquire the skills necessary to conduct inquiry and research and show independence in learning. I actively enjoy learning and this love of learning will be sustained throughout my life.
Caring	I care about other people and want to make them feel good. I show empathy, compassion, and respect towards the needs and feelings of others. I have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Principled	I am responsible for my own actions. I always try to do what is right. I act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. I take responsibility for my own actions and the consequences that accompany them.
Reflective	I think about what I have learnt and what I have done, to be better in future. I give thoughtful consideration to my own learning and experience. I am able to assess and understand my strengths and limitations in order to support my learning and personal development.
Balanced	I have a balanced life with lots of learning, lots of activity, and lots of friends. I understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for myself and others.
Risk-Takers	I am not afraid of trying new things, and I am brave. I approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. I am brave and articulate in defending my beliefs.
Open-Minded	I understand different cultures and different ways of doing things. I understand and appreciate my own cultures and personal history, and am open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
Communicators	I can speak in more than one language. I am good at working with others. I understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. I work effectively and willingly in collaboration with others.

and one more in BIS

Resilient	The path may be difficult, but I will succeed. I am resilient and capable of overcoming any challenge that comes my way. I have the inner strength and determination to navigate through difficult times and emerge stronger than before.
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TAIGANS IN CLASSROOMS



Are Kind and Respectful

Keep the Classroom Clean and Tidy

Raise a Hand Before Asking Questions

Follow Teacher's Instructions



TAIGANS IN CORRIDORS



Walking Feet

Inside Voices

Walk in Line

Keep Right

Up to the Sun



Down to the River





TAIGANS IN THE CAFE



Walking Feet

Inside Voices

Eat the Food Provided

Clean Up Their Own Mess

No Short Cuts Between Tables



TAIGANS

IN BATHROOMS



Keep the Bathroom Clean

Wash Hands with Soap

Get in. Use it. Get out!

ANNEX 4: PRESCHOOL RULES

These rules supplement the Parents & Guardian Handbook and are specific for Preschool.

1. Children should normally be out of nappies and potty-trained before starting Preschool. Exceptions may be made depending on the number of children enrolled and staff resources at the time.
2. Children in Preschool 1 who stay for the afternoon have a naptime from 12:15 to 14:15 (including changing time). Beds are normally stacked and put out on the floor for sleeping.
3. Children are not allowed to suck 'dummies' or 'pacifiers' in Preschool, except when they are in bed if they have rest/sleep time.
4. Children must not arrive before 7.45 am and should arrive before 8.30 am to avoid disruption to educational activities for all children.
5. Children should be collected between 15.00 and 15.30 each day except:

For children who are always picked up earlier by agreement with the class teacher

If Preschool 3 has an Extra-Curricular Activity with Primary and the pick-up time is 16.30

Children that stay in school for aftercare until 16.30.

6. No outside shoes are allowed in the Preschool classrooms.
7. Parents are allowed to come into the Preschool play area with their children for their first week in school, from their arrival until no later than 9:00.
8. If a child is disruptive to the class environment and teachers are unable to manage the child's behaviour to minimise disruption to other children, the child's parents will be invited to a meeting with the class teacher to agree on a joint approach to deal with behaviour. If disruption continues, despite additional support, a parent may eventually be asked to remove their child from Preschool and any unused school fee for the remainder of the term or year will be refunded.

These rules are applied consistently for all children in Preschool so that children understand expectations and learn the routines that all children follow.

ANNEX 5: PLAYGROUND RULES

Students will be sent out to play in all weather. However, in the case of heavy rain, break times may be changed to indoor play at the discretion of the Primary School Principal.

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 tree houses, swings, flying fox, or other equipment, using them sensibly and safely.
2. No climbing trees or walls. The trees are part of our natural environment and are to be enjoyed and respected.
3. Don't do anything that is a danger to someone else (pushing someone, throwing stones, fighting etc.). Look before you throw or kick a ball, and watch for others using the same space as you.
4. Don't play in any area which is not being supervised by a member of staff.
5. 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 students to enjoy.
6. Leave the play area clean and tidy. We all have a responsibility to ensure that our school is clean and in good order.
7. No going out of bounds (e.g. behind the e-centre or outside the school) without permission from the duty teacher.
8. If a ball goes out of the school grounds, two students from Grade 8 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.
9. If you hurt yourself, tell a duty teacher. You may be asked to go to the School Doctor for assistance.
10. Flying Fox. Only one person at a time on the platform. If you cannot get on the seat by yourself, you cannot use the Flying Fox. No staff or high school students are allowed to use the Flying Fox due to weight limits. Be careful to stay out of the 'flying area' so that you are not accidentally hit by the person using the Flying Fox.
11. Tunnel. The tunnel should not be blocked from the inside. Ensure that students using the tunnel can enter and exit safely.
12. Slide: Use the slide only to go down. No climbing up the slide! Wait to see that the person using the slide has reached the bottom before you slide down.
13. Music: The instruments in the playground should be treated with care and respect.
14. Parallel bars should not be used in wet weather.
15. No pushing into queues. Take your turn and be considerate.
16. Enjoy yourself and help others to enjoy the playground.

ANNEX 6: MOBILE DEVICE USE BY STUDENTS AND STAFF

Small mobile devices include any portable device that can be used for entertainment, academic, or social purposes which may also wirelessly connect to the Internet, and have a diagonal screen size less than 10 inches or 25 cm This includes internet connected wristwatches, and small pocket-sized tablets.

1. Preschool 1 - Grade 5 students are strongly encouraged not to bring any small mobile device to school. If they bring such a device, they accept personal responsibility for any loss or damage of the device.
2. Grade 6-12 may bring a small mobile device to school, and accept personal responsibility for any loss or damage of such a device.
3. **The BIS Main Campus, the Creative Arts Centre campus and the Preschool are PHONE FREE.**

In these areas:

- a. All student small mobile devices must be **completely TURNED OFF and OUT OF SIGHT** of students or staff.
 - b. All staff small mobile devices must be OUT OF SIGHT of students.^{1,2}
 - c. Any student small mobile device that is seen, will be confiscated and kept at Reception until the student leaves the campus for the day. Any student who disputes confiscation will receive automatic Lunchtime Reflection.
 - d. If a student has a small mobile device confiscated more than once in an academic year, the device can only be collected by the student's parent or guardian in person.
 - e. If a student has a small mobile device confiscated more than twice in an academic year, the student will be required to use a small mobile lock bag provided by the school, which can only be opened by a designated member of staff at the end of the school day.
4. Laptops/tablets (i.e large mobile devices) may only be used for activities as instructed by a BIS staff member. Approved activities include: (i) using school email; (ii) using ManageBac; (iii) checking the school timetable; (iv) any specific work assigned by a staff member.
 - a. Activities which are not approved on laptops/tablets (except as specifically assigned by a staff member) are: (i) social media; (ii) computer games, including video games and mobile games; (iii) LLMs such as ChatGPT, Grok, DeepSeek, Claude, AkylAI, etc (except as approved by a staff member); (iv) inappropriate content.
 5. Laptops/tablets may only be used in-class at the direction of a teacher, or in the library, or on the picnic tables outside the main cafe.
 - a. Laptops/tablets used in a different location, or for banned activities in an approved location, will be confiscated, and follow the same procedure as for small mobile device confiscation
 6. Grade 11-12 students may use mobile devices in the DP study room for various purposes that are not illegal, not intrusive towards other students or staff, and do not contravene the BIS ICT Policy in Annex 4 of Students Handbook.

All staff are responsible for enforcing this policy.

¹Exceptions for staff are:

- a. PE, Dance, and ECA teachers may use their phone to take attendance on ManageBac or Schools buddy at the start of the lesson, and to notify others of missing students if necessary.
- b. Teachers may use their phone to take photographs for evidence of learning to be shared with parents. Note that all photos of students must be deleted from phones within one day of being taken.
- c. Medical staff, or their designee, may use their phone to take photos of injured students and to identify the location the incident occurred. Student photos must be deleted as above.

- d. Staff officially assigned by the Head of Administration to take photos or videos for school events, during the event. Student photos must be deleted as above.
- e. Duty staff may use their phone to report the absence of other duty staff to the duty coordinator, or to call for assistance in case of need.
- f. In case of emergency, to call for assistance or to notify others of the emergency, staff phones may be used.

In all cases of 'exception', staff phones must be out of sight except when used for the specific purpose of the exception.

²Staff who consistently break this policy will receive an official written warning.

ANNEX 7: TEXTBOOK DEPOSIT SCHEME

BIS temporarily provides textbooks/calculators/instruments for students to use and return to BIS at the end of each course, with returned textbooks/calculators/instruments assigned to the next group of students coming through the school.

This system normally works well, as most students are very responsible in looking after books and returning them when requested, but sometimes books are missing or badly damaged. To be fair to everyone and to make sure responsible students do not end up paying for the less responsible, we have a 'Textbook Deposit Scheme' based on a standard deposit at different stages of the school.

Provided all books and instruments are returned in good condition, deposits will always be refunded when leaving the school.

Textbook Deposit Scheme 2025/26 Academic Year

Preschool:	No deposit required
Primary School:	\$200
Middle School:	\$500
High School:	\$500

The initial deposit is paid at the same time as initial tuition fees at the time of enrolment and before starting school. No learning materials are provided to a student until the deposit is paid.

The deposit is refunded once the last textbook is returned before leaving the school. The initial deposit will be held by the school and additional deposit required in case of lost or seriously damaged books/instruments or when moving up to a higher level in the school, or if the overall deposit scheme level is increased.

If a textbook or other school support material is not returned on time, the textbook deposit will be used to purchase replacement textbooks and this amount is deducted from the deposit owed to the parent.

Each lost or damaged book will be charged at either the standard rate of \$50 per book, or (if actual costs are higher) will be charged at the actual cost of replacement book purchase plus postage plus customs fee plus \$10 administration charge.

ANNEX 8: SCHOOL BUS RULES

Safety Rules for Bus Drivers, Bus Supervisors and Students are given in the Health and Safety Policy. These are additional guidelines for Bus Supervisors.

The Bus Supervisor must ensure:

1. That parents of students and students on the bus know:

- The pick-up and drop-off times when they must be ready for the bus in the morning and parents should be ready to collect in the evening if required;
- The address of pick-up and drop-off points will also be given;
- If a child is continuously late for the school bus, the bus will not wait;
- If for some reason their child will not use the school bus, they must notify the bus supervisor and bus coordinator in advance;
- That children in preschool can only use the bus with an accompanying parent.

2. The bus has a BIS notice in the front window.

3. In case of absence of one of the students in the morning - find out the reason and make sure that he/she will not take the bus.

4. In case a student repeatedly comes for pick-up later than the scheduled time,

- wait 3 minutes and if there is no student, call the parents. If no-show, leave;
- send an email to parents with a request to come out on time;
- in case of persistent lateness, the bus will not wait.

5. Instruct each student about rules for the use of the bus:

- each student must be fastened in a seat belt;
- do not unfasten the seat belt until the bus stops;
- to notify the bus supervisor if they will not take the evening bus (High School).

6. Fill in the record of students, staff and parents on the bus.

7. In case of illness or other circumstances under which the bus supervisor cannot go to work, send a general email to all admin and teachers in advance with a request for cover, (indicating the last point where the bus ends its route) with a copy to the bus coordinator.

8. In the afternoon, collect students for the bus at either 15:30 or 16:30 as planned, and ensure the bus leaves at 15:20 or 16:40 respectively.

9. In case any student is missing in the afternoon, find out the reason, if there were no warnings from the student, call the parents (for Primary and MYP), then leave, as the time is also predetermined.

10. Children in Primary must not be left alone by the road if there is no parent to meet them. Parents should be phoned and the situation resolved safely.

ANNEX 9: MINIMUM STANDARDS TO BE AWARDED A HIGH SCHOOL DIPLOMA

The Bishkek International School 'High School Diploma' is awarded to all graduating students who meet the following minimum standards¹:

1. Credits (full academic year course²) in the following subject areas³:
 - English - minimum 4 credits
 - Other Language – minimum 4 credits
 - Mathematics – minimum 4 credits
 - Science – minimum 4 credits
 - Computer Science – minimum 2 credits⁴
 - Individuals & Societies – minimum 4 credits
 - Creative & Elective courses (may be in the categories listed above) – minimum 4 credits
2. Physical Education program completed⁵
3. Community Service completed⁶
4. Life Skills curriculum completed⁷
5. Minimum 2.0 unweighted GPA⁸

Notes:

¹Students transferring into BIS High School in Grade 10, 11, or 12 must provide documentary evidence of achieving these standards (or the equivalent based on previous school requirements) during their high school years at another school, and must achieve the relevant pro-rata standards in their years at BIS.

²Minimum 85% attendance in the course in every term is required to receive a credit.

³Any individual subject group credit requirement may be reduced by one or two credits (except English), provided the overall number of credits achieved is at least 14 credits in the first two years of High School and 10 credits in the last two years of High School. For students joining in Grade 10, credit requirements are adjusted to match actual courses.

⁴Students entering BIS in Grade 10 are exempt from the Computer Science credit requirement.

⁵PE is one period a week during High School and must be completed like every other course.

⁶A Community Service programme approved by the school must be completed in each academic year. In Grades 9 and 10, the Community Service programme must be completed, as approved by the High School Principal. In Grades 11 and 12 the full Creativity, Activity, Service (CAS) programme must be completed by all students, even if not taking the IB Diploma.

⁷The Life Skills curriculum is provided for one period a week in Grades 9-10 and during Form class, and during Form Class in Grades 11-12. Minimum 85% attendance is required each term.

⁸GPA score is calculated by dividing total GPA points by total credits. GPA scores are rounded to one decimal place with a 0.05 rounded up every time. The only exception if the score is 3.95 or higher and not a perfect 4.0, it is rounded to two decimal places. GPA grade conversion table from the IB Diploma and IGCSE is shown below.

Grade Conversion Table			
IGCSE GPA		IB Diploma GPA	
Grade	IGCSE	Grade	DP SL or HL
A*	4.0	7	4.0
A	3.8	6	3.8
B	3.5	5	3.5
C	3.0	4	3.0
D	2.0	3	2.0
E	1.5	2	1.0
F	1.0	1	0
G	0.5	-	-
U	0	-	-

The valedictorian designation is determined by the highest GPA score for the last two years of High School only, taking account of GPA to two decimal points, and analysis of individual semester report scores if required.

ANNEX 10: COMMUNITY INTERACTION AGREEMENT FOR PARENTS & GUARDIANS

At BIS, we strive to create a safe and happy environment that promotes the wellbeing of the whole school community. As a member of the BIS school community, we agree to act in ways which are consistent with BIS values and expectations.

The school values related to behaviour, which we reflect in our interactions with others in the school community, are that we will always be: **Respectful, Responsible, Caring, Inclusive, and Committed.**

As an IB World School, all members of the community also model the IB Learner Profile attributes of being: **Knowledgeable, Thinkers, Inquirers, Caring, Principled, Reflective, Balanced, Risk-Takers, Open-minded, Communicators.** The world is in constant flux but the components of the IB learner profile should equip our students with the tools they need to face an ever-changing future. We therefore commit to acting in ways which reflect the attributes of the Learner Profile, in order to help students develop and succeed.

BIS creates a caring and nurturing educational environment in which all children can flourish and succeed. The safety and security of our students is our primary concern, and the principles and practices that we follow to achieve this are explained in our [Child Protection Policy](#). All staff and parents should read and understand this policy. Child abuse has no place in our community, hence our child protection policy safeguards children from things that they cannot protect themselves from. For example:

- Physical abuse (e.g., hitting, scratching, intentional burning)
- Sexual abuse (e.g., via social media, verbal sexual abuse, physical touching, sexual acts, pornography)
- Emotional abuse (e.g., constant criticism, threat of violence, shouting, persistent blaming)
- Peer-on-peer abuse (e.g., bullying and/or exploitation by another child)
- Neglect (e.g., failure to provide basic necessities required for child health and safety)

BIS is legally required to provide protection for children in our care, therefore BIS staff have a legal obligation to report any suspected cases of child abuse or neglect to BIS management. BIS management is required by law to investigate and report to the police if there is any evidence of criminal abuse or neglect.

Acknowledgement of the BIS Community Interaction Agreement

I(we) have read and understood the BIS Community Interaction Agreement and I(we) understand the legal responsibilities of Bishkek International School with regards to child protection.

As (a) parent(s) of a child at BIS, I(we) agree to work with the school to ensure my(our) child's safety and wellbeing, and to demonstrate the agreed behaviour values in my(our) dealings with the school community. I(we) will also support my(our) child in following the rules and behaviour guidelines in the Student Handbook.

Legal Guardian: 1: _____
Name Signature Date

Legal Guardian: 2: _____
Name Signature Date

ANNEX 11: AIR QUALITY & OUTSIDE PLAY GUIDELINE

Bishkek International School – Air Quality and Outside Play Guideline

	AIR QUALITY INDEX (AQI)						
OUTDOOR ACTIVITY	0 to 50 Good	51 to 100 Moderate	101 to 150 Unhealthy for Sensitive Groups*	151 to 200 Unhealthy	201 to 300 Very Unhealthy	301 to 500 Hazardous	>500 Beyond Hazardous
Break time or Other Outdoor Activities (15 to 30 minutes)	No Limit	No Limit	Sensitive groups should limit prolonged or heavy exertion.** Increase rest periods and substitute players to lower breathing rates.	Sensitive groups should avoid prolonged or heavy exertion. Others should limit prolonged or heavy outdoor exertion.** Increase rest periods & substitute players.	Sensitive groups should not be outside. For others, restrict outdoor activities to light or moderate exercise.	Avoid all physical activity outside.	As for 'Hazardous'
Lunch Break or PE/ECA (30 to 60 minutes)	No Limit	No Limit	Increase rest periods and substitute players to lower breathing rates.	Increase rest periods & substitute players.	Increase rest periods & substitute players.	Sensitive groups should stay inside and keep activity levels low.	
Sports Practice & Training (2 to 4 hours)	No Limit	Very sensitive individuals should not have prolonged/heavy exertion** Individuals with asthma or other respiratory/ cardiovascular conditions need to medically manage their condition.	Sensitive groups should not have prolonged or heavy exertion.** Increase rest periods and substitute players to lower breathing rates.	Sensitive groups should avoid prolonged or heavy exertion. Others should limit prolonged or heavy outdoor exertion.** Consider reschedule/ relocating event/activity. Increase rest periods & substitute players.	Sensitive groups should not be outside. For others, sustained rigorous exercise is limited to one hour maximum.	Sensitive groups should stay inside and keep activity levels low.	
Scheduled Sporting Event or Outdoor Activity	No Limit	Very sensitive individuals should not have prolonged/heavy exertion** Individuals with asthma or other respiratory/ cardiovascular conditions need to medically manage their condition.	Sensitive groups should not have prolonged or heavy exertion.** Increase rest periods and substitute players to lower breathing rates.	Sensitive groups should avoid prolonged or heavy exertion. Others should limit prolonged or heavy outdoor exertion.** Consider reschedule/ relocating event/activity. Increase rest periods & substitute players.	Event should be rescheduled or relocated.	Sensitive groups should stay inside and keep activity levels low.	

*Individuals with asthma or other respiratory or cardiovascular conditions (or their caregivers) should be medically managing their conditions.

**Prolonged exertion means any outdoor activity that you will be doing intermittently for several hours and that makes you breathe slightly harder than normal. Heavy exertion means intense outdoor activities that cause you to breathe hard and increases your cardiovascular rate.

Table adapted from Minnesota Department of Health and the Minnesota Pollution Control Agency - Guidelines for Schools and Child Care Facilities and US Government guidelines <https://www3.epa.gov/airnow/flag/school-chart-2014.pdf> and https://www3.epa.gov/airnow/aqi_brochure_02_14.pdf

ANNEX 12: ACADEMIC YEAR 2025/2026 CALENDAR



SCHOOL YEAR 2025/2026

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

August 2025						
M	Tu	W	Th	F	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

13–22 August: Teacher In-Service Orientation
 25 August: First Day of School
 29 August: Meet the Teachers
 31 August: Independence Day

September 2025						
M	Tu	W	Th	F	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1-13 Sept: G6-12 Overnight Trips & MYP Experiential Week
 12 Sept: All Parents Meeting – Parents Association
 20 Sept: Asia Day Festival
 25 Sept-3 Oct: PYP 'Bring your Parents to School' days
 30 Sept: Sports Day in Spartak Stadium: Grade 4-12

October 2025						
M	Tu	W	Th	F	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16 Oct: Individual Parents-Teacher Meetings
 17 Oct: UN Day at BIS
 19-22 Oct: IB/NEASC CLP Peer Review Visit to BIS
 23-31 Oct: Autumn/Fall Break

November 2025						
M	Tu	W	Th	F	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

7 Nov: Fall Festival
 7-8 Nov: Days of History & Memory of Ancestors
 12 Nov: Mental Health Awareness Day
 15 Nov: Future Careers Day & Friendsgiving Dinner
 22 Nov: BIS Annual Debate Tournament

December 2025						
M	Tu	W	Th	F	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13 Dec: BIS Anniversary Show – Official School Day
 16 Dec: PYP Student led Conferences
 19 Dec: Last Day of First Semester / Ded Moroz
 22 Dec - 9 Jan – Winter break

January 2026						
M	Tu	W	Th	F	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5 Jan: BIS Alumni Reunion Dinner
 7 Jan: Orthodox Christmas
 12 Jan: Staff In-Service Training
 13 Jan: First Day of Second Semester
 22 Jan: Parent-Teacher Meetings
 30 Jan: Secondary Winter Sports Day

February 2026						
M	Tu	W	Th	F	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	1

6 Feb: Primary Winter Sports Day
 13 Feb: Valentine's Day organized by Students
 19 Feb: Languages in Our Lives Day
 26 Feb: Science Fair
 28 Feb: BISMUN – Model United Nations

March 2026						
M	Tu	W	Th	F	Sat	Sun
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

8 March: International Women's Day
 13 March: G12 CAS/G11 TOK Exhibition
 14 March: Inter-school Chess Tournament
 16-20 March: Spring Break. 21 March Nooruz
 20 March: Orozo Ait – public holiday
 26 March: G12 Visual Art Exhibition
 26 March: Nooruz Celebration at BIS

April 2026						
M	Tu	W	Th	F	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

14 April: MYP Community Project Presentations
 16 April: Inclusion Day
 18 April: Europe Day Festival
 23 April: PYP Exhibition
 24 April: All Parents Meeting – Parents Association
 27- 30 April: MYP IDU
 29 April: Primary School Sports Day
 End of April: IGCSE and IB DP Exam Sessions start

May 2026						
M	Tu	W	Th	F	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 May: Labour Day – public holiday
 1-9 May: Public holidays
 5 May: Constitution Day – public holiday
 9 May: Victory Day – public holiday
 15 May: Art Exhibition & Poetry Evening
 16 May: Parents Association Garage Sale
 23 May: Africa Day Festival
 27 May: Kurman Ait – public holiday

June 2026						
M	Tu	W	Th	F	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5 June: PYP Student led Conferences
 7 June: High School Prom
 10 June: Class of 2025 Reflection Dinner
 11 June: High School Graduation Ceremony
 15 June: Graduations for Preschool 3, Grade 5, Grade 8
 16 June: Primary School Educational Visits Day
 17 June: Parent-Teacher Meetings
 18 June: Last Day of School /All Americas Barbecue
 19 June: Teacher In-Service Day

July 2026						
M	Tu	W	Th	F	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July: Vacation
 First day of school 2026/27: Monday August 24th

ANNEX 13: OUTLINE TIMETABLE

	Middle & 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 11:20-12:05					
Period 6 Lunch break 12:05 -12:50					
Period 7 12:50-13:35					
Period 8 13:40-14:25					
Period 9 14:30-15:15					
Break 15:15-15:30					
ECAs 15:30-16:30					

	Primary School				
Periods	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 08:00-08:45					
Period 2 08:45-09:15					
Break 09:15-09:40					
Kyrgyz language 09:40-9:55					
Period 3 09:55-10:35					
Period 4 10:35-11:20					
Period 5 11:20-12:05					
Period 6 12:05-12:50	Grade 0-1: Lunch and break Grade 2-5 Lesson				
Period 7 12:50-13:35	Grade 0-1: Lesson Grade 2-5 Lunch and break				
Period 8 13:40-14:25					
Period 9 14:30-15:05					
Break 15:05-15:30					
ECAs 15:30-16:30					

	Pre-school				
Periods	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 07:45-08:00					
Period 1 08:00-08:45					
Period 2 08:45-09:00					
Break 09:00-09:30					
Period 3 09:30-09:45					
Period 4 09:45-10:10					
Period 5 10:10-10:35					
Period 6 10:35-11:20					
Period 7 11:20-11:40					
Break 11:40-12:10 Preschool lunch					
Period 8 reading lesson to sleep 12:10-12:30					
Period 9 Sleep/outside play 12:30-13:40					
Period 10 13:40-14:25					
Break 14:25-14:55					
Period 10 ECAs 14:55-15:30					