



**Kazakhstan International School**

**Parent Information Brochure**

**Kindergarten**



Welcome to the Edelweiss Early Years at Kazakhstan International School. I am pleased that you are thinking about registering, or have already registered your child with us.

KIS is an IBO World School and is a happy family school. In Pre-K, Kindergarten and Reception we aim to provide a welcoming, supportive, caring, happy, secure and stimulating environment where children are given equal opportunities to develop and learn, in a way and pace appropriate to them as individuals.

During their time spent in Pre-K, Kindergarten and Reception your child will be following the Primary Years Programme of IBO achieving their learning goals by the end of Reception class.

The aims of the curriculum are to help develop the whole child and to place the foundation for a happy, confident, well adjusted and independent life long learner.

Your child will be encouraged to explore, question, reason and communicate – also to express his/her ideas and feelings through music, drama and imaginary play.

In Reception your child will gradually enjoy more structured activities to extend his/her understanding in preparation for transition to the Primary School of KIS.

Our Early Years programme has been developed to offer your child positive learning experiences. Young children learn best through play and first hand experience, with this in mind structured and spontaneous play situations provide the opportunity for individual development in the following areas of learning both indoors and outdoors.

Units of Inquiry

Mathematics

Language Arts (English)

Visual Arts

Music

PSPE

Library

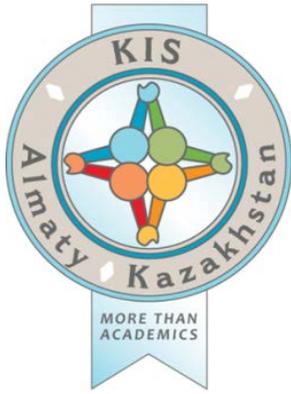
Art, PE, and Music are taught by our Main Campus subject teachers to offer the continuity with the Primary School of KIS. Main Campus Librarian is also offering library classes to EYC students on a weekly basis.

Our highly experienced and caring Early Years staff look forward to working closely with you so that your child is happy and settled and gains the maximum benefit from all we have to offer. Liaison between parents and staff is encouraged at all times.

You and your child are most welcome to join us!

Elena Maksymova

KIS Principal



# Kazakhstan International School

## *More than Academics*

### **Mission**

At KIS, we nurture international mindedness within our multilingual school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.

### **Vision**

We are a diverse community which aspires to:

- Learn enthusiastically.
- Inquire creatively and critically.
- Follow our passions.

### **Objectives**

We accomplish our Vision by:

- Being an IB World School offering an international curriculum.
- Welcoming and celebrating a multicultural community where each individual is valued and honoured.
- Using English as the principal language of instruction while other languages are taught and promoted.
- Providing excellent English language support for every student in order to participate fully in all aspects of school life.
- Recruiting, training and retaining well-qualified faculty and staff who are dedicated, caring, and experienced professionals helping each student achieve their potential.
- Providing essential Information and Communication Technology (ICT) skills suitable for the learning process at each grade level.
- Being self-sustainable, fiscally honest, transparent, responsible and accountable to each KIS stakeholder.
- Ensuring we provide learning experiences that encourage our students to exemplify the Learner Profile.

## What is the International Baccalaureate?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four programmes of international education for students aged 3 – 19 years:

**The Primary Years Programme (PYP) for 3–11 year olds.**

**The Middle Years Programme (MYP) for 12–15 year olds.**

**The Diploma Programme (DP) for 16–19 year olds.**

**The Career-related Programme (CP), also for 16–19 year olds.**

## What are these “Learner Profiles” that produce internationally-minded students?

**Inquirer** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinker** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicator** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-taker** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** - We understand the importance of balance in different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** - We thoughtfully **consider the** world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **International Mindedness at KIS**

In our KIS community, we strive towards international mindedness. We exhibit international mindedness by understanding, appreciating and accepting the world around us. We inquire into and are knowledgeable about different cultures. We are open-minded to different beliefs and values. We are caring and principled. We want to know what needs to be done to make our world a better place for every living thing, while reflecting on and communicating the needs of others. We are balanced in our respect and celebration of the differences that make up our world. We willingly take risks when action or leadership is needed in our global community.

## **What will my child learn at KIS?**

KIS is an authorized Primary Years Programme (PYP) school, authorized in April, 2011. KIS is committed to structured inquiry as the vehicle for learning. Six transdisciplinary themes provide the framework for the exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes — as they design Units of Inquiry for exploration and study. Through his process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

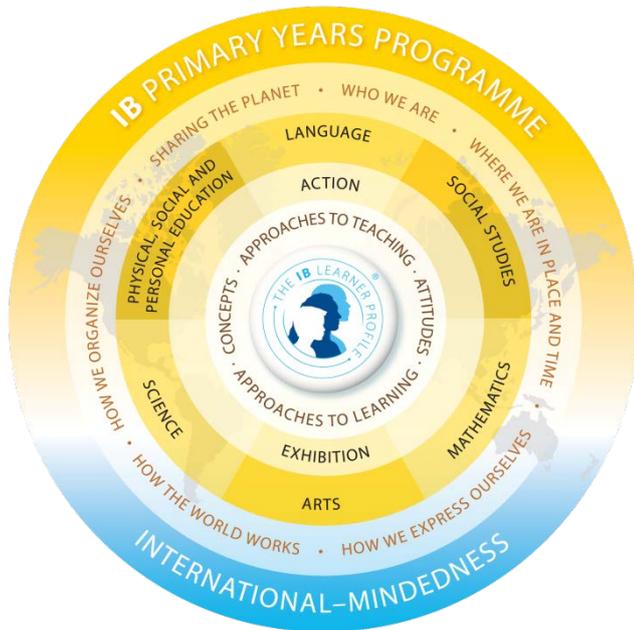
We believe in the holistic development of children, tapping their potential curiosity and innate talents to bring out well balanced confident individuals, and lifelong independent learners.

We strive to develop global citizens who respect cultures, who open-mindedly nurture the diversity found around them, and who endeavour to lead by example.

We develop attitudes that make our learners caring and empathetic towards those less privileged and enable them to realise that they have the power to make a change.

We respect each child's individuality and uniqueness and are committed to enrich and widen their horizons.

## What does “transdisciplinary” mean?



The word ‘transdisciplinary’ refers to connections that transcend individual disciplines. Transdisciplinary study involves the links or interconnections across disciplines. It is a reflection of the reality in which we live. A transdisciplinary concept may reach across disciplines such as Mathematics, Science, English and Social Studies, and link them all together; by definition, such a concept is not confined to one subject. For example, the concept of ‘change’ may feature in Mathematics, Science, English, and Geography. The Primary Years Programme reflects a transdisciplinary approach to teaching and learning, thus promoting understanding of the real world.

## What are the five elements of PYP?

The PYP has identified themes, or areas of knowledge, which are used to organize the six Units of Inquiry, taught from Nursery through Year Six. These Units of Inquiry provide the framework for a wide variety of resources to be explored.

**Knowledge**  
**Concepts**  
**Skills**  
**Attitudes**  
**Action**

### Knowledge

The PYP recognizes that it is inappropriate to dictate what every child should know in an international community.

### Six Transdisciplinary Themes:

#### Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

#### Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

### **How We Express Ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### **How the World Works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### **How We Organize Ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

### **Sharing the Planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

## **Concepts**

These are the eight fundamental concepts expressed as key questions, to propel the process of inquiry.

**Form:** What is it like?

**Function :** How does it work?

**Causation :** Why is it like it is?

**Change:** How is it changing?

**Connection :** How is it connected to other things?

**Perspective :** What are the points of view?

**Reflection :** How do we know?

**Responsibility:** What is our responsibility?

## **Skills**

There are five sets of transdisciplinary skills acquired in the process of structured inquiry. These are:

**Thinking**

**Communication**

**Social**

**Research**

**Self-Management**

## Attitudes

The PYP promotes twelve attitudes that we want our students to feel, value, and demonstrate. They are the daily expressions of the “Learner Profile” used by teachers in teaching and by students in their learning.

**Appreciation** - Appreciating the wonder and beauty of the world and its people.

**Commitment** - Being committed to my learning, persevering and showing self-discipline and responsibility.

**Confidence** - Feeling confident in my ability as a learner, having the courage to take risks, applying what I have learned, and making appropriate decisions and choices.

**Cooperation** - Being able to work with others.

**Creativity** - Being creative and imaginative in my thinking and in my approach.

**Curiosity** - Being curious about the world around us, its people and cultures.

**Empathy** - Being able to put myself in someone else’s place.

**Enthusiasm** - Being excited about learning and life.

**Independence** - Taking ownership of my learning.

**Integrity** - Being fair and honest in all I do.

**Respect** - Showing respect for our world, others, and myself.

**Tolerance** - Understanding and celebrating differences in each other.

## Action

The programme encourages the students to reflect, to make informed choices and to take positive action that will help their peers, and the community. Students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action.

## PYP Exhibition – What is it all about?

The exhibition is a culminating experience which reflects all the major features of the PYP. It offers the students the opportunity to explore knowledge conceptually, which is significant and relevant, to reflect on and apply their learning, to choose appropriate course of action and to display attitudes.

The PYP student is required to engage in a collaborative, trans disciplinary inquiry process that involves identifying, investigating and offering solutions to real life issues or problems.

The PYP exhibition has a number of key purposes:

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide the students with an opportunity to explore multiple perspectives.
- Application and Reflection of learning through the PYP programme.
- To demonstrate how one can take action as a result of his/her learning.

- To unite the teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition from primary to middle school.

### **Want to find out more?**

For more information on the International Baccalaureate Organization, please visit [www.ibo.org](http://www.ibo.org)

Please see the PYP Regulations for Parents at

<http://www.ibo.org/globalassets/publications/become-an-ib-school/general-regulations-pyp-en.pdf>

# Home-School Communication

## Responsibilities

Good communication between the school and parents is absolutely necessary to facilitate the partnership of parents and teachers working in harmony to achieve the best education for each child. Therefore, the school has put into place a number of procedures and events to foster this communication. Parents are encouraged to contact the school staff and administration on a regular basis in order to be well-informed regarding their child's progress.

The language of instruction is English and all school documentation is sent out in this language with Russian translation. Parents should make sure that they understand all our correspondence. In case they do not grasp everything in a notice, they should contact the school as soon as possible. We want to make sure that communication between school and parents is good. Most often we use email as a medium to contact parents, which is why it is extremely important that parents provide us with current email addresses.

## Written Communication with School

KIS recognizes the need for clear communication channels between parents and the school. We particularly support the opportunity for parents and teachers to communicate directly via e-mail. E-mail addresses of teachers will be e-mailed to families separately at the beginning of the school year.

Please note the following parental guidelines in the use of any e-mail communication with the school:

- E-mails can be used to inform the teachers of something that happened at home or ask questions that require only a brief answer.
- If there are issues that require a discussion or a longer explanation, it will be better to arrange an appointment with the teacher.
- The nature of some teacher schedules may result in some e-mails only being answered the next day but we will try to answer all e-mails within 24 hours.
- Any urgent issues that need to be dealt with the same day need to be communicated via the registrars.
- Any communication by e-mail between home and school should always be cordial and respectful.

## Meetings with Teachers

Good communication between parents and school is essential in providing quality education for all students. It is highly encouraged that all staff members contact parents and have good communication with them. The school schedules two parent conference sessions during the school year plus the Back to school evenings in September. It is imperative that if a student is having problems, the teacher consult with the guidance counselor and contact the parents as soon as possible. Parents can readily access phone numbers and email addresses of parents from our registrar. While we promote and use a Parent-Student Journal to help in communication, direct contact is always best when a student is having difficulties. Teachers are encouraged to use email to advise parents of student progress.

Parent-teacher meetings are scheduled for two afternoons a year, usually following interim report cards. All teachers are expected to be present for appointments. Parents are to make appointments with teachers through the school receptionist. Appointments are usually 15 minutes for Primary parents and 10 minutes per subject teacher in Middle School.

## **Procedure for Parental Concerns**

KIS recognizes the need for the home and the school to address concerns effectively and provides them with a procedure for constructive discussion. The steps below are to be followed strictly.

**Step One:** The parents should confer with the subject or homeroom teacher.

**Step Two:** The parents have the right to confer with the relevant Programme Coordinator if, after seeing the teacher, they require further discussion.

**Step Three:** If, after seeing the relevant Coordinator, the matter is not resolved and the parents require further discussion, an appointment may be set with the Principal. The parents may reasonably expect a response within two working days.

**Step Four:** If the parents feel the issue is not addressed, they may bring the matter to the Principal whose decision is final. Once again an appointment must be made through the school Registrar. The Principal will respond within two (2) working days.

## **MONTHLY NEWSLETTER**

KIS Buzz, our school newsletter is uploaded on to the school website monthly and each family is advised by email. The newsletter is intended to provide a variety of information about school activities and events. It is very important that parents take the time to read the newsletter, as this is a major source of communication.

## **PARENT CONDUCT POLICY**

KIS is an orderly and safe school, where relationships between staff and parents must demonstrate mutual respect and recognition of shared responsibility for student welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging problems at an early stage.

However, in a minority of cases, the behavior of a few parents can cause severe disruption or worse, result in abusive or aggressive behavior towards staff. The KIS governing body is responsible for protecting the health and safety of school staff and students.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behavior and abuse against school staff or other members of the school community will not be tolerated. Such acts include but are not limited to threatening or actual physical violence, intimidation, unwarranted verbal or written threats of legal or police action, shouting, swearing or inappropriate emails.

Where such behavior does occur, school staff must know that their employer will play a proactive role in taking all possible action to deal with it. These include the following stepped sanctions which will be applied according to the severity of the incident:

1. A written warning to parents from the Principal
2. Referral to the board which may result in a parent being temporarily suspended from campus
3. Referral to the Board which may result in expulsion of the student from the School.

## **ENGLISH LANGUAGE USAGE**

English is the language that unites KIS as a community. Parents' expectations are that their children will become fluent in English. Fluency is defined as the ability to comprehend, read, write, and speak English spontaneously with ease.

Students are expected to:

- View English as the language that unites our campus – the language of inclusion.
- Use English in their classrooms to develop their listening, speaking, reading and writing skills, thereby maximizing learning.
- Help create a risk-free accepting environment in the classroom and across the campus that fosters the learning of English
- Be sensitive to the ramifications of not using English in class (i.e., the loss of time to practice the language; exclusion of others who do not share the language spoken).
- Be aware of the impact of not using English in on-campus interactions and off-campus school-sponsored activities where non-native speakers of the language are present.

## **MOTHER TONGUE**

It is imperative that parents support mother tongue language development at home and provide a language rich environment. Research has shown that strong mother tongue skills facilitate an additional language acquisition.

## **DAILY SCHEDULE**

### **SCHOOL HOURS**

The 2017 - 2018 school year runs from Monday, August 21, 2017 until Friday, June 15, 2018 and is divided into two semesters. This provides approximately 180 instructional days in the school year. There are three main vacation periods in the school year (see the calendar in this document for full details).

The daily schedule for the KIS Early Years academic programs run from 8:30 am to 5:00 pm. Supervised daily afternoon activities run from 4:00 to 5:00 pm. Each class will have their own daily schedules and routines, including meals, play times, and naps, where appropriate.

## **RESPONSIBILITIES**

The teachers and administration of Kazakhstan International School expect students to come to school prepared to learn. When circumstances prevent a student from concentrating on learning, the staff of KIS will seek ways to help the student. However, it is expected that the student will cooperate and want to improve his/her performance or behavior. Behavior expected of all students includes:

1. Respect for the rights of other students.
2. Respect for the authority of all KIS staff.
3. Respect for school property.
4. Being on time for class.
5. Being prepared for class.

## **PUNCTUALITY**

KIS expects all students to be on time. Punctuality is a mark of good manners and students are expected to arrive at school and for their lessons on time. Students are expected to arrive between 8:30 and 8:45. Classes start at 9:00. Late arrivals disturb the learning for the rest of the class. As academics take place in the morning, it is imperative that all students arrive on time. Children need to be collected by 4:50. The school closes at 5:00.

## **ATTENDANCE**

The school's instructional program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for coursework and general academic progress at the school. Consistent and regular attendance enables students to keep up with classroom learning expectations and enjoy fully the varied classroom activities.

## **ABSENCE/LEAVING SCHOOL**

If a student is absent for any reason, he/she must have a reason entered in the Student Journal and signed by a parent or guardian. Parents are also expected to call and inform the school on the morning of each absence. In the event of a planned absence, parents are expected to inform the school in writing of the planned absence. If leave has to be taken during the school year, parents should notify the school in good time (10 days ahead of time).

While teachers will make every effort to indicate what work will be covered during the period of absence, it is the student's responsibility to make up this work. Work and understandings that are collaboratively and interactively constructed through activities in class may not be possible to make up if the student was absent.

If it is necessary for a parent to take his/her child from school early, please inform the school. If possible the medical appointments should be scheduled after school hours.

## **EXTENDED LEAVE**

Unless an emergency, the school strongly encourages parents to plan all family vacations during regularly scheduled school breaks so that children do not miss school. When students are absent from school for an extended time, they miss important instructional and educational interactions with teachers and classmates. Teachers are not required to prepare additional supplemental materials for the students to make up except in the case of extended illness or a family emergency.

## **AFTER SCHOOL ARRANGEMENTS**

**All children need to be collected from school no later than 4:50 pm each day.**

All students need to be signed into school in the morning and out of school in the afternoon by the adult who is responsible for them (usually a driver or a parent).

If your child is to go home with a classmate after school, both the hosting and visiting student should bring notes from their parents indicating the planned visit and transportation plans.

No student will be permitted to ride home after school with anyone other than his/her parent/assigned drivers or school bus, unless the child brings a note from his/her parent requesting such. Students are not allowed to leave the school campus during the school day without an appropriate adult.

## **EARLY WITHDRAWAL**

When a student is withdrawing from school, at least one month's notice (unless it is due to an emergency) should be given, if the student wishes to receive his/her transfer documents the day he/she leaves. All departments of the school are then notified of the student's departure. When all obligations have been met, the student's school records are released.

## **REPORTS AND GRADING**

The reports will be as follows:

- Fall Report - October 19, 2017

- End of Semester 1 report – February 2, 2018
- Student-led conference – April 23 – 26, 2018
- Year End Report – June, 15, 2018

## **BEHAVIOR EXPECTATIONS/STUDENT CONDUCT**

Expectations of student conduct at KIS are based on the principle that no one has the right to interfere with other people, their property, or their time. The school seeks to develop and encourage an attitude of individual responsibility towards the quality of life in the school community.

The code of behavior expected from students rests on these basic rules:

- Respect for others.
- Respect for safety
- Respect for one self.
- Respect for their own and other's property.

In accordance with the Learner Profile and PYP Attitudes, students are expected to show caring, cooperative, respectful behavior towards others. Children learn better when they are part of a safe, supportive environment. The school strives to ensure that a student's acceptable behavior is acknowledged, supported and recognized.

We acknowledge that parents are their children's first and most important teacher. When there is an incident or situation at school, teachers/administration may contact the parent to seek their cooperation in addressing the situation.

In accordance with the Learner Profile and the Attitudes, students are expected to show caring, cooperative, respectful behavior towards others. Children learn better when they are part of a safe, supportive environment.

## **WATER FOR DRINKING**

Students are expected to bring water bottles with them to school each day. Bottled water is available in each class and the cafeteria for children to drink. Children may refill their water bottles as needed. For hygiene purposes, please label your child's water bottle and remind them that they should not share their bottles with their friends. Cups will be available only if your child forgets his or her water bottle.

## **LIBRARY**

A maximum of one book may be borrowed at a time. We ask you to return library books promptly so that other children may also enjoy reading them. When the book limit has been reached, no more books will be issued. Missing books may be replaced or purchased. Children will be reminded verbally about overdue books. Books that have been borrowed for more than a month will be requested through a written notice sent home to the parents.

## **FIELD TRIPS**

Field trips are an integral part of the curriculum and provide extended learning activities outside the classroom for students in all grade levels. A field trip is defined as any planned activity that necessitates the students leaving the school grounds during the instructional hours from 9:00 am to 3:00 pm. The field trips are mandatory and should be attended unless the child is ill or some other unavoidable reason. Parents will always be informed when their child is attending any trip or function away from school. A notice will be sent home advising of the date, place, return time, and reason for the trip.

Before a student can go on a field trip, a signed permission form from the parent must be on file in the office. Verbal permission is not accepted. To ensure the safety of students, they must leave and return to campus with their teacher on the school bus. Parents may be asked to serve as volunteer chaperones on these trips.

## **BUS RULES**

- Show respect at all times for bus drivers, staff members, and students
- Remain properly seated with seat belts fastened until the bus comes to a complete stop at your bus stop.
- Talk politely and quietly
- Keep the bus clean. Throw trash in the wastebasket or keep in your backpack until home or arrival at school.
- Do not throw objects out the windows. Do not open the windows without permission.
- KEEP BODY PARTS INSIDE THE BUS OR VAN
- Look both ways if crossing the street after the bus/van pulls away.

**There is always an adult accompanying a child to and from school on a school bus.**

KIS does not provide a busing service to transport children to and from school. However, KIS does provide information on drivers, who provide their own independent service for our school. KIS ensures that these drivers follow all school safety regulations in accordance with KIS rules. However, the drivers themselves are responsible and liable for providing a quality service.

Please contact the drivers to schedule a time for your child to be picked up and brought back home. If you need help with Russian translation, please contact the school office and we will help you set up transportation with one of the drivers.

## **HEALTH GUIDELINES**

Please be sure to inform your child's teacher if your child has a chronic illness or physical disability or if there are any special measures or activity restrictions that will be necessary for his or her welfare at school.

Please keep your child at home and consult your doctor if he or she has any of the following symptoms, which may indicate the onset of a communicable disease:

- Fever
- Watery eyes, discharge from eyes
- Sore throat with fever
- Cough with fever
- Skin rash or spots
- Nausea, vomiting, diarrhea

**Your child should be fever free, without use of aspirin or fever reducing medications, for 24 hours before returning to school. If a child has been sent home with a fever, they must remain home for at least 24 hours before returning to school.** If your child has an infectious disease, he/she should receive one full day's worth of antibiotics before returning to school.

Colds are most contagious in their earliest stages. Please encourage good hand washing habits to reduce the spread of germs.

The Early Years Campus has a full time nurse to attend to students' health needs (illness, accidents and medications).

## **MEDICATION**

Medication may be administered to a student during the school day only at the request of the student's parents/physician. The family doctor must indicate in writing the necessity for the medication to be taken and parents must provide written authorization for the school's healthcare professional to administer the medication in the prescribed dosage. All medication taken at school must be brought to the health care office for safe keeping. No medication is to be kept by students in their backpacks, desks or on their person (except perhaps inhalers, if a child is asthmatic).

## **INCLEMENT WEATHER**

All students are expected to be outdoors for breaks and after lunch if the weather is suitable. If needed, children may stay indoors to be supervised.

Unsuitable weather is weather that is too cold for outdoor play ( $-10^{\circ}\text{c}$ ), weather that is too wet (if umbrellas are required that is too wet). If there is a chance of heat or sunstroke, children and staff must remain in shaded areas, but may still go outside. If no shade is available or the temperature rises beyond  $+35^{\circ}\text{c}$  all children and staff must remain inside.

Please plan with your child what to do in case of rain at dismissal time or early dismissal because of snow or ice.

If school needs to close early for any reason, you will be called and informed via the Emergency Phone Tree. Please make sure we have your correct current information and an emergency contact number.

## **LOST AND FOUND**

The Lost and Found is located in the lobby. Parents and students are encouraged to check there in the event that items are lost. Please check it periodically, as the contents will be donated to a charity organization at the end of each term. Please label all personal items with the student's name.

## **TRANSFERS**

Except for emergencies, a student transferring from Kazakhstan International School should notify the teacher and office at least one month prior to the last day of his/her attendance. All school resources and library books must be returned, as well as all fees and lunch charges paid in full, before any reports or letters will be released to the parent or new school.

## **BIRTHDAY PARTIES AND OTHER CELEBRATIONS**

KIS does not require nor expect students to celebrate birthdays at school. However, if you wish to celebrate your child's birthday at school, please inform the homeroom teacher and arrange any time after 3:00 pm. No animals are allowed at Early Year Campus for birthday celebrations. The celebration should not take any longer than 1 hour.

## Kindergarten

## Programme of Inquiry

<p><b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p>	<p><b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p><b>How the world works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central Idea:</b> Understanding our feelings helps us in our relationship with others.</p>	<p><b>Central Idea:</b> We come from different countries and have many similarities and differences</p>	<p><b>Central Idea:</b> Humans can express their thoughts and ideas through signs and symbols.</p>	<p><b>Central Idea:</b> Senses can be used to explore and discover the world</p>		
<p><b>Key concepts:</b> reflection, function, (change)</p>	<p><b>Key concepts:</b> form, perspective</p>	<p><b>Key concepts:</b> causation, form, responsibility</p>	<p><b>Key concepts:</b> connection, function,</p>		
<p><b>Related Concepts:</b> relationships, feelings</p>	<p><b>Related Concepts:</b> similarity, difference, culture</p>	<p><b>Related Concepts:</b> communication</p>	<p><b>Related Concepts:</b> responding</p>		
<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different feelings and emotions (form)</li> <li>Understanding how-feelings affect behaviour (function)</li> <li>How feelings affect my relationships with others (reflection)</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The different countries we come from (form)</li> <li>Similarities and differences between countries (perspective)</li> <li>Inquiry into national costumes, signs, symbols, stories, festivals, weather and climate celebrations that are unique to my country (perspective)</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Signs and symbols around us(form)</li> <li>what signs and symbols communicate(causation)</li> <li>ways we can communicate non-verbally (form)</li> <li>effective features that are used to convey a message through signs and symbols</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>the five senses (form)</li> <li>how we use our senses (function)</li> <li>how our senses work together (function/connection)</li> <li>how our senses keep us safe (connection)</li> </ul> <p>Teacher Questions How senses are used?</p>		
<p><b>Transdisciplinary skills:</b> Self-Management Skills</p> <ul style="list-style-type: none"> <li>informed choices</li> <li>codes of behavior</li> <li>safety</li> </ul> <p>Social Skills- accepting responsibility</p> <ul style="list-style-type: none"> <li>respecting others</li> <li>resolving conflict</li> </ul>	<p><b>Transdisciplinary skills:</b> Communication Skills</p> <ul style="list-style-type: none"> <li>speaking</li> <li>listening</li> <li>viewing</li> <li>presenting</li> <li>non-verbal communication</li> </ul>	<p><b>Transdisciplinary skills:</b> Thinking Skills</p> <ul style="list-style-type: none"> <li>acquisition of knowledge</li> <li>comprehension</li> <li>application</li> <li>evaluation</li> </ul> <p>Communication Skills – non-verbal communication</p> <p>Add to Teacher Questions(What makes a good sign?)</p>	<p><b>Transdisciplinary skills:</b> Self Management Skills</p> <ul style="list-style-type: none"> <li>fine motor skills</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>formulating questions</li> <li>observing</li> <li>collecting data</li> <li>recording data</li> <li>interpreting data</li> </ul>		
<p><b>Learner Profile:</b> caring, communicator, nreflective</p>	<p><b>Learner Profile:</b> knowledgeable, open-minded,</p>	<p><b>Learner Profile:</b> thinker, principled</p>	<p><b>Learner Profile:</b> inquirers, risk-taker</p>		
<p><b>Attitudes:</b> empathy, integrity, tolerance</p>	<p><b>Attitudes:</b> commitment, curiosity, enthusiasm</p>	<p><b>Attitudes:</b> cooperation, creativity, respect</p>	<p><b>Attitudes:</b> appreciation, confidence, independence</p>		
<p><b>Order: 1st</b></p>	<p><b>Order: 4<sup>th</sup></b></p>	<p><b>Order: 2nd</b></p>	<p><b>Order: 3rd</b></p>		

# Language Arts

## **Use a range of speaking and listening skills for communication and learning.**

Participates appropriately

Identifies and talks about familiar characters from stories

Makes oral presentations with guiding questions – e.g. show and share

Uses their mother tongue (with translation) to express their needs and explain ideas

Gives instructions and follow directions

(2 and 3 step directions)

Expresses thoughts and feelings

Asks questions to seek help and receive information

Listens and responds to books and relates to different voice tones

In conversations and group discussions – listens when someone is talking and replies

Uses language to explain and inquire

Showing pleasure and demonstrating their understanding of books through gestures, expression and/or words

Explains their own writing with peers

Uses gestures, actions, body language and/or words to communicate needs and wants

## **Apply general skills and strategies of the reading process.**

Recognizes that print represents spoken language

Recognizes the letters of the alphabet in both upper and lower case letters

Recognizes sounds of the alphabet

Demonstrates an understanding of print concepts by reading top-to-bottom, left-to-right

Recognizes own name and simple words

Makes links to own experience when listening to or 'reading' texts e.g. points to illustrations saying I had a party

Knows repetitive patterns in very familiar stories e.g. run, run as fast as you can

## **Read, understand, analyze and respond to a variety of literary texts.**

Enjoys listening to stories

Connects reading to self

Retells stories that have been read by the teacher

Makes predictions about texts by using illustrations

Uses strategies to comprehend text (visual images, retell)

Joins in and recites poems, rhymes, songs and repeated phrases in books

## **Read, understand, analyze and respond to a variety of informational texts.**

Relies upon knowledge of topic and text organization, such as pictures, when reading

Reads familiar print from their immediate environment (traffic signs, billboards, food labels, sight words, symbols)

Begins to discover features to find and understand information (pictures, titles)

## **Use the general skills and strategies of the writing process.**

Begins to write letters UPPERCASE and LOWERCASE

Draws, uses letter strings and inventive spelling to communicate ideas

Draws pictures to tell a story for an audience

## **Write a variety of narrative, descriptive, expository and persuasive compositions.**

Uses drawings to communicate

Dictates or tells a story through drawings

Sequences a story from beginning, middle and end

## **Use grammatical and mechanical conventions in written compositions and oral presentations.**

Uses phonemic sounds to spell and create words

Uses phonemic sounds to write simple sentences

Begins to use a range of strategies to spell e.g. sounding out

Demonstrates awareness of capitalization

Uses appropriate punctuation e.g. capital letter, spacing

Knows left-to-right and top-to-bottom directionality in print

Demonstrates one to one correspondence between written and spoken words e.g. pointing to words when re-reading own writing

**Conduct research by gathering, evaluating, synthesizing, and presenting information from a variety of sources.**

Makes connections between the real and the imaginary

Discusses stories

Makes connections between the real and the imaginary

**Use visual language (viewing and presenting) to construct and interpret visuals for a variety of situations and a range of purposes and audiences.**

Selects colour and shape for visual presentations

Shows curiosity in many forms of visual media

## Mathematics

### Number

#### Students know:

Counting tells how many objects are in the set irrespective of how they are arranged or the order in which they are counted.

The forward and backward counting sequences of whole numbers to 20, at least.

The number before and after a given number in the 0-20 range.

Groupings within 5 eg 4 and 1, 2 and 3.

Groupings with 5 eg 5 and 2, 5 and 3...

Doubles to 10, including finger patterns, eg 3+3, 4+4.

Addition and subtraction facts to five eg 3+2, 4-1 etc.

#### Students understand:

We can count a collection to find out how many are in it.

We can often see how many are in a collection just by looking and also by thinking of it in parts.

The whole numbers are in a particular order, and there are patterns which help us to remember the order.

We can think of a number as a sum or difference in different ways. We can rearrange the parts of an addition without changing the quantity.

When we split something into two equal-sized parts, we say we have halved it and that each part is half the original thing.

#### Students can:

Order numbers in the range 0-10.

Record the numerals to match the sets they form.

Record the results of counting and operations using pictures and diagrams.

Solve addition and subtraction problems by counting all the objects.

Use pictures to solve addition and subtraction problems by drawing the objects.

With teacher support, record the results of operations using symbols eg the reading of 3 and 2 is recorded as 3 and 2 is 5, 3 plus 2 equals 5,  $3+2=5$ .

## **Pattern & Function**

### **Students understand:**

We use regularity or pattern to infer one thing from another thing and to make predictions.

### **Students can:**

Communicate and explain counting strategies, using words, numbers, and pictures.

Create and continue sequential patterns.

Generalise that the next counting number gives the result of adding one object to a set and that counting the number of objects in a set tells how many.

## **Measurement**

### **Students understand:**

Attributes of measurement: length, weight (mass), and temperature (hot and cold).

### **Students can:**

Measure and compare objects by length, weight (mass) or temperature by direct comparison and/or counting whole numbers of units.

## **Shape & Space**

### **Students know:**

Basic 2d and 3d shapes.

### **Students understand:**

### **Students can:**

Sort and classify simple 2d and 3d shapes, eg by colour or size.

## **Data Handling – Chance & Data**

### **Students know:**

Simple vocabulary to describe probability: certain, impossible, likely, unlikely.

### **Students understand:**

We can answer some questions (and test some predictions) by using data.

We can produce data by: counting or measuring things, asking groups of people or watching what happens.

Some things we are sure will or will not happen and other things we are unsure about. There are special words and phrases we use to describe how likely we think things are to happen.

### **Students can:**

Conduct investigations using the statistical enquiry cycle:

- posing and answering questions;
- gathering, sorting and counting, and displaying category data;
- discussing the results

## **Visual Arts**

### **Understands the visual arts in relation to history and cultures**

- Observes and responds to a wide range of objects, images and artworks from various cultures, time periods, and places
- Responds to artworks associated with special events, festivals and holidays in Kazakhstan and throughout the world

## **Understands and applies media techniques and processes related to the visual arts**

- Uses art to express themselves
- Uses a variety of different starting points for artwork including the immediate environment and their own experiences (memories, imagination and dreams)
- Uses different media to create and explore ideas
- Creates 2D and 3D works of art.
- Begins using a variety of tools , materials and techniques
- Begins to manipulate materials with a purpose
- Understands the importance of taking care of tools and materials and be aware of health and safety aspects associated with using a variety of tools and materials.

## **Reflects on characteristics and merits of one's own artwork and the artwork of others.**

- Begins to discuss how art can be used as a another language to express and communicate personal ideas, thoughts and emotions
- Begins to discuss their artwork and the artwork of others

## **Makes connections between the visual arts, other disciplines and daily life.**

- Creates visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs
- Identifies images of self, friends, and family (including snapshots and the students' own works of art)
- Discusses how art is used to illustrate stories

# **Music**

## **Students will sing, alone and with others, a varied repertoire of music.**

- Distinguish between speaking, shouting, whispering & singing voices.
- Sing on pitch with correct rhythm and posture.
- Sing while maintaining steady beat.
- Sing from memory a varied repertoire of songs.

## **Students will play, alone and with others, a varied repertoire of instrumental music.**

- Produce loud and soft sounds in different percussion instruments
- Echo a short rhythms and, melodic patterns
- Continue to practice a variety of percussion instruments
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

## **Students will improvise and/or compose melodies, variations and accompaniments.**

- Create music through a variety of experiences
- Identify simple musical patterns

## **Students will read and notate music.**

- Comprehension of musical opposites
- Identify simple rhythmic patterns

## **Students will listen to, describe and analyze music.**

- Identify loud and soft sounds and represent them with own body.
- Distinguish between the timbres of classroom instruments
- Echo rhythmic patterns

**Students will evaluate music and music performances.**

- Responds to rhythmic patterns and elements of music using expressive movements
- Perform independently
- Respond to rhythmic patterns and elements of music using expressive movements

**Students will make connections between music, other disciplines and daily life.**

- Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- Identify and describe various uses of music in their daily experiences
- Move their bodies to express the mood of the music.

**Students will understand music in relation to history and culture.**

- Knows that music is a part of daily life
- Knows that music comes from different places and different periods of time
- Sing songs and play musical games from various cultures.

## Physical Education

**Individual pursuits**

- At this age athletics (jumping, throwing and running) will be introduced through the other PE concept areas

**Movement composition**

- Begin to develop spatial awareness
- Begin to develop gross motor skills
- Begin to develop creative skills through movement
- Explore locomotor skills (including traveling, changing direction, altering pathways, and transferring weight) using music as a stimulus
- Begin to explore non-locomotor skills using music as a stimulus
- Use imagination to respond to a range of stimuli to express feelings and moods
- Complete short sequences using two to three basic pattern steps
- Do a variety of movements to form a basic movement vocabulary, for example jump, hop, slide, rock
- Explore some different ways of moving on the floor and on apparatus
- Create small simple movement patterns
- Hold their body weight in stillness using one or two body parts as bases
- Do one or two basic skills, for example a pin jump
- Create different ways of moving with small equipment

**Games**

- Begin to explore coordination, manipulation and balance
- Begin to travel in different ways maintaining body control
- Change speed and direction of movement maintaining body control
- Begin to handle small equipment using various body parts
- Participate in, and follow instructions for, simple games requiring little or no equipment

**Adventure challenges**

- Begin to explore and develop the ability to solve tasks individually

**Health-related fitness**

- Be aware of some of the elements of a healthy lifestyle (rest, balanced nutrition, exercise etc)
- Be aware that it is important to be physically active
- Be aware of safety aspects when exercising

# Information Technology

## **Defining the Problem**

- Brainstorm topics as a class with teacher support for every topic.
- Identify keywords with whole class support
- Ask questions about topic

## **Selecting the Resources**

- Demonstrate correct care and use of computers/books
- Identify the Library Staff
- Identify some basic terms associated with books

## **Using the Resources**

- Know the difference between “information” and “story” books
- Predict what will happen in a story

## **Recording the Information**

- Record information as appropriate

## **Presenting the Information**

- Show and tell
- Contribute to discussions
- Cooperate with peers in making presentation
- Answer questions on topics

## **Assessing the process and outcomes**

- Talk about and begin to evaluate what they did