

# Policy Handbook

**Kits4Kids International School Madagascar**

**Version 2023**



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## Preamble

In the light of a continuous improvement and for transparency with regards to the school's operations, the school identified the need to establish a school wide, accessible Policy Handbook. The implementation of this handbook is an initiative to:

- Create a more systematic and transparent approach to sustainable policy development;
- Distinguish school approved policies from the plethora of existing guidelines, procedures and protocols accessible on multiple platforms.
- Keep the school running in an organized, safe and satisfactory manner.

These rules are in effect during the school day, on school premises and during all activities held by the school or in which the school is participating.

This handbook is inspired by many international schools' policies and handbooks which can be found online.

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## The purpose of the Kits4Kids ISM policy handbook

The purpose of this handbook is to provide clear statements of intent in order to ensure that the school's Guiding Statements are fully implemented, and that endorsed programs and related protocols and practices are consistently adhered to. These specific policies are inspired from the guidelines issued by the IB and are aligned with the School's Guiding Statements. Policies contained within this handbook take precedence and replace any policies from previous years.

This handbook is made accessible to all students, parents and staff of Kits4Kids International School Madagascar at the beginning of the school year and through the school's website. The policies within this handbook have all been approved by the school management and cannot be superseded without said approval. All policies will have a review cycle.

Continuous development is made to ensure that over time, the policy will be available in many different languages in order to ensure all members of our school community understand the school's policy expectations.

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## Kits4Kids ISM Guiding Statements

### WHAT IS KITS4KIDS?

**Kits4Kids** is more than a word, a process or an action.

**Kits4Kids** is a “being” belief; being to believe and being to be believed.

**Kits** represent different tools, skills and opportunities.

**Kids** represent everyone from a child to an adult, with a need.

**Kits4Kids** is the belief that we can provide different opportunities to meet different needs for a better world.

This is **Kits4Kids**.

### OUR VISION, MISSION AND MOTTO

#### OUR VISION

Our vision is to create a world with differences, not difficulties.

#### OUR MOTTO

We believe every child can learn.



#### OUR MISSION

Our mission is to enable each individual in reaching their full potential and to go beyond education.



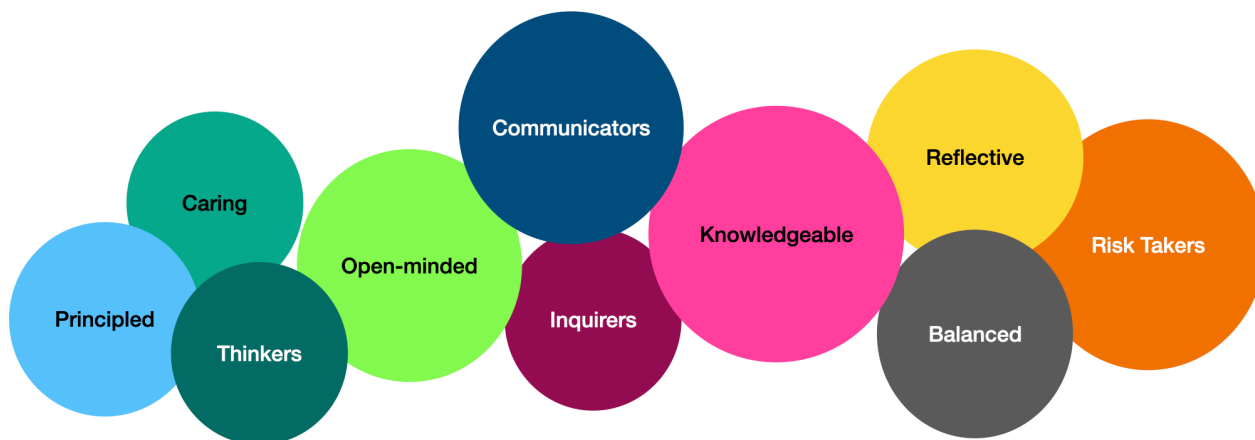
### OUR GUIDING PRINCIPLES

Kits4Kids ISM values and policies are aligned with our guiding statements:

1. Learning for complexity: Students and teachers learn to live in a dynamic and rapidly-evolving world.
2. Embracing diversity: Kits4Kids ISM adopts an inclusive culture: we celebrate differences and do not view them as difficulties.
3. Inquiry, innovation and learning: it is through inquiry that continuous learning and innovation happen.
4. Learning to be well
5. Global citizenship: staff and students are responsible to contribute to a fair and sustainable environment.
6. Language learning: language is a tool to maximize learning and to empower students to reach their full potential
7. Experiential and service learning: real-life scenarios, opportunities and examples are provided to maximize students' ownership of their learning experience and to develop teachers' teaching applicability and relevance.

## Kits4Kids ISM Community Profile

At Kits4Kids ISM, we strive to portray the following profile:



<p><b>Principled:</b> Act with integrity and honesty with a strong sense of fairness, justice and respect for the dignity of the individuals, groups and communities. Principled students take action, take responsibility for it and its consequences.</p>	<p><b>Caring:</b> Show empathy, compassion and respect towards the needs, feelings and uniqueness of others. Caring students have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.</p>
<p><b>Thinkers:</b> Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p>	<p><b>Open-minded:</b> Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. Open-minded students seek and evaluate a range of point of view, and are willing to grow from the experience.</p>
<p><b>Communicators:</b> Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. Communicators are willing to work in collaboration with others.</p>	<p><b>Inquirers:</b> Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. Inquirers actively enjoy learning and this love of learning will be sustained throughout their lives.</p>
<p><b>Knowledgeable:</b> Explore concepts, ideas and issues that have local and global significance. In so doing, knowledgeable students acquire in-depth knowledge and develop understanding across a broad and balanced range of discipline.</p>	<p><b>Reflective:</b> Give thoughtful consideration to their own learning and experience. Reflective students are able to assess and understand their strengths and limitations in order to support their learning and personal development.</p>
<p><b>Balanced:</b> Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p>	<p><b>Risk-takers:</b> Approach unfamiliar situations and uncertainty with courage, forethought, and have the independence of spirit to explore new roles, ideas and strategies. Risk-takers are brave and articulate in defending their beliefs.</p>

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# Academic Integrity

## INTRODUCTION

Students have the responsibility to do their own work in all academic tasks, to comply with accepted procedures and directions in all testing or evaluative situations and to report any instances of academic dishonesty.

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. Academic honesty or integrity is a commitment, even in the face of adversity, to five fundamental values cherished by the school: honesty, trust, fairness, respect and responsibility. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work. Academic integrity allows everyone in the school to:

1. Maintain fairness,
2. Maintain trust and credibility, and
3. Develop respect for others.

This policy outlines what is meant by academic integrity and academic misconduct, how we educate students about academic integrity and our expectations of behavior linked to academic integrity. In practice, there will be significant differences in how it is applied and acted upon from preschool to high school but the philosophical commitment to academic integrity will remain consistent.

## PHILOSOPHY

At Kits4Kids ISM, we believe in students and teachers developing a principled mindset when it comes to academic integrity.

‘PRINCIPLED : They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them,’ (extract from the IB Learner Profile Booklet).

As a community, we model how to show respect and honor for others' ideas. Collaboration is essential to our community as it is a combination of authentic individual ideas that evolve into a compilation of ideas. We believe this acquisition of knowledge begins with a purposeful attitude of respect and honesty. All teachers, students, and parents engage in this responsibility to ensure academic integrity extends beyond the elementary setting.

## POLICY

Academic integrity at Kits4Kids iSM is supported by the school's vision and mission and embedded in essential practices and school programs. At Kits4Kids ISM, we take responsibility for our actions and strive to have a positive impact; we show courage and act with integrity, fairness and respect. Students of all ages, along with teachers across disciplines, are then expected to maintain the highest standards of integrity in their academic work and must avoid any form of misconduct.

## ACADEMIC INTEGRITY IN ACTION

Academic integrity refers to the use of one's thoughts and materials in the writing of papers, taking tests, teaching materials, and other classroom related activities. At Kits4Kids ISM, we expect that students and teachers will exercise academic integrity in all aspects of their work: they will acknowledge the works of others, including materials taken from other sources; they will not claim as their own the work of others; they will not give their work to others to pass off as their own.

## ROLE OF THE STUDENTS

Students will receive adequate instruction about why and how to honor and respect others' ideas. Students will be offered opportunities to practice different ways to acknowledge others for their intellectual properties. When researching, students are expected to follow the guideline of proper citation and evaluation of sources. Students are expected to use the knowledge of academic integrity that they acquired from class into their individual assignments and group activities. The goal for students is to exercise their independence with technology in a creative, safe, and honorable manner.

## ROLE OF THE TEACHERS

Teachers are the ideal models of academic honesty. Teachers must offer clear and relevant opportunities for students to understand and honor academic honesty. The opportunities offered to students will emphasize the correct and responsible methods of honoring sources and ideas that are not original. Teachers also adopt academic integrity and honesty throughout their planning and resources or materials preparation. The objective is that the class community is built on honest and fairness so that students will feel comfortable sharing their individual ideas and to become active participants in their collaborative experiences. Academic honesty must a part of the daily routine within the class community.

## ROLE OF THE SCHOOL COMMUNITY

The school community is made up of representatives within the school. The school community developed and will continuously revise this policy to meet needs of the school. The collaboration on this policy ensures the consistency and clarity of the expectations throughout Kits4Kids ISM. Families are informed of the academic honesty expectations by having access to the electronic copy on our school website.

## ACADEMIC MISCONDUCT

Academic misconduct includes, but is not restricted to:

1. *Plagiarism and duplication of work:*

Plagiarism is defined as the representation of the ideas or work of another person as the student's or teacher's own. Plagiarism can come in three (3) different aspects:

**Copying verbatim** (exactly word for word) - this is the most common form. It consists of an individual copying the words, expressions or ideas directly from another source (book, lab report, friend, internet publication, magazine article) without giving proper credit.

**Paraphrasing** (without giving proper credit) - this consists of borrowing ideas from a source and rewriting them in your own words without giving proper credit (i.e not giving

the source of your information)

**Use of an idea** (without giving proper credit) - the adaptation of an idea from another source without giving proper credit (e.g. when asked to write a short story for English

class, you borrow an idea from a TV program, video/film, article, classmate)

**Taking credit for work you didn't do** e.g. not acknowledging the assistance of a parent, friend, tutor, etc.

Duplication of work is defined as the presentation of the same work for different assessment components.

2. *Cheating* and other types of misconduct during or in connection with a test, examination or other assessments, for example:
  - Taking unauthorized materials or devices in a test/assessment/examination
  - Copying off someone else's exam, quiz, etc.
  - Communicating with another student when in a test situation
  - Failing to obey instructions in a test or examination (e.g. to stop writing at the end of a test or examination, not to write during the reading time, etc.)
  - Any other behavior which gains an unfair advantage for a student: for example, receipt of confidential information about examination, tests or examinations
  
3. Behavior which gains an *unfair advantage* for a student or which affects the results of another student:
  - Collusion: this is defined as supporting malpractice by another student, for example, allowing one's work to be copied or submitted for assessment by another student
  - Disclosure of confidential information about examinations, tests or other assessments
  - Misconduct during a test or assessment - for example: behavior that disrupts the assessments or distracts other students.
  - Fabrication or alteration of data
  
4. *Sharing ideas in test situations* : e.g. in take home exams, asking/telling students what is in a test/ quiz or examination
  
5. *Impersonation*: the act of representing or being represented by another person during any evaluation, examination, or assignment and includes working as a group or a team in online activities that are intended to be completed individually.
  
6. *Fabrication, forgery and obstruction*:  
Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences.  
Forgery is imitating or counterfeiting of images, documents, signatures, and the like.  
Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.
  
7. *Complicity and collusion*:  
Complicity is assisting or attempting to assist another person in any act of academic dishonesty.  
Collusion: Collusion means supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another Kits4Kids ISM



students are expected to work independently for most of their assessments, but with guidance and support from teachers and other adults, whenever necessary, although there should be collaboration with other students, as it plays an important role in the learning process, since collaboration should not result in a member of the group copying or submitting the work of other members for assessment.

## ACADEMIC HONESTY AND AI TECHNOLOGY

The use of artificial intelligence tools does not automatically constitute academic dishonesty. It depends on how the tools are used for example, apps such as ChatGPT can be used to help reluctant writers generate a rough draft that they can and should revise and update or help teachers identify necessary standards and norms related to their subjects or topics.

The use of AI technology should however abide by these institutional expectations:

1. Any **unauthorized** use of ChatGPT (or any other AI tools) on assessments is considered to be a breach of academic honesty. By default, all assessments held within the school and during international assessments **should not** use the assistance of AI technology.

Unauthorized use of AI technology can lead to breaches of :

1. Cheating, if students are using an AI tool to gain an improper advantage on an academic evaluation when it has not been authorized by the teacher
  2. Plagiarism if students are using images created by another, i.e. through the use of DALL-E or another image-generating tool when not authorized by their instructor and not attributed to the creator
2. Submitting AI-generated work as the student's own is an act of academic misconduct and will have consequences.

In the case of a doubt from the teacher or management side, students may be asked to work on the assessment in-class and re-submit the assessment for re-evaluation. If the structure, content, idea, thinking process, etc. used between the original and the re-submitted papers are very different, the teacher and/or the management may deem the student guilty of academic dishonesty and the student will need to face the consequences accordingly.

## FORMATTING PAPER AND CITING SOURCES

When asking students to write different pieces of work, teachers inform them on the format paper they should use when dealing with the assignment. Our school uses the APA style, as it is the most commonly used format for citing research sources in academic writing.

According to the APA guidelines, students should follow these overall guidelines:

- **Margins:** 1 inch on all sides
- **Font:** APA states that "papers should be written in a font that is accessible to all users" (See p. 44 of the *Publication Manual of the American Psychological Association*). Use the same font throughout the entire paper. APA's preferred options are:
  - Sans serif fonts: 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode
  - Serif font: 12-point Times New Roman or 11-point Georgia
- **Line Spacing:** Double-spaced, including title page, abstract, text, headings, block quotations, reference list, table and figure notes, and appendices. See p. 45 of the *Publication Manual of the American Psychological Association* for exceptions.

- **Indentation:** First line of each paragraph should be indented 0.5 in. Exceptions: Abstract and block quotes
- **Alignment:** Left align all text. Exceptions: headings (see section about headings in the *Publication Manual of the American Psychological Association*)
- **Page numbers:** Begin page numbers on the title page.
  - Page numbers should appear in the upper right-hand corner of the header.
  - Use "View" → "Header" in Microsoft Word to set page numbering

## PROCEDURES FOR REPORTING, RECORDING OR MONITORING

Students and teachers will have the opportunity to report other students'/teachers' academic dishonesty by reporting the event to the Head of School. A 'Kits4Kids ISM plagiarism and cheating report' may be filed following other preemptive disciplinary actions or directly depending on the seriousness of the misconduct and academic dishonesty.

## WHAT HAPPENS WHEN A STUDENT OR TEACHER IS INVOLVED IN ACADEMIC DISHONESTY?

We expect all students and teachers to do their own work and not copy from another source, another student, without giving proper credit. This includes all activities held in school, assignments in class, examinations, home-based research, projects, the MYP projects and Reflective Project. All cases of academic dishonesty will be reported to the school Principal and/or parents through the filing of the 'Kits4Kids ISM Plagiarism and Cheating Report' (annexed) and will be kept in the student's records throughout his learning journey.

## THE IB PENALTY MATRICES

Appendix 2.2: Student Academic misconduct. IB Academic integrity policy contains the IB penalty matrices detailing infringements by the student and the level of penalty which may be applied by the IB.

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## Admissions

### INTRODUCTION

This Admissions Policy sets out the requirements for entry to Kits4Kids ISM. Our educational provision is open to all students who can successfully access and are able to benefit from our academic programs. Students must also be able to behave safely and appropriately in a mainstream school setting. This provision is in line with the guiding principles of the United Nations Convention on the Rights of the Child and our Guiding Statements. Our Admissions Policy outlines the restrictions that apply to acceptance, which is determined by our academic programs and also our legal context as a school in Madagascar. In choosing Kits4Kids ISM for their child, families commit to uphold our school's values as expressed in our Guiding Statements as well as to act in line with and support our policies.

### POLICY

#### General

The total students' number capacity at Kits4Kids ISM is set at 12 students per class, per campus.

Please note that in the case of children who wish to transfer from another international school, admission will only be done during the school year if there are exceptional circumstances. All families applying to Kits4Kids ISM agree to support and act in line with our Guiding Statements, policies and protocols.

### **Registration Priority**

Kits4Kids ISM operates on a first-come / first-registered policy. There are no seat booking done and classes are closed once the maximum number of students is attained or once the school is off for its October break (whichever situation comes first).

Registration for current students is not automatic. However, current students are offered a two (2)-months head start to finalize their registration before the registration period for new students opens.

### **Transition from one grade level to another**

All students who are currently enrolled with Kits4Kids ISM will receive a two (2)-months head start in the registration process. Please see the above section for more details. However, please note that transition from one grade level to another is not automatic. Whilst we do everything possible to offer a place within each grade level, we do have certain limitations that are determined by our academic programs and our context.

### **Cost of application**

Payment of the Capital Fees is charged for making an application. This fee includes the cost of the administration required to process the application, the stationery used by the student throughout the school year and access to the school shuttle bus. An application will not be reviewed until the fee has been paid. In the event the students wish to withdraw his/her application from the school, the Capital Fees will not be reimbursed.

### **Allocation of classes**

Students' classes will be allocated based on their Term 3 results (for current students) and the Placement Test results (for new students). Initial registration for new students is to be done according to their date of births however, placement tests results will be used to finalize one's registration.

Placement tests from the Grade 1 to KJS Year 3 and KJS Year 4 to SH Year 2 differ in the format, structure and depth. Placement tests for KJS Years 4 and above include assessments in the languages (English and other Language acquisition and/ or Studies in language and Literature subjects), mathematics and most sciences (physics, chemistry, biology)

### **Special Needs Assistance**

Whilst we do our best to accommodate all students regardless of their level of need, there are some limitations to the service and capacity that we are able to provide. For students with particular physical or learning needs, we review each application individually to assess whether we are able to provide a placement in our school. This process should take no longer than 6 weeks with a possible 4 week extension in exceptional cases.

We recognize that each student is unique and so each individual case will be considered carefully to determine whether or not we are able to cater for the student's needs and therefore able to offer a place within Kits4Kids ISM.

As is the case for all schools, we regularly review this provision to ensure that it is sufficient for the needs of our community and must balance this with responsible financial management for the organization. Where we feel that we do not have sufficient provision to provide the standards of care necessary for a child in a given academic year, we may not be able to offer a place.

For students with any type of educational or behavioral difficulty, parents will need to provide complete documentation of their child's academic history, psychological/educational evaluations, and details of extra academic/specialist support they have had or are currently receiving. Parents will also grant permission for Kits4Kids ISM to contact previous schools or professionals involved with the child in order to provide details relevant to the child's education and well-being. Once the application information is complete, the school management and/or program coordinator will evaluate the application and decide if the school can accommodate the student. This process should take no longer than 6 weeks with a possible 4 week extension in exceptional cases.

### **Kits4Kids ISM Preschool and Primary**

The Kits4Kids ISM Preschool program is open to students aged 4 years old and above. Primary program are offered to students aged 6 years old and above. Class assignment to the Kits4Kids ISM Preschool and Primary program is contingent upon availability of seats and enrollment to the Primary program is contingent upon the Placement Test results. Knowledge of English as an academic language is not a requirement for admission.

### **Kits4Kids ISM Junior School and Senior High School**

Kits4Kids ISM is a candidate\* school with the International Baccalaureate (IB). Kits4Kids ISM Junior School (KJS) offers the Middle Years Program (MYP) to the Year 1 to 5 and the Career-Related Program (CP) to the SH Year 1 and 2. Whilst we strongly support the participation of all students in the IB Programme, there are some criteria that students must meet in order to sit for the international official exams (see section below for more details).

KJS Years 4 and 5 and SH Years 1 & 2 are only for students with a proven academic ability and the potential to proceed to higher education. Since the students enrolled in these grades will be facing the MYP eAssessments, CP Assessments, and SAT, rigor is required in their acceptance. Successful completion of the prior grades, a good record of attendance, work habits and behavior, and meeting any specific IB entry requirements play a part in the screening process.

In the case of the above mentioned grades, each application will be reviewed by the Program Coordinator who, in collaboration with other members of the MYP and CP team, will decide whether or not the program is appropriate for the child. The school may request that students complete additional placement tests, evidence portfolios or interviews for other subjects, depending on the evidence available from previous schooling. For example, if students want to study design technology but have not studied product design (or an equivalent subject) before, or would like to choose an arts subject they have not studied before, they will have to attend an interview and/or submit a portfolio.

SH Year 2 is the final year of the CP program and the last grade in the education cycle at Kits4Kids ISM. Therefore, only students who already successfully completed SH Year 1 or the first year in CP or DP program with another IB school will be admitted. Students joining from another IB school will then choose a subject package that corresponds to their previous one. To ascertain whether these criteria have/ can be met, the CP/DP Coordinator from the previous school will be required to complete the document 'Checklist for Transfer Students into SH Year 2', and to send this directly to the CP/DP Coordinator at Kits4Kids ISM. Please note that it is not possible to join SH Year 2 any later than the first week of the academic year. Please note that any student who joins the CP/DP later in the program (e.g. at the start of SH Year 2), must be prepared to take personal responsibility for catching up with any necessary academic work as well as in meeting the Creativity, Activity, and Service (CAS)/ Service Learning (SL), Extended Essay (EE)/ Reflective

Project, and Theory of Knowledge (TOK) requirements. This requires the student to carefully follow teachers' guidance and to work independently.

### **International Examinations**

To answer the school's inclusion policy, all students enrolled with Kits4Kids ISM will sit for International Examinations at specific grade levels. Students enrolled in the school until the end of the school year 2022/2023 will be able to sit for any of the international examinations from school year 2023/2024 onwards until their SH Year 2 with no additional cost. However, students who are joining the school after this deadline or left and wish to rejoin the school will need to pay for the International Examinations fees. Payment of the examination fees will need to be settled in full before the start of the grade level in which the student is required to sit in for an International Examination.

*\* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

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## **Assessment and Teaching for Learning**

### **INTRODUCTION**

This policy sets out the philosophical approach to Assessment and Teaching for Learning at Kits4Kids ISM and is in accordance with the school's Guiding Statements.

### **SCOPE**

This whole-school policy supports the implementation of effective Teaching and Assessment for Learning through our programs across grade levels and relates to both academic, and service and experiential learning.

### **POLICY**

Quality Teaching and Assessment for Learning at Kits4Kids ISM is supported by the Kits4Kids ISM Guiding Statements and embedded in essential practices and school programs.

#### **A. Teaching for learning**

At Kits4Kids ISM we inspire our students to be curious. To do this, we use student-led inquiry to solve challenging problems that are set in authentic contexts wherever possible. Students learn to apply their knowledge and skills to deepen conceptual, disciplinary and interdisciplinary understanding and make effective connections. Our students learn how to collaborate, act with compassion and become responsible global citizens. Our students, teachers and community model the attributes of the Kits4Kids ISM Community Profile.

#### **Quality Learning at Kits4Kids ISM is**

- An active process where students make connections between new ideas and prior understandings.

- Collaborative and supported by quality interactions with teachers and other students.
- Centered on the students' responsibility for their own learning; they are able to exercise choice, develop goals, plan their approach and work independently.
- Reflective, enabling students to monitor and review their learning with a clear sense of how to improve; students are supported to learn from their failures as much as their successes.
- A process of change and personal growth.

**Quality Learning at Kits4Kids ISM occurs when students:**

- Are curious, inspired and motivated to take ownership of their learning.
- Build on prior skills, knowledge and understanding.
- Remain resilient and engaged, even when learning about complex or unfamiliar ideas.
- Feel safe and secure in their learning environment and at home.
- Have confidence in their teachers and trust their peers.
- Actively apply their knowledge and skills towards solving local and global issues.

**Quality Learning at Kits4Kids ISM occurs when teachers:**

- Have high expectations, and encourage students to set high expectations for themselves, which inspire, motivate and challenge students.
- Maintain good relationships with students in order to involve and motivate them.
- Promote students' love of learning and intellectual curiosity.
- Guide students to reflect on the progress they have made and their emerging needs.
- Are aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Demonstrate knowledge and understanding of how students learn and encourage them to take a responsible and conscientious attitude to their own work and study.
- Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' learning at different stages of development.
- Have a clear understanding of the needs of all students, including those with different needs, those of high ability; those with English as an additional language and those with unique challenges. Teachers are able to use and evaluate distinctive teaching approaches to engage and support all students.
- Make productive use of formative and summative assessment to support students' learning.
- Develop effective professional relationships with colleagues leading to successful collaboration, knowing how and when to draw on advice and specialist support.
- Reflect systematically on the effectiveness of lessons and approaches to teaching and its impact on learning.
- Use digital tools to effectively support and enhance pedagogical approaches which are known to improve learning.

**Quality Learning at Kits4Kids ISM occurs when parents:**

- Are well informed and curious about their own child's learning.
- Connect and collaborate with others to further support their child's learning and wellbeing.
- Provide a compassionate home environment which celebrates and promotes individuals' culture and language.

## **B. Assessment for learning**

### **Aims of assessment**

Our overarching principle is that we recognize the fundamental importance of assessment in respect of the learning process for our students. In line with our commitment to providing Quality Learning, as defined in the school's Guiding Statements, effective in-school assessment:

- Enables students to monitor and review their learning with a clear sense of how to improve; students are supported to learn from their failures as much as their successes.
- Enables students to make connections between new ideas and prior understandings.
- Enables students to build on prior skills, knowledge and understanding.
- Guides students to reflect on the progress they have made and their emerging needs.
- Enables teachers to have an understanding of the needs of all students, including those with different needs, those of high ability; those with English as an additional language and those with unique challenges.
- Enables teachers to reflect systematically on the effectiveness of lessons and approaches to teaching and its impact on learning.

We aim for our assessment to be reliable, consistent, relevant, authentic and fair.

### **Assessment types**

At Kits4Kids ISM we see assessment as an integral part of teaching and learning and our curriculum. Assessment sets out the rules, regulations and specific processes that must be followed in delivering the particular programme assessment.

We use five broad overarching forms of assessment:

- Day-to-day in-school formative assessment
- In-school summative assessment
- In-school end-of-term evaluations
- In the MYP and CP, formal summative assessment, which is externally assessed or moderated by the IB, BTEC and/or SUMAS.
- External comparative/diagnostic standardized assessment for the purpose of benchmarking students, measuring progress and informing students support services such as ISA (International Schools Assessments, SAT, Malagasy Bacculaureate).

### **In-school formative assessment**

At Kits4Kids we believe effective formative assessment to be the practice where information is fed back to the learner and is used by the learner to improve performance. Formative assessment is an important tool to adjust the learning and teaching experience and used while the learning is still taking place. Therefore, we recognize that it is critical that the learner understands the feedback and knows how to act on it. Effective formative assessment enables:

- Teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Students to gain an insight into their level of skills, knowledge and understanding against learning objectives, and identify areas and next steps for improvement.
- Parents to gain a picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

In-school formative assessment can take different formats such as projects, quizzes, performances, informal and formal feedbacks, discussion, research papers, etc.

#### *In-school summative assessment*

Effective in-school summative assessment enables:

- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching so that they can plan future learning.
- Students to understand how well they have learned and understood a topic, concept or developed a skill set over a period of time. It should be used to provide holistic feedback on how they can improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a more extended period of time.

In-school summative assessment can take different formats such as fairs, exhibitions, performances, projects, quizzes, informal and formal feedbacks, discussion, research papers, etc.

#### *In-school end-of-term evaluations*

Effective in-school end-of-term evaluation enables:

- School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- Teachers to evaluate learning at the end of a term and the impact of their own teaching so that they can plan future learning.
- Students to understand how well their learning has evolved over a period of time. It should be used to provide holistic feedback on how they can improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a more extended period of time.

End-of-term evaluations are already scheduled on the school calendar, however the detailed schedule for an exam period will be shared on the school FB page directly before the start of the examination period.

#### *Formal summative assessment*

Formal external summative assessment is defined as assessment directly contributing to the final MYP and CP qualifications. In the IB CP, formal assessment includes internally and externally assessed components (e.g. portfolios of evidence, examinations). In the IB MYP, students are assessed through their Personal Project and eAssessment across 7 different subjects.

#### *External standardized assessment*

At Kits4Kids ISM, we use standardized assessment as another tool to help create an overall picture and provide an external benchmark of students' progress. The results of these tests along with other available assessment data are used to inform teachers, support staff, students and parents on how best to meet the needs of all students. In addition, analysis of question types and trends inform our curriculum design.

Subjects covered in these standardized testing for the classes where they are assigned will not be evaluated again at the end of Term 3 through in-school term evaluations.



## **Assessment tools**

At Kits4Kids ISM, assessment can be done through the use of criterion (in the case of the MYP program for example, MYP criteria are used to evaluate students' work and outcomes), rubrics, marking schemes and feedbacks.

## **C. Feedback**

Kits4Kids ISM believe that the academic and growth of a child is a combined effort involving the student, the parents and the academic team. Parents' feedback play a very important part in a child's academic progress. Feedback can be shared during open houses or by scheduling a meeting with teachers or management at a specific time through the child's communication book.

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# **Attendance**

## **INTRODUCTION**

Regular attendance is a prerequisite for success in school; conversely, those who are not in class will miss important learning opportunities. Poor attendance can lead to under-achievement, and this is true whether the student is still in preschool or in the senior years. As courses become more demanding, the importance for a regular attendance increases with the years. It is important, therefore, that we work together with families to ensure that every child is in school, and is challenged to meet their full potential.

## **SCOPE**

This policy pertains to all students, teachers and their parents/guardians at Kits4Kids ISM. It identifies the school's expectations of attendance and the role each party plays in maintaining it.

## **LATE ARRIVAL**

Frequent lateness is a serious matter. Therefore all lates will be recorded on a student's record of attendance, and the school will follow up with individual students and families to promote punctuality. This could involve the school revoking some student privileges or requiring parents and students to meet to reach agreements of punctuality.

**Three (3) late arrival will be considered to one (1) day of absence.**

The latest arrival time is 8:10am. Past this late arrival time, students will wait for the next period to start after presentation of their communication book at the school reception and returned signed and acknowledged by the parents the next day.

Parents will be contacted by the school reception if a student is late more than twice in a given week. If the school notes that there is a recurring issue with regard to punctuality, parents will be invited to a meeting to resolve the concern.

## ABSENCE

Students who have been absent the previous day(s) should present the “absence” section in their communication book duly completed, dated and signed by their parents at the school reception. They need to present their communication to their first period teacher, who will acknowledge by initializing next to the absence communiqué.

If a student is going to be absent for a long period (not considering unforeseen health issues), parents are advised to inform the school reception accordingly and fill up the absence form in the student’s communication book upon resuming classes.

Long-term absence through illness is always given special consideration following a note from the child’s medical doctor.

## ATTENDANCE AND EVALUATION

At the end of each term, students receive a ‘Bonus and participation’ for each subject: participation takes into account the student’s attendance record throughout the term.

**Throughout all levels, students may not pass the year if they miss more than 20 days in any school year.** In the case of the seniors where credits are applied, students may not receive credit for a course if they miss more than 10% of the classes for that subject: about 3 to 5 hours for that specific subject. **3 late arrivals within a week will be considered as one day of unjustified day of absence.**

After an absence, students are responsible for completing all missing works. Deadlines that have been issued before the student was absent will need to be respected and failure to comply may lead to the loss of points on the given assignments.

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## Books

### TEXTBOOKS FOR LOAN

Textbooks may be assigned to the students to guide their learning. Assigned textbooks are available for loan with the school at a fixed yearly fee by textbook. Students are required to care for the textbooks throughout the school year. Students with a damaged books will be charged the price of a new version of the textbook at the price set by the supplier.

### WORKBOOKS FOR SALE

Workbooks may be assigned to the students to guide their learning. Assigned workbooks are available for purchase within the school directly for a set period of time upon confirmation from the parents (by August). A list of the workbooks to be used for the next school year will be published on the school FB page for reference. Any parents who did not confirm that the school will purchase the workbooks on their behalf by August will need to purchase the workbooks directly on their own.

Since all the workbooks are purchased overseas, the price of each workbook can only be confirmed upon delivery of the order.

## **COPYRIGHT**

To respect the Academic Honesty Policy, Kits4Kids ISM tries to abide by the copyright policy for the materials that are used within and by the school: some books may not be duplicated at all; only portions of some books can be duplicated; no duplicated version is issued for the books; etc.

## **USE OF TEXTBOOKS AND WORKBOOKS**

Once the books ordered by the school are available, students will already start using the books during the learning experience. Students are not allowed to share the books with their peers and are advised to bring the textbooks and workbooks for all their classes.

## **LOSS OF BOOKS**

Workbooks are ordered overseas every school year and no extra book is kept by the school. In case of loss, parents and students will need to purchase directly the workbooks from suppliers online.

In the case of textbook on loan, if lost, parents will need to pay the total cost of a new book at the price stated by the online supplier for the school to replace the lost book and the student will be issued an used textbook for the rest of the school year.

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# **Bullying, Safeguarding and Child Protection**

## **INTRODUCTION**

At Kits4Kids ISM, we seek to create and maintain a positive and safe environment for our community. We pride ourselves on the core values of honesty, fairness and respect, and we expect all members of the community - students, staff, and families - to interact in accordance to these principles. Every person has the right to feel safe and to have a sense of belonging. A person who bullies another is denying them that right. Kits4Kids ISM has a very clear stance on bullying. We state explicitly that bullying is not tolerated in any form, or at any level. Any student or teacher found bullying another member of the community will face serious penalty that could amount to expulsion from the school. This policy aims to prevent and address any bullying issues among students and thus to foster their emotional, social and physical well-being. This can only be achieved through collaboration between students, staff and parents/guardians.

In all bullying cases we recognize that both the victim and initiator can be damaged by the interactions and that the initiator's behaviors are often the result of other underlying issues. Therefore we offer appropriate support and promote resilience in the one harmed and the one causing harm. Each case is addressed according to its individual circumstances, with an aim to achieve reconciliation, conflict resolution, and prevention of future occurrences.

## SCOPE

This policy applies to all students and teachers (general term) at Kits4Kids ISM and may include behavior that occurs outside the school premises such as on the shuttle bus, during out-of-school activities and school hours - while waiting for the school bus to arrive, before school starts, on group messages etc.

It is based upon:

- The guiding principles and values of Kits4Kids ISM
- The responsibilities set out in the United Nations Convention on the Rights of the Child (UNCRC), which is central to the protection of children across the globe
- The International Task Force on Child Protection (ITFCP) Statement of Commitment
- to Child Protection:
  - All children have equal rights to be protected from harm and abuse.
  - Everyone has a responsibility to support the protection of children.
  - All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.
  - All actions on child protection are taken with consideration for the best interests of the child, which are paramount

## POLICY

Bullying is very serious and must be treated as such. To ensure that any response is proportionate, it is vital to confirm that bullying has indeed taken place:

Bullying is:

- Systematic, sustained and usually needs intervention in order to stop;
- Carried out with the intent to harm (physically, materially, psychologically);
- Carried out by one person or a group of people.

At Kits4Kids ISM, bullying is when a person or a group of person deliberately upset or hurt another person or damage personal property, reputation, or social acceptance in a repeated manner over time, *even when it is intended as a joke or teasing (if not mutual)*. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to factors such as age, size, status, or other reasons.

Bullying may occur because of perceived differences including, but not limited to, culture, ethnicity, gender, sexual orientation, ability or disability, religion, physical appearance, age, economic status or the holding or expression of particular personal or political views. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time and is often hidden from adults. The behavior may continue if no action is taken.

## IDENTIFYING BULLYING

There are several types of bullying.

Direct physical bullying	Can include hitting, kicking, tripping, and pushing, continuously invading personal space or taking (without permission) or damaging another's property
Direct verbal bullying	Can include - name calling, insults, intimidation, homophobic or racist remarks, or any other form of verbal abuse.
Indirect bullying	Is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: lying and spreading rumors, gossiping, playing nasty jokes to embarrass and humiliate, mimicking, and encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance. Taking (without permission) or damaging another's property.
Cyberbullying	Is direct verbal or indirect bullying behaviors using digital technologies. It can include: <i>Flaming</i> ( online fights using electronic messaging with angry or vulgar content), <i>Harassment</i> ( repeatedly sending nasty, mean and insulting messages; pressuring another person to share sexually explicit pictures and messages or; sends another person unwanted inappropriate pictures and messages), <i>Denigration</i> ( posting or sending gossip or rumors about a person to damage his/her reputation or friendships), <i>Outing</i> ( sharing someone's secrets or embarrassing information or images online), <i>Exclusion</i> (intentionally and cruelly excluding someone from an online group) <i>Cyber-stalking</i> (repeated intense harassment and denigration that includes threats or creates significant fear).

Bullying is not

Mutual conflict	An argument or disagreement between students without an imbalance of power. Both parties are upset and usually both want a resolution to the problem.
Social rejection or dislike	Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
Single-episode	Acts of nastiness or meanness, or random acts of aggression or intimidation, while unacceptable, are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.
Teasing	When the people involved have a good and equal relationship; teasing generally involves a sense of play and mutual joking around; it is not meant to be aggressive or threatening and it occurs occasionally rather than on a regular basis.

## ROLES AND RESPONSIBILITIES

To prevent bullying, it is important that all members of the community recognize their own role and responsibilities, which are detailed below.

<p>All students have the responsibility to:</p>	<ul style="list-style-type: none"> <li>• Show respect for all members of the school community.</li> <li>• Treat others with courtesy, kindness and respect.</li> <li>• Take responsibility for their own actions; value others, allowing for individual differences and similarities.</li> <li>• Not take part in bullying in any way either as an initiator or a bystander.</li> <li>• Understand and not tolerate the participatory role of bystanders.</li> <li>• Speak out against bullying and report it.</li> <li>• Report if they are bullied.</li> <li>• Support students who are bullied.</li> <li>• Support the Student Body to assist with anti-bullying suggestions.</li> </ul>
<p>All staff have the responsibility to:</p>	<ul style="list-style-type: none"> <li>• Model and promote positive relationships that respect and accept individual differences and diversity within the school community.</li> <li>• Treat others with courtesy, kindness and respect.</li> <li>• Apply knowledge of the school’s anti- bullying policy and related protocols.</li> <li>• Model bullying prevention attitudes and behavior.</li> <li>• Be alert, attentive, proactive and responsive to potential signs and behaviors of bullying behavior.</li> <li>• Respond in a timely manner to incidents of bullying according to the school’s bullying prevention policy.</li> <li>• Document all incidents of bullying and harassment in line with the school’s required processes.</li> <li>• Provide support and refer as needed.</li> <li>• Contribute to a school environment where all students are safe, secured,</li> </ul>
	<ul style="list-style-type: none"> <li>• valued, respected, and listened to.</li> <li>• Be alert to the changes in students’ behavior.</li> <li>• Be aware of the possible signs and symptoms of abuse and/or neglect and being aware of the common characteristics of children who may be particularly vulnerable to abuse.</li> <li>• Engage actively in training and proactively seeking to develop their own knowledge of the school’s policies and procedures that pertain to safeguarding and child protection.</li> <li>• Always report concerns about a child or member of staff relating to safeguarding and/or child protection.</li> <li>• Manage disclosure and concern about a child</li> </ul>

<p>All parents and guardians have the responsibility to:</p>	<ul style="list-style-type: none"> <li>• Model and promote positive relationships that respect and accept individual differences and diversity within the school community.</li> <li>• Treat others with courtesy, kindness and respect.</li> <li>• Be aware of the school’s bullying prevention policy and assist their children in understanding bullying behavior.</li> <li>• Support their children in developing positive responses to incidents of bullying consistent with the school’s bullying prevention policy.</li> <li>• Watch for signs of distress in their child.</li> <li>• Report incidents of school related bullying behavior to the school.</li> <li>• Provide support and encourage their child to seek help.</li> <li>• Work collaboratively with the school to resolve incidents of bullying when they occur.</li> <li>• Be alert to their child’s behavior.</li> <li>• Be aware of the possible signs and symptoms of abuse and/or neglect and being aware of the common characteristics of children who may be particularly vulnerable to abuse.</li> </ul>
<p>The school Management has the responsibility to:</p>	<ul style="list-style-type: none"> <li>• Promote a caring, safe, and positive environment supported by the commitment on the part of all stakeholders to the Kits4Kids ISM community profile.</li> <li>• Ensure that all staff and volunteers are appropriately trained in safeguarding and child protection according to their roles and responsibilities.</li> <li>• Encourage the self-esteem and self-assertiveness of all students through the curriculum.</li> <li>• Ensure that the students themselves are aware of risks and what is acceptable behavior and what is not and know where to find support if they need it.</li> <li>• Work in partnership with relevant services and agencies involved in the safeguarding of children.</li> <li>• Always follow safer recruitment procedures when appointing staff or volunteers to work in the school.</li> <li>• Take all practicable steps to ensure that the school premises are as safe and secure as circumstances permit.</li> <li>• Ensure that all contractors and adults working on the school premise abide by the school guidelines.</li> <li>• Ensure that all concerns and allegations against staff and volunteers who work with the students are investigated thoroughly. The safety of the student is paramount in these investigations. However, the school management also needs to take into account the need to protect the staff and volunteers from false or unfounded allegations.</li> </ul>

## PREVENT

Kits4Kids ISM employs a range of strategies to prevent bullying from taking place, these include the following:

### 1. Program/subject based activities:

The issue of bullying is addressed with the following objectives:

1. Understanding and accepting differences, for example cultural differences, sexual differences, learning and behavior challenges or social background
2. Building on character strengths: i.e: confidence, saying no, mindful responses, how to get along, group dynamics, perception versus reality
3. Developing awareness of the impact of bullying on the victim, perpetrator, class and the social environment

4. Understanding bystander behavior and what to do if you witness bullying of another
  5. Promoting the Student Charter and the Kits4Kids ISM Community Profile.
2. School displays:  
Posters are used to raise awareness and also to inform students who to contact in cases of bullying. Posters are usually done by students as an outcome from one of the activities listed in point 1.
  3. Information gathering:  
The school conducts yearly surveys of the student population about bullying. Questionnaires addressing bullying are also available at the Student Body level to follow up or flag any case of bullying. The data collected is used to review and develop policy and procedures to ensure efficacy.

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## Canteen

### CANTEEN SERVICES

Kits4Kids ISM canteen service is not compulsory for all students. Students can opt to bring along their lunch box during class days however, once registered with the canteen, students are required to pay the fixed fee for the whole school year.

In light of the school inclusion policy, Kits4Kids ISM tries to respect individual community member's tradition, beliefs and medical restrictions. These conditions are carefully considered in the choice of the menu, limiting the array of ingredients that can be used in the preparation of each meal.

The school canteen daily menu is displayed on the school bulletin board in front of the school kitchen.

Spoon feeding does not feature among the services included in the school canteen's services. In the case a child still require spoon feeding, parents will need to arrange for a person to assist him/her during lunch time.

### LUNCHTIME RULES

Students can pick up their lunch from the school canteen kitchen. If you accidentally spill something, please clean up the spill or ask the staff for assistance. To ensure an orderly eating environment and aid cleanup staff, do not reorganize the tables or seating (e.g., adding chairs to a table). Remember to respect table etiquette throughout the whole lunchtime period for a smooth and harmonious experience. Make sure that your belongings ( jackets/outdoor clothing and bags/backpacks, etc) are not blocking the way or access to the kitchen.



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## Charities

### INTRODUCTION

Kits4Kids ISM strongly believes that acting locally can make a big change in the community. In line with the school vision and the learner profile, Kits4Kids act to make a positive difference in the lives of others in the world around us and as a result, we have a strong commitment to service and charitable activities. Charitable work by Kits4Kids ISM students and staff, both through donating, community work and holding charity drives, is an important way in which we show empathy, compassion and respect, both locally and globally, to empower others to reach their full potential and to set up an example for the community.

### SCOPE

This policy covers charities and services that are acted upon by the whole school in as a whole - as one entity.

### POLICY

The selection of one charity action is overseen by a committee made up by the Head of School and the Head of Operations. The charities selected by the committee must ideally:

1. Provide appropriate promotional materials and financial information
2. Promote intercultural understanding and global citizenship
3. Have measurable outcomes and a high level of accountability
4. Contribute to a balance of local, national, and global charities
5. Be willing to collaborate with students through service learning opportunities

An eleventh charity may also be added at the discretion of the committee in the case of a natural disaster of significant impact.

Charities that are financially supported are expected to provide evidence of scrutiny by the committee, as to where the money spent, within a year after the transaction, or forfeit the chance for further support.

Individual charity fundraising by both students and staff, independent of the designated supported charities, is to be admired, but the school will not automatically support these activities, nor endorse using the school to fundraise for personal costs for trips and activities. These points are to ensure that fundraising opportunities are distributed in a fair and transparent manner and that the proceeds go to worthy and reputable organizations and actions.

### PROCESS

Students and staff are invited to submit to the committee before the October break, any proposals for charities to be financially supported through fundraising activities in the Kits4Kids ISM community. The committee will meet after the October break to discuss submissions received to decide which charities will be selected for the following academic year.

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## Communication systems

The school strives to model sustainable development and this means taking active steps to reduce our carbon footprint. Therefore, we have paperless communication whenever possible, and this can be summarized as follows:

### COMMUNICATION BOOKS

All students are given a communication book (red small copybook) at the beginning of the school year. The communication book is the main communication platform of communication between the school and the students. Absences, communiques, loss of badges, late arrival, physical exemption, school fees increase, open house appointments, behavioral reporting, etc. will be shared through the child's communication book.

We advise the parents and guardians to check their child's communication book consistently and continuously throughout the school year to ensure that they do not miss out any important updates and information from the school.

### BULLETIN BOARDS

All time sensitive information shared during school days, school canteen daily menu, exams schedule, school calendar, etc. are posted on bulletin boards located throughout the school.

### WEBMAIL

All students registered within Kits4Kids ISM and teachers have a webmail account (first name.familyname@kits4kidsmada.org). Passwords to access the webmail can be requested through the school FB page. The webmail is the main communication tool used by the school for any information, submission of work, screencast training links, schedules, etc. It is the responsibility of the students and the teachers to check their webmail consistently to ensure that they are aware of any updates on the program within the school.

### SCHOOL FB AND INSTAGRAM PAGE

The school FB and Instagram page (Kits4Kids International) is the main platform for updates on school life. Students and parents are advised to subscribe to the school's page to ensure that they they do not miss out on any updates.

### WEBSITE

The school website ([www.kits4kidsmada.org](http://www.kits4kidsmada.org)) regroups all the general information on the programs offered by the school and is the platform used for registration.

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## Confidentiality, Sharing and Storing Information

All staff understands that by nature, working in a school and interacting with students comes with a high level of confidentiality. All personal and academic information about a student or staff member should not be shared with a third party - students or members of staff who act accordingly may be called to answer against gossiping (read 'gossiping' in 'Sanitary, health & Safety for more details) Sharing with the child's parent or the Head of school will be partial to only the part concerning them in the case of an action to be taken by any or both parties to safeguard the wellbeing of a student.

Official exam papers are kept in a locked shelf in the Management's office and should not be available for viewing or consideration before the day of examination. Students or staff who may leak exam questions before hand will be called to answer against plagiarism under the 'Academic Integrity' section.

Files on students and staff members are locked in a secure room and digitally and is not available for public viewing. Information on staff members or students will only be shared with the authority in the case of a criminal case following proper legal paperwork for release.

Conversation held between a student, group of students, staff member and/or parents with the Management for critical, personal issues will be kept on file digitally and not shared with a third-party.

By function, conversations and information shared by the student with the school counsellor will remain confidential and will not be shared with anybody else. Sharing with the child's parent or the Head of school will be partial to only the part concerning them in the case of an action to be taken by any or both parties to safeguard the wellbeing of a student.

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## Continuous Professional Learning and Appraisal

### SCOPE

This policy supports the implementation of effective professional development and appraisal for all staff at the school. It is based on our commitment to:

- Implementing our Mission, Vision, Values
- High Quality Learning and Intercultural Understanding as stated in our Guiding Statements
- The school's culture of lifelong learning and supporting staff development

At Kits4Kids ISM we are learners for life and our staff body believes in the importance of continuous professional learning, not because we are not good enough but because we can all get even better.

### Aims

- to provide High Quality Learning experiences for our students
- to provide staff with opportunities to continually improve their practice
- to ensure accountability at individual level and organizational level

At Kits4Kids ISM we are committed to creating this culture through:

1. Investing time and finances in staff development and learning. For example, through learning-focused meetings, continuous weekly collaborative meeting, provision of regular high quality whole school and individual training and supporting individual/subject/department development in line with the school's strategic objectives
2. Encouraging risk-taking around the school, by supporting staff to try new approaches and new ideas
3. Ensuring that school improvement is focused on areas that we know will have the most beneficial impact on student learning and wellbeing.

## **POLICY**

At Kits4Kids ISM, we make a clear distinction between Professional Development and Appraisal.

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## **Dress and Grooming**

### **SCOPE**

Dress and grooming are basically the individual responsibility of students and their parents. Students are expected to wear clothing that is appropriate for school. Permissible dress and grooming shall be modest, neat and clean to insure the health and safety of all students and may not promote products that are contrary or disruptive to the educational process.

### **GOALS AND OBJECTIVES**

1. Provide consistent guidelines that ensure the Student and Teacher Dress Code advocates for a safe learning environment.
2. Provide consistent guidelines that ensure that each student's and teacher's dress contributes to a safe, serene, and friendly school environment free from hostility and intimidation
3. Ensure that students and teachers are inclusive and respectful of cultural and gender diversity, that is, accepting of others' traditional, conservative and/or progressive worldviews.
4. Prevent students and teachers from wearing clothing that depicts or advocates: offensive images and language; hate speech (racist, homophobic, transphobic); pornography; violence; use of alcohol and drugs.

### **RESPONSIBILITIES**

1. The primary responsibility for a student's dress code resides with parents/guardians and the student themselves.
2. Teachers (both operation and academic staff) are :
  - To wear their designated uniforms within the school premises for identification and uniformity.
  - To keep their uniforms clean.
3. The school's responsibility is to ensure that:
  - The student dress code is introduced to students, parents and staff, and implemented.
  - Students are educated and staff informed about sexual harassment and consent.
  - Teachers receive and know their designated uniforms based on their departments.

4. Students and teachers ought to wear appropriate clothing depending on activities held in school: e.g. sportswear during Physical Education class or Sports' Day

Mandatory wear :

- Any item of top clothing (such as shirt, blouse, T-shirt, jumper, etc.) and bottom clothing (such as pants, skirts, shorts, leggings, etc.) or both (such as dress, dungarees, etc.).
- Shoes (adapted for the activity \_ such as PHE), unless specifically requested for a particular activity in a particular subject.
- Specific clothing adapted to the activity - specifically for PHE.

Students may not wear:

- Attire that does not respect the goals of the dress code and which depicts:
  - Violent language and messages, violent images
  - Racist language and messages
  - Homophobic and transphobic language and messages
  - Profane and pornographic language, images and messages
  - Hate speech and intimidating language and messages
  - Language and messages favoring drugs and alcohol
- Bathing suits
- Underwear only
- See-through tops, and bottom that make underwear visible

#### **DRESS CODE ENFORCEMENT**

- Students, parents and staff are aware of the dress code through the policy handbook.
- Staff are made aware of the dress code as well as its goals and principles. Training is provided to enable staff to use body-positive language and pedagogy when dealing with dress code enforcement. Enforcement should be consistent.
- There is no discrimination in dress code enforcement with regards to gender, sex, ethnicity, body size, etc.
- There should be no body-shaming about a student or teacher dress whether it be individually or in public.
- Dress code violations are considered as a minor breach of the school rules.
- In case of a repeated offense, the student and/or the teacher may appear before the board of discipline.
- A student must not be removed from class because of a dress code violation. It is, however, possible that a student may be asked to leave class if the breach of the dress code is related to an item which is dangerous or offensive.
- A student's parents/guardians should not be called during the day to bring a change of clothes. Students should be asked to offer an alternative solution of their own. However, this remains at the Principals' and/or Vice Principals' discretion if they feel that an alternative clothing is absolutely necessary.
- A student must not be forced to wear clothing that is not their own and which belongs to school because of a dress code violation.
- Parents and guardians may be sent a communication regarding a dress code breach.

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## Inclusion

### INTRODUCTION AND SCOPE

This section of the policy manual is closely aligned with other key policies, specifically admissions, language, teaching and assessment. It deals with the student support services that the school offers to students whose educational needs are not met fully by the standard program of teaching, within the expected range of differentiation. Typically these services will be delivered by classroom teachers in collaboration with student support service personnel when applicable, with the aim of meeting several kinds of need, such as:

- helping students, whose home languages are not English, to access the curriculum;
- providing additional support for students with various kinds of learning difficulties and/or behavioral problems and/or social and emotional needs;
- assisting students with sensory and/or physical impairment;
- challenging and providing extension to higher achieving students beyond normal differentiation.

### POLICY

Kits4Kids ISM's provision of student support services is informed by its Guiding Principles as well as the requirements of the IB programs. Kits4Kids ISM believes that 'every child can learn'. Kits4Kids ISM believes that support and challenge will help to maximize each individual student's potential for personal excellence. While Kits4Kids ISM is not a specialist centre for exceptional educational needs, the school does serve a diverse and international community and recognizes that students have a broad range of learning needs.

In order to enrich the curriculum for students needing further challenges or to assist students needing additional support, the school will do his best to accommodate all students regardless of their level of need however, there are some limitations to the service and capacity that we are able to provide. For students with particular physical or learning needs, we review each application individually to assess whether we are able to provide a placement in our school. (Read more about it in the Admission section).

As is the case for all schools, we regularly review this provision to ensure that it is sufficient for the needs of our community and must balance this with responsible financial management for the organization. Where we feel that we do not have sufficient provision to provide the standards of care necessary for a child in a given academic year, we may not be able to offer a place.

For students with any type of educational or behavioral difficulty, parents will need to provide complete documentation of their child's academic history, psychological/educational evaluations, and details of extra academic/specialist support they have had or are currently receiving. (Read more about it in the Admission section)

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## In-school activities

### KLIONS

The school has a number of competitive sports team, known as the KLions. Trials for these teams are announce at the beginning of each sports season, and students should check school notice boards and email notices if they wish to be considered for selection.

Most practices will be held in school from 7am to 7:30am. Extra practices may be held outside of the school premises at the coach and team captain discretion. In these cases, permission and information slips will be communicated to the parents for acknowledgment and approvals. Transport to and from where the extra practices are held will be handled by the students' parents.

Practices should in no way interfere with the students' learning process and school activities.

### PROJECTS RELATED ACTIONS

The MYP (Middle Years Program) and CP (career-related program) followed by the school require students to work on and submit MYP Projects (Passion, Community and Personal Projects), perform community services and service as action (Clubs) along with active integration programs to fulfill the requirements of each program. Handbooks and guidelines on each action is available on the concerned students' Webmails and ManageBac platforms.

### SPOTLIGHT

The school newsletter, Spotlight, is issued every term. News, interviews, tips, testimonies, etc. are shared throughout the newsletter. Physical copies of the school newsletters can be found in the school library and digital copies are sent to the students' Webmails and are available on the school's website.

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## Language

### INTRODUCTION

This policy aims to provide a clear statement of Kits4Kids ISM whole-school philosophy of how languages are valued, learned and utilized in line with our Guiding Statements and are embedded in essential practices and school programs. It is based on a set of beliefs and principals as described below.

### BELIEFS AND PRINCIPLES

We acknowledge:

- The role language has in supporting thinking processes and optimal cognitive development
- The role language has in shaping cultural identity
- The role language has in learning and interacting with the world around us
- That all children have the potential to acquire new languages and become emergent polyglots

We strive:

- To enable our students to sustain and support all of their languages
- To recognize the value and importance of the Malagasy language (mother tongue) and culture

- To support students to develop academic skills and knowledge in all their languages
- To build cross-linguistic awareness and interest in other languages
- To integrate language and content across the planned and taught curriculum
- To base our practice on evidence (research)

## ESSENTIAL AGREEMENTS

- The language of instruction and official communication is English. All varieties of English is accepted as long as the use is consistent. Accent is not important as we value English as a communication tool - its use aiming at facilitating communication, the learning and the teaching process as well as the individual's growth.
- The school values the multilingualism of the students and staff and does not prescribe the use of a particular language outside class hours. The school promotes inclusive language use in all communication between members of the school community.
- Knowledge of English as an academic tool is not required for students enrolling in Preschool, Primary and lower KJS levels. English is however tested through the placement test upon registration of a new student. (Read more about in the Admissions section)
- We value and celebrate the contributions our students make through bringing their languages and cultures to enrich the school environment.
- All students have the right to full access to the curriculum and equality of opportunity to achieve their potential. Appropriate support such as the use of visual aids, glossary given for a specific unit, use of technology, etc are incorporated into the teaching strategies and activities are often organized throughout the school such as Clubs activities, fairs, etc. to support EAL (English as Additional Language) students whose mother tongue may not be English. The majority of our students are EAL learners and come from diverse linguistic, cultural and educational backgrounds.
- The school is owned and operates in Madagascar and we strongly support the Malagasy language. Since there exist different dialects within Madagascar, some being the mother tongue of our staff and students, the school has opted for the Official Malagasy version to unify the community. Malagasy is introduced to students from Primary school and is taught at all levels within the school. We see the teaching of the Malagasy language to all students as an important aspect of curriculum which will help the child's understanding of the language and culture so that they can connect with the people in the community. Knowing the Malagasy language also supports the development of intercultural understanding and international mindedness.
- Students' languages, cultural backgrounds and previous experience are used wherever possible to help them become more confident and happy in a new environment and to support their learning.
- Kits4Kids ISM believes that teaching creative subjects such as Music, Visual Arts, Photography, etc is more aimed towards building up students' passion for such disciplines. In these cases, English is not the main language used during sharing sessions with students.
- We are committed to providing continuous professional development to support effective practices for teaching language across the curriculum.



- Our curriculum provides ample opportunities for students to acquire, develop or sustain two or more languages. English is the primary language for communication and instruction; students are introduced to Malagasy from Grade 1 as a first foreign language then French at the same grade level as a second foreign language. They will then be introduced to Mandarin Chinese from KJS Year 1 level.

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## **Managing Allegations Protocol**

### **ACADEMIC ALLEGATIONS AGAINST TEACHERS**

Kits4Kids ISM adopts an one door policy, allowing students and parents to discuss academic issues about staff and volunteers directly with the Management. Generally, students and parents will present their cases before the school Management after bringing the problem/issue/complaint to the teacher first and if no action is taken or the solution requires the intervention of the Management - the case is then presented to the Head of school.

### **ALLEGATIONS AGAINST STAFF AND VOLUNTEERS**

Kits4Kids ISM has procedures for ensuring that all concerns and allegations against staff and volunteers who work with children are investigated thoroughly. The safety of the child is paramount in these investigations. However, we do also take into account the need to protect staff and volunteers from false or unfounded allegations.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. In all cases, we presume innocence in the first instance and work to protect the rights of both the alleged victim and the alleged perpetrator. However, we have a duty of care to fully investigate any claims and we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made.

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## **Materials, Supplies and Platforms**

### **STATIONERY AND INSTRUMENTS**

To stay true to the school philosophy that students are equal within the school and to minimize risks of discrimination based on material ownership, all stationery and equipments required by the students (both for their daily work and special projects) will be provided by the school directly. Students are not allowed to bring anything (stationery, musical instruments, games, speakers, balls, etc.) from home.

Students can request for a change of a specific piece of stationery or equipment with the school commissary office on Mondays, Tuesdays, Thursdays, Fridays at 12:30pm.

Any stationery or equipments that are found used by the students will be confiscated by the school management.

## **TECHNOLOGY DEVICES**

### **Wifi and devices**

Students and teachers have access to free WIFI within the school premises. Tabs, laptops along with computers are available respectively in the school's commissary office and media center. Tabs, laptops and desktops within the school are linked to the school eGranary platform.

Students may request for the tabs or the laptops directly from the commissary office. A screen and TV are also available in the school mini-auditorium for presentation.

All students and teachers at Kits4Kids ISM should be aware of both positive and negative impacts that technology can have on their learning and be careful to access and use the devices in positive ways. Any inappropriate use of technology can have negative consequences on learning and could mean that the student loses their rights to use phones\* (see below) tablets or computers in school.

Scientific calculators are available with the school commissary office. Teachers may request on behalf of their students before their class start should they need the calculators for their class.

### **Personal phones**

Students are allowed to bring their own phones to school for security purposes. However, phones need to be 'off and away' at all times until classes end - 3pm for preschool to KJS Year 2 and 4pm for KJS Year 3 and above. Exceptionally, students may opt to use their phones to guide them during presentation (only during their own presentation). Any phone used during the class hours and not to assist for a presentation will be confiscated by the school management.

## **ESSENTIAL PLATFORMS**

### **Webmail**

In the case of school cancellation due to sanitary measures or extreme weather, the totality (for the preschool and grades) and some (KJS and SH classes) of the students' work will be sent to their webmail.

### **ManageBac**

ManageBac is the school's curriculum management system and a vital communication tool for all members of our community. KJS and SH students and teachers all have individual ManageBac accounts. Parents are also given access to student reports via ManageBac.

The use of ManageBac should in no circumstance supersede students' physical attendance in school. Students at Kits4Kids ISM are expected to physically attend classes in line, except for special circumstances such as school closing due to COVID, severe weather, etc or the child physical inability to come to school due to health reasons (only applicable after medical notice).

## **ThinkWave**

ThinkWave is the school's online gradebook system that allows students and parents alike to follow students progress and assignments deadlines throughout the school year. Reports generated from the ThinkWave platform are then shared via the students webmail summarizing their progress throughout the term.

## **eGranary**

eGranary is an online reference tool used by the school to assist students and teachers in their inquiry and research process.

## **CONFISCATED ITEMS**

Any devices or personal items that are not allowed in school will be confiscated by the school management. Only the parents can redeem the confiscated items during the school open house with the Management. Any confiscated items that are not redeemed throughout the school year will be donated through the social activities held by the school to the Fokontany or EPPs in the neighborhood.

## **ACTIVITIES' DAYS**

During activities days held in the school (fair, carnival, talent show, sports' competition, etc.), students are free to use their phones, speakers, musical instruments, toys, games, etc.

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## **Miscellaneous**

### **CERTIFICATE OF ATTENDANCE**

Certificates of attendance can be requested directly from the school's reception desk. Certificates are available in French and in English and require 2 working days to be issued. Upon request, parents should inform the receptionist on the language to be used and the number of certificates required. The first certificate of attendance is issued free of charge. Any extra will be charged a fixed fee per certificate.

### **REMEDICATION AND SUPPORT**

Kits4Kids ISM staff members are not allowed to offer extra courses, remediation courses, or leveling up courses at an extra cost to currently or future students. However, to help maximize their learning process, students are encouraged to approach the teachers directly for extra explanations or clarification after class hours, during their individual work time or the teachers' in-between breaks. This should however be done in respect of equity and should not be considered and weighed as an unfair advantage before other students.

## **GRAPEVINE SALES**

Grapevine sales are strictly prohibited within the school premises. Any student or staff found selling items or services in the school without prior approval from the school management is liable to undergo disciplinary measures that may lead to expulsion from the school; items to be sold will be confiscated and donated to a charity.

Students and staff have the opportunity to sell the products they make during the school fairs at a fair price. No fees is collected by the school during the fairs.

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## **Out-of-school premises activities**

### **INTRODUCTION**

This policy sets out the purpose of out-of-school activities and includes the steps undertaken to ensure the health, safety and security, and the extent of liability and insurance coverage offered by the school.

### **SCOPE**

This policy covers all learning, sporting and social activities that take place outside the school site and includes but is not limited to activities in the local community (such as Food For Love). Such activities could include clubs, societies, curriculum-related field trips, visits to other schools, outdoor pursuits, and visits to museums, participation in inter-school competitions, active integration, sports and cultural camps, school camps, inter-school exchanges and overseas trips.

These trips and extra-curricular activities serve an educational purpose to enhance and enrich our students' learning experiences to help them develop their personality, talents and abilities to the full. In practice, there will be significant differences in how this is applied in our programs throughout the grade levels, but the philosophical commitment to provide enriching learning opportunities outside the classroom will remain consistent.

This policy covers all staff members, independent contractors and parent helpers.

Service Learning and service linked to the Community Project are not considered as Out-of-school activities as they are done by the student at their own time and discretion.

### **POLICY**

Out-of-school activities at Kits4Kids ISM are supported by the school's Guiding Statements and embedded in essential practices and school programs: at ISH,

- We are open-minded critical thinkers who learn through enquiry, reflection and engaging with different perspectives.
- We learn about ourselves and the world around us through service and experiential learning
- We are independent and interdependent life-long learners
- We connect with local and global communities through our learning

Students of all ages at Kits4Kids ISM therefore have the right, where practicable, to take part in out-of-school activities to help develop their personality, talents and abilities to the full.

## **AIMS**

The aims of school trips and extracurricular activities are to:

1. Enhance and enrich curricular and extracurricular opportunities for our students
2. Provide a wider range of educational, cultural and sporting experiences than could be provided in the classroom.
3. Promote and encourage the independence of our students as enquiry-based learners, enabling them to develop their personality, talents and abilities in new learning environments.

## **GUIDELINES**

Participants in school-organized activities are representatives of the school at all times. As such, they are expected to abide by school rules, to follow appropriate standards of behavior and appearance and to demonstrate concern for the wellbeing of others. Participation in activities organized by the school are included in school fees; however, some events, such as MYP projects, community service or active integration, are funded separately and directly by the parents (transport, meals, accommodation where applicable, etc.)

## **HEALTH, SAFETY AND SECURITY ON OUT-OF-SCHOOL ACTIVITIES**

The school takes seriously its duty of care to provide for the health, safety and security of students and colleagues on out-of-school activities. We use a rigorous procedure of vetting before any school trip is undertaken to identify, analyze and manage risk, with the trip requiring final approval from a Principal or Vice Principal before departure.

It is the responsibility of the trip leader to obtain, investigate discuss student health and well-being care plans with all relevant parties to ensure an adequate provision of care is in place which allows equal opportunities for all.

A review process must take place after each activity, coached by the relevant Vice-Principal or Principal, ensuring that incidents are appropriately reported, necessary modifications are made for next time and best practice is shared.

## **PERMISSION AND INFORMATION FORMS**

Communications with students and parents prior to out-of-school activities is to be in a timely manner, conveying the key details of the trip or activity, including the purpose, destination, itinerary, details of accommodation and if at additional cost to the annual school fees, a cost breakdown if requested.

Parental permission must be given (permission slips, forms, communiques, etc.) before a student is allowed on a trip or to partake in an out-of-school activity through the student's communication book for a variety of activities. These forms or communiques must be signed by a parent or legal guardian before any student will be allowed to participate in any designated activity. Sometimes these will be paper forms but in other instances, the permissions or information will be gathered electronically. The digital authentications tools we use may depend on the nature of the information or authorization required and could include: Google forms, FormsApp, E-Questionnaire surveys, YouSign or DocuSign documents. We consider responses given through these systems to be binding.

Depending on the nature of the trip, for example an overnight trip, a social media posting in a special group, messages and/or calls by trip leaders is to be encouraged to inform parents of daily activities.

Behavioral expectations must be clearly communicated to students. Not meeting these may, at the discretion of a Principal or Vice Principal, result in the early return of a student at cost to the parents and further sanctions at school. The trip leader may request a student behavior contract to be signed prior to departure.

## **TRANSPORT**

Throughout the school year, students may be required to participate in out-of-school activities such as sports' meets, museum visits, etc. In these cases, the school shuttle service may be used to transport the students whose presence is critical for the activity (e.g. the players in the case of a sports' meet, the candidate in the case of a competition, etc.) from the school to the facility. Students may choose to pick them up from school afterwards or from the facility directly.

In the case of community service, active integration or activities related to the MYP projects, parents and/or guardians are responsible to bring and pick up their children from where the activities are held.

## **SUPERVISION**

For all school-organized activities, students are accompanied by Teachers, at least one of whom must be a member of faculty. Volunteer parents may also be present to supervise the students during the activities. Teachers and supervisors may establish special rules and conditions in line with general school policy. Such special rules or conditions will be indicated in the activity information letter and may require written parental consent.

In case of an overnight activity, teachers and supervisors will establish reasonable curfews for students depending on their age. A full schedule of activities will be planned for all trips and thus students' free time will be limited. Whenever possible, late-night trip departures and returns will be avoided. Parents are asked to accompany their children to and from the meeting point.

Staff who lead and assist with out-of-school activities are expected to:

- Demonstrate commitment to the wider school community through involvement with, for example, school events, trips, and/or in-house activities to enhance and enrich students' learning.
- Encourage students to be independent, enabling them to develop their personality, talents and abilities in new learning environments.
- Demonstrate commitment to and promote child safeguarding practices and follow child protection procedures.
- Demonstrate commitment to providing high standards of pastoral care for all students.
- Manage students' behavior constructively and respectfully; promote self-control and independence of all students.
- Be alert and responsive to the social and emotional needs of students and support their development through teaching practice and out of class supervision, liaising with specialist colleagues where necessary.

The number of supervisors required to supervise students on trips will depend on the nature and duration of the trip and the age and individual needs of the students. Generally, there needs to be:

- One staff member for every six – eight students in Early Years - Year 3
- One staff member for every ten – fifteen students in Years 4 – 8
- One adult for every fifteen – twenty-five students in Years 9 and above

Every out-of-school activity is to have favorably two staff members and there is to be at least one male and one female staff member. The trip leader is to ensure that all accompanying staff members are well informed about the itinerary and safety procedures and have clearly designated tasks and responsibilities and that these are appropriately carried out.

## **LIABILITY AND INSURANCE COVERAGE**

During an out-of-school activity, the school is covered by public liability, personal accident and health insurance, but not for cancellation, damage, loss or theft of personal property. When necessary and applicable, it is the responsibility of the parent/guardian to also provide public liability, personal accident and health insurance for their child, and to additionally provide travel insurance that covers cancellation, damage, loss or theft of personal property. The trip leader may request copies of the relevant policies, policy numbers and emergency contact numbers from the parent/guardian.

The school is not liable for cancellation, damage, loss or theft of personal property.

## **BEHAVIOR AND ACTIONS**

The school expects all students and supervisors to abide by the Kits4Kids ISM rules and regulations and conduct themselves on any activity organized by the school with maturity and respect for others as well as for the environment around them. Failure to do so jeopardizes future activities for themselves and other students.

In addition, there are specific expectations on a number of important issues:

- Safety is paramount. Students and teachers must follow all safety rules and regulations indicated by the Activity Leader (AL). A student who willfully endangers the safety and welfare of him/herself or another will be required to leave the premise where the activity is held and return home at the student's own expense.
- Alcohol is not permitted in any activity held by the school. Students who violate this rule will be required to leave the premise and return home at the student's own expense.
- Tobacco, alcohol and drug use of any kind is prohibited.
- The AL has the authority to require students, teachers and supervisors to observe an evening curfew for overnight activity and to respect time limits on recreation offered during the day. The FTL will set out these time limits clearly for all participants in the activity, and all participant must adhere to these.
- Students are allowed to bring music playing devices, handheld electronic games, portable computers/tablets, and mobile telephones. Please note that these items are carried entirely at the students' own risk and they may only be used at times designated by the AL.
- Students are not allowed to leave the field trip group while unaccompanied or without the permission of the AL.

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## Parking Privilege

Given the school location and venue, nobody is granted parking thus the presence of the shuttle service to and from the school.

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## Payment Policy

### PAYMENTS

All payments (fees, library penalty fees, certificate of attendance, etc.) should be done with the school reception only. No other staff is allowed to correct any payments for any matter related to the school. A receipt will be issued for all payments made within the school.

### METHODS OF PAYMENT

#### At the school reception

All payments are handled at the school reception. Payments accepted are done in cash or cheque. In the case of a capital fees, school fees or canteen fee payment, parents and/or students are required to present their 'Fees Payment Card' at the time of payment.

#### Direct transaction at the bank

Payments can be done through direct deposit or transfer to the school bank account:

Kits4Kids International School  
IBAN: MG4600008000160500301658935  
CODE BIC / SWIFT CODE: BFAVMGMG  
Account No. 00008 / 00016 / 05003016589 / 35  
Bank: BFV Ivandry (00016)

In the case of a direct deposit or direct transfer to the school account, parents are required to submit a copy of the transaction slip to the Reception Desk along with the 'Fees Payments Card' for record.

### SCHOOL FEES' PAYMENTS

A 'Fees Payment Card' is given to each parent on the first day of school. Parents and students are required to bring along the cards on the day of payment or once a payment is credited in the case of a bank transfer or direct deposit at the school's bank account.

Kits4Kids ISM school fees are yearly school fees. Parents are given the choice to proceed with whichever payment plan that is suitable for them however the yearly school fees should be paid in full over a maximum of 10 installments. The payment of one installment should not exceed the period due: for example, if choosing a 10-installments payment plan, the first payment is due by the 10th of each month.

To validate students' registration for a given school year, the payment related to the month of September is due before the beginning of the school year.



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## Physical Education Classes and Sports' Events

Physical Education Classes are scheduled twice a week for all classes. Students should come to class wearing proper sports' attire and bring an extra bottle of water during physical education classes.

If a student is unable to sit for a physical education class on a specific day, parents should inform the PE teacher by filling the student's communication book. Without a written excuse in the communication book, the PE teacher can choose to include the student in his class at his discretion.

In the case of a long term exemption from physical education activities, student should fill up the Physical Exemption form available for download on the school's website.

Theory classes on Physical and Health and Safety are available for the students on their ManageBac account throughout the school year. Students who are exempted from physical education activities will be assessed through a theory exam (both formative and summative assessments).

Students participating in sports' events such as inter-school competitions or inter-classes competition will need to wear the proper sports' attire respecting the agreed dress code and/or the school's sports uniform.

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## Public Display of Affection

Public Display of Affection—or PDA—includes physical contact including, but not limited to, intimate touching, hand holding, fondling, cuddling, and kissing at school or a school-sponsored activity between two students typically in a relationship. This type of behavior, while innocent on some levels, can quickly devolve into a distraction for the students engaging in the practice, as well as other students who witness these public displays of affection.

Being overly affectionate in school creates an environment that is not conducive to concentration and learning, therefore students should refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are expected to show good taste and conduct themselves respectfully at all times. The expression of feelings of affection toward others is a personal concern between two individuals and not of others surrounding them. Therefore, good taste and respect for others is the guideline for appropriate behavior.

What is acceptable	What is not acceptable
Kissing on the cheeks Friendly hugs Pats of the back or shoulders Holding hands Embracing	Making out Kissing on the mouth Touching in sexual ways either under, over or through clothing Sitting on another lap Hand on another lap Sexually charged gaze Alone with one's partner in an enclosed area

Students involved in inappropriate expressions of affection will be spoken to privately and respectfully with a view to modifying their behavior and educating them. Continued failure will be considered as discipline violation and will result in parent notification and consequences as outlined in the discipline policy.

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## **Responsibilities and Rights**

### **EQUAL EDUCATIONAL OPPORTUNITY FOR ALL STUDENTS**

It is the policy of Kits4Kids ISM that there will be no discrimination or harassment on the grounds of race, color, sex, sexual orientation, marital status, religion, national origin, age or disability in any educational programs, activities or employment.

### **FREEDOM OF SPEECH**

Kits4Kids ISM recognizes that every student has the right of free expression and encourages this right. Students also have a responsibility to assist in the orderly operation of the school. School officials have a duty to prevent the distribution of libelous, obscene material that sanctioned software and the Internet are subject to reasonable review and approval by the school administration.

### **ASSEMBLY OF STUDENTS**

Kits4Kids ISM recognizes the constitutional right of students to assemble. Student assembly should be related to the school program, should not disrupt classes, and should not cause a hazard to persons or property. Requests for student assembly shall be made in advance to the principal. Students will be notified of the decision and conditions governing the assembly within a reasonable time.

### **STUDENT EDUCATION RECORDS**

Education records are those records maintained by Kits4Kids ISM that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student's educational development by providing pertinent information to assist students in seeking productive employment and/or post high school education.

It is the policy of Kits4Kids ISM to keep education records for students to conform to local laws and regulations for 3 years after the student leaves the school.

Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.

Kits4Kids ISM will develop regulations for the maintenance, access, and release of education records, as well as for preserving confidentiality and for challenging the content of those records.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Records kept by the school are only applicable 3 years after the students leaves the school.
- Schools have the authority to verify any information that is stated on a student's registration form which is the base of a student's record: if an information is falsified or does not reveal to be accurate, the school may request the parents to modify the information and/or reject a child's application.
- In the case of a legal appeal, the school is allowed to release a particular student's records to the authority and will notify the parents or guardians accordingly.

### **KITS4KIDS ISM COMMUNITY MEMBERS RIGHTS AND RESPONSIBILITIES**

All students and members of the community have rights and responsibilities, as follows:

<p><b>Students have a right to:</b></p> <ul style="list-style-type: none"> <li>• Learn and play in a safe and clean environment</li> <li>• Learn and play in a supportive environment</li> <li>• Be respected</li> <li>• Access adequate and appropriate facilities</li> <li>• Express their opinions</li> <li>• Express themselves in an appropriate manner</li> <li>• Privacy</li> <li>• Learning experiences which cater to individual requirements</li> </ul>	<p><b>Students have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Abide by the school's policies and guidelines</li> <li>• Actively promote safe and clean practices whilst at school</li> <li>• Participate in school activities to the best of their ability</li> <li>• Respect the rights of others</li> <li>• Care for school facilities in a respectful manner</li> <li>• Tolerate opinions of others</li> <li>• Express themselves in a socially acceptable way</li> <li>• Allow others their privacy</li> <li>• Respect the learning style of peers</li> <li>• Report perceived bullying</li> <li>• Be prepared to be involved in school activities and classes</li> </ul>
<p><b>Parents have a right to:</b></p> <ul style="list-style-type: none"> <li>• Be respected by the students, teachers and the wider community</li> <li>• Be welcomed at our school</li> <li>• Have their child's all potential realized within the limitations of available resources</li> <li>• Meet with staff and discuss issues relating to their child's academic progress, reports and behavior</li> <li>• Have their opinions valued</li> </ul>	<p><b>Parents have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Show respect towards staff, students, and the wider community</li> <li>• Model appropriate behavior, including language</li> <li>• Be available to discuss their child's progress</li> <li>• Ensure their child is sent to school prepared to be involved in the formulation and support of the school policy</li> <li>• Support programs developed by the school for the betterment of the students</li> <li>• Express themselves in a socially acceptable way</li> <li>• Allow others their privacy</li> <li>• Respect the learning styles of peers</li> <li>• Report welfare concerns</li> </ul>

Teachers have a right to:	Teachers have a responsibility to:
<ul style="list-style-type: none"> <li>• Be respected by the students, peers and parents</li> <li>• Teaching experiences which favor teacher and students growth and development alike</li> <li>• Access adequate and appropriate facilities</li> <li>• Access clean and safe facilities</li> <li>• Request a meeting with the student’s parents and/or guardians to discuss students’ academic progress, report or behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Abide by the school’s policies and guidelines</li> <li>• Treat every student within the school regardless of their grades, gender, race, etc with respect and equally</li> <li>• Show respect towards peers, parents, and the wider community</li> <li>• Actively promote safe and clean practices whilst at school and participate in school activities to the best of their ability</li> <li>• Come prepared and on time for every class</li> <li>• Care for school facilities in a respectful manner</li> <li>• Tolerate opinions of others</li> <li>• Express themselves in a socially acceptable way</li> <li>• Respect and consider the learning style of each of their students in their teaching practices</li> <li>• Act upon perceived bullying</li> <li>• Model appropriate behavior, including language</li> <li>• Discuss the student’s progress with their parents and/or guardians</li> <li>• Allow others their privacy</li> </ul>

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## Sanitary and Health & Safety

### HEALTH AND SANITARY MEASURES

#### Use of masks

The use of masks is still compulsory within Kits4Kids ISM: students and teachers are required to keep their masks on when in a confined (closed) area such as a classroom, library, study center, etc. Students and teachers may however opt to remove their masks outdoors as long as they are not facing another individual.

#### Hand-washing

Hand-washing stations are available for use throughout the school premises. Students and teachers are however advised to bring their own hand gel for their personal sanitation.

#### COVID and communicable diseases

In the event of a child or his/her immediate surrounding testing positive for COVID or other communicable diseases, parents are required to keep their child at home and to subsequently follow any required isolation period where applicable.

#### Body temperature

Students with temperatures of 37.8 or higher may not attend school.

Parents/guardians must make themselves available if students are found to have such high temperatures or if they feel/look unwell, so that necessary arrangements can be made for students to be picked up or to leave on their own. Students may not come back to school until their temperature is under 37.8 for 24 hours (without any fever reducing medication). If a student is vomiting or has diarrhea, he/she must stay at home for 24 hours after the last incident of vomiting/diarrhea.

### **Lices and nits**

Kits4Kids ISM adopts a strict policy with regards to lice. Parents/guardians will be informed of the discovery of lice/nits, and advised to treat them before allowing students to return to school. Parents/guardians must make themselves available if students are found to with lives and/or nits during checks, so that necessary arrangements can be made for students to be picked up or to leave on their own.

### **Medical form**

Parents are required to renew their child's medical form at the beginning of the school year. The medical form can be found on the school's website and is to be attached to the registration form to validate a student' s registration.

## **SAFETY MEASURES**

Every student has the right to study in a safe environment every day at school. Students have the responsibility to participate in class activities, work conscientiously and behave appropriately during classes, lunch times, recess, field trips, all school events and on school premises.

Students are advised to follow the safety rules given by the Teachers throughout the school. Failure to observe the rules that are shared is considered as an offense and may lead, if repeated and/or depending on the gravity of the issue, to appearing before the board of discipline.

Students and teachers should leave their valuables in their lockers for safety purposes. Any lost items can be submitted directly to the school commissary office.

Since the school is our mutual asset, students and teachers may report any security hazard they may find within the school to the school management.

## **EMERGENCY PHONE**

An emergency phone is found opposite the Reception area for use in case of serious emergencies such as fire, accidents, attacks, fainting, etc. Emergency numbers are saved on the phone to facilitate intervention.

## **BULLYING**

At Kits4Kids ISM, we seek to create and maintain a positive and safe environment for our community. We pride ourselves on the core values of honesty, fairness and respect, and we expect all members of the community - students, staff, and families - to interact in accordance to these principles. Every person has the right to feel safe and to have a sense of belonging. A person who bullies another is denying them that right. Kits4Kids ISM has a very clear stance on bullying. We state explicitly that bullying is not tolerated in any form, or at any level. Any student or teacher found bullying another member of the community will face serious penalty that could amount to expulsion from the school. This policy aims to prevent and address any bullying issues among students and thus to foster their emotional, social and physical well-being. This can only be achieved through collaboration between students, staff and parents/guardians.

In all bullying cases we recognize that both the victim and initiator can be damaged by the interactions and that the initiator's behaviors are often the result of other underlying issues.

Therefore we offer appropriate support and promote resilience in the one harmed and the one causing harm. Each case is addressed according to its individual circumstances, with an aim to achieve reconciliation, conflict resolution, and prevention of future occurrences.

Read more about Bullying in the Section 'Bullying'

## **GOSSIPING**

Kits4Kids ISM has a very clear stance on gossiping. We state explicitly that gossiping and spreading or sharing of fake news is not tolerated in any form, or at any level. Any student or teacher found gossiping, spreading or sharing fake news to another member of the community will face serious penalty that could amount to expulsion from the school.

## **TOBACCO, ALCOHOL AND DRUG USE**

Tobacco, alcohol and drug use of any kind is prohibited on the school premises and during any activity organized by the school. Students or teachers found using such substances will be asked to leave the school premise or the premise where the activity is held. Use of tobacco, alcohol and drug will be considered as an offense and will be reflected on the students' and teachers' behavior record and will lead to their appearance before the school discipline board.

## **PERSONAL AND SOCIAL EDUCATION**

At Kits4Kids ISM, we aim to promote healthy, positive life choices and thus integrate students into our community through shared understanding, dialogue and cooperation. The school adopts a PSE (Personal and Social Education) program to further empower the members in its community. The content of the PSE addresses but is not limited to the following areas:

- Peaceful resolution of conflict, social interactions, relationships;
- Subject choices for school programs, careers, and university guidance;
- Health and sex education, drugs, and substance abuse;
- School life and family life;
- Self awareness, self esteem and self worth;
- Self-management skills;
- Fire and hazards safety;
- Citizenship, the global world and religions.

The program is a dynamic one, allowing the school to address issues which arise throughout the year, either to support individual students who may not meet the community's expectations, or to support groups of students when difficult situations arise. This process can be conducted through home economics and health & safety classes, Life 101, workshops, and/or subject based activities.

### **Home Economics and Health & Safety**

Students in preschool until Grade 4 will have a Health & Safety class every week whereas the Grade 5 to KJS Year 3 have Home Economics as part of their weekly schedule. These two subjects aim to fulfill and meet the objectives stated in the school PSE program.

## **Life 101**

Kits4Kids ISM is working with a counsellor who organizes individual and group activities aimed at the betterment of students' wellbeing (mental, social and emotional) during a scheduled time labeled 'Life 101' every week for students from Grade 5 to SH Year 2.

The counsellor is dedicated to dealing with emotional, behavioral, social and psychological issues. Any student may approach the counsellor for support.

Any counseling or mentoring program initiated by the school or parents will have agreed-upon and clearly understood boundaries of confidentiality. Any information divulged and required to be addressed by the Management and/or the counsellor will be treated as confidential, except when a failure to disclose information would be detrimental to that student's wellbeing or education; or would mean that Kits4Kids ISM would be in breach of the law.

## **Workshops**

Workshops may be held throughout the school year to empower students with tools to guide them in their decision making such as choice of streams and university, learning skills, effective projects, etc.

## **Subject based activities**

Some issues in PSE may be addressed as a specific unit or under a specific unit, discipline or subjects.

## **COMMUNITY SUPPORT**

Kits4Kids ISM believes that education encompasses the whole child and his or her wellbeing. Teachers (in the general term) care for the individual student in a wider meaning than just academic growth: the primary responsibility for wellbeing lies with the oneself and the individuals who are directly with the student at any particular time during scheduled activities or times.

## **MEDICAL ASSISTANCE**

If a student becomes unwell while at school, they must approach one of the staff near them. For minor complaint, the school has some over-the-counter (OTC) medicines to deal with issues such as sudden headaches (outside of a treatment process), diarrhea, etc. However, before giving the medicines to the younger students, parents are advised. In the case of continuous health issues such as continuous headaches or continuous diarrheas OTCs are no longer provided and parents are advised for further visits with a medical doctor. OTCs medicines in school cannot be used for a continuous treatment that the student is following.

The school is working closely with a medical doctor that assists students in the case of injuries that do not require bringing the student to an emergency room. Parents may be required to pick up their children from school in case the students feel unable to study for the rest of the day.

In the case of serious injuries, students are driven to the nearest polyclinic emergency room unless advised otherwise by the parents at the beginning of the school year. Parents/guardians will be contacted as soon as the injury is dealt with. When in the emergency room, some services will be financially covered by the school. The school provides medical insurance for all students, although, depending on the circumstances, this insurance may not cover all medical costs.

## **PHYSICAL EDUCATION EXEMPTION**

If a student is unable to follow Physical Education classes for medical purposes, parents are advised to fill up and submit the 'Physical Education Medical Exemption Approval Form' (available for download on the school's website) to the Management.

## **FETCHING CARDS**

Only the people listed on the student's Fetching Card is allowed to fetch or meet the student from the school or from the shuttle bus, school bus drop out venue.

If lost, parents are required to inform the school accordingly for security purposes and another fetching card may be issued at additional costs.

## **MEDICATION AT SCHOOL**

Whenever possible, the parent and Health Care Provider will design a schedule for giving medication outside of school hours. Medication is ordered to be given to a student at school only when necessary. Medication, unless otherwise directed, will be kept in a designated secure area and administered by the school nurse, trained school personnel or management.

If medication at school is required for the students, parents are required to fill a 'Medical at school form' (available for download on the school's website) to the Management.

- Prescription medications must be in the original labeled container from the pharmacy.
- Over-the-counter medication must be in the original container.
- Any changes to this medication will require a new medication form completed by both parent and health care provider.
- Under normal circumstances prescribed oral, nasal spray, topical, eye drop or ear drop medication and over-the-counter oral, nasal spray, topical, eye drop or ear drop medication should be dispensed before and/or after school hours under supervision of the parent / guardian.
- Medications will only be dispensed at school when failure to receive the medication may result in the student being unable to attend school or to be well enough to participate in learning activities.
- If a student must receive prescribed or over-the-counter medication during school hours, the parent must submit a
- Medication at School form completed and signed by both the parent and a licensed health care provider.
- Only the amount of medication needed during school hours for the course of the illness/condition is to be sent to school, not to exceed a one month's supply.
- Medications that must be given in half-pill doses must be cut by the pharmacy or the parent. The school will not cut pills.
- Only parents and/or guardian can bring the student's medication to school (students should not transport medication to school) and submit them to the Management.
- When the duration of a medication is complete or out of date, or at the end of the school year, the parent must pick up any unused portions of the medication. Unclaimed medications will be discarded.
- In case of necessity, the school district may discontinue administration of the medication with proper advance notice



## **EMERGENCY PROCEDURES**

Fire drills and evacuation/lockdown exercises (typically unannounced) are carried out regularly throughout the year. Students and visitors should ensure that they are familiar with the different procedures that are posted around the school campuses and shared through different disciplines. In the event of an emergency, students and visitors should always follow the instructions given by the security guards and members of staff.

## **SECURITY AND ACCESS**

### **Temperature check and hand washing**

Students, staff and visitors entering the school premises will have their temperature checked and will be required to either use their personal hand washing gel before the security guard or proceed with hand washing before proceeding further into the school premises.

### **School access**

All students and teachers should come to school each day wearing their school badge on the a visible lanyard so that they can be easily identified, if necessary. Students and teachers should badge into the buildings when they enter and a record is kept of their presence for fire evacuation procedures.

All visitors entering the school premises are required to report to the security booth, where they will be asked to sign in and submit their identification cards. They will then receive a visitor's badge that must be worn and displayed at all times.

### **Contractors and other adults working on the school site**

We will need to work with independent contractors and other adults from time to time. All those contractors and adults working on the school site will act in accordance with the school security and safety guidelines; contribute to a school environment where all children are safe, secure, valued, respected and listened to; and always report concerns about a child or member of the staff relating to safeguarding and/or child protection.

### **Lockers**

We do all we can to offer a secure and safe environment. The school provides lockers for all students, and we strongly advise students to store their belongings in their lockers and lock them.

### **Valuables**

Students are asked not to bring unnecessary valuables into school, but if they do, these should not be left in schoolbags or in changing rooms, for example, during PHE. Rather, they should be locked in their lockers before the lesson begins. Occasionally, a student may wish to bring a valuable item into school as part of a project or other piece of school-related work, and, in these circumstances, this may be given to the school reception for safekeeping.

The school cannot be responsible for any cost arising from the loss or theft of personal items on the campus. For safety reasons, any unattended belongings may be removed and students and teachers are advised to keep their valuables in their locked lockers.

### **Lost and found box**

A lost and found box is kept on the campus and we also ask students and others who find valuable items to hand these in to this box. If a student loses an item they should first check in the lost and found box and then speak to the receptionist and teachers who were in the area to see if

it has been given to the receptionist. At specific times during the school year, any uncollected items along with unredeemed confiscated items are sent to a charitable organization.

### **Random and sport checking**

Please note that the school has a right to search students and their belongings at any time during the school day to safeguard the wellbeing of the community.

### **PROHIBITED ITEMS**

Bringing illegal, dangerous or harmful objects and substances - anything else which may pose a danger to themselves or others. This includes but is not limited to alcohol, lighters, matches, nicotine products - including snuffs - drugs, knives, prescription, lasers, guns, other weapons and imitation weapons are forbidden.

### **SEEKING SUPPORT**

Should a student approach the school seeking support for the consequences of risky behaviors and/or choices, the school's primary responsibility is for the wellbeing of the student. The school will identify as quickly as possible the parameters of the support we can meaningfully offer and communicate these with the parents or carers of the student and those colleagues who are directly involved in the wellbeing of the student. Assurances can be sought to safeguard this support as a wellbeing process and not a disciplinary issue.

### **SEARCH AND SEIZURE**

School officials may search students, their personal property, and their school lockers. Officials may seize any property deemed detrimental to the safety and welfare of students and personnel if school officials have reasonable cause to believe that an illegal act or violation of school rules is being or about to be committed.

General search of school properties assigned to students for their use may occur at any time. Items belonging to the school, as well as illegal items (firearms, weapons, drugs, alcohol, etc.) or other possessions reasonably determined to be a threat to the safety and security of others, may be seized by school officials.

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## **School Cancellation**

Should it be necessary to close the school at short notice (for example, due to COVID, severe weather, national emergency, transport strike, etc.) the school will notify the parents and students through the school FB or via phone (when possible).

Works for the respective subjects will be available through ManageBac or directly sent to the student's webmail. Students are advised to submit their finished works directly to the concerned teacher or through the ManageBac portal when applicable.

In the case where school is open as usual, but there are exceptional circumstances in which more than 25% of the students will not be able to attend on a short-term basis due to a legal or medical reason (e.g. transport strike, road closure, etc.) , the school may put in place a system whereby

learning through ManageBac is of the same value as physical attendance. Clear criteria for entry into this program will be in place, and access to it will be subject to the approval of the school's Principal. It should be noted, however, that the main focus of the curriculum during this time will be to support students present in school, and that this program will only be designed to support absent students in the short-term. This would typically be for a period of two full school weeks, but in exceptional cases it can be extended to up to 4 full school weeks, again with the approval of school leadership. Students who do not physically return to class at the end of the agreed period will be considered to be absent from school.

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## School Day

### TIMETABLE

- Timetables are sent to the students' webmail at the beginning of the school year and when updates are made. They are also displayed in the Lockers' area for reference and viewing.
- Classes are scheduled over five days, Monday to Friday. The school day consists of periods of 50 minutes or 90 minutes with a 10 minutes break in between periods, the recess from 9:30/9:50 to 10/10:15 and lunch time from 12 to 1pm.
- Classes start at 8am and end at 3pm for preschool, primary classes and lower KJS levels (until KJS Year 2) and at 4pm for the remaining classes. Exceptionally, classes end at 3pm on Fridays and 12pm on Wednesdays.

### CHECK-IN AND CHECK-OUT

Students and teachers' badges are used for both attendance and identification while on school premises. Students and teachers are required to check-in and check-out at the security booth upon arrival and leaving the school premises.

### SNACKS AND LUNCH BREAK

Snacks' break is from 9:30/9:50 to 10/10:15 every day. Students and teachers may purchase some snacks from the school's snacks' tertiary service provider or bring their snacks along. Wednesdays, students and teachers should bring along healthy snacks.

Lunch break is from 12pm to 1pm on Mondays, Tuesdays, Thursdays, and Fridays. Students may choose to register for the school canteen (cf the canteen section for the conditions) or alternatively, come to school with a packed lunch each day.

After eating snacks or lunch, students must ensure that the space that they have used is left tidy and can be used by those following them.

There are water fountains available for students and teachers throughout the school premises to allow them to refill their water bottle. No disposable cups are available therefore students are advised to come to school with their own water bottle.

### BATHROOM BREAKS

Students and teachers are given a 5 to 10 minutes break in between periods and should use these times for their bathroom breaks. Circulation in the corridors during class hours should be minimized to "emergency bathroom breaks" to minimize distraction for other classes and

maximize learning and teaching experience. Hallway monitor have the rights to report students and teachers who break this guideline to the school principal.

## **LATE PICKUP**

Parents are advised to call the school in advance to inform us in case of a late pickup. To ensure the safety of our children while on the school premises, specific staff members are assigned to stay with the student throughout their stay within the school premises. If late pickup is continuous and/or lasts for a very long time, the parents will be billed the assigned staff extra hours.

## **SCHOOL CALENDAR**

School calendars are available for download from the school's website and sent to the students' webmails at the beginning of the school year. Monthly and/or termly schedules are shared on the school FB every month featuring the highlights of each month and/or term.

## **OPEN HOUSE**

Open houses are organized throughout the school year over two days at the end of each term after the term examination period. Parents are advised to schedule a meeting with their child's teachers during the open house periods as it is a platform of exchange and communication between the parents and teachers to discuss about a child's academic progress over a specific set period. Set days for the open house are scheduled on the school calendar and parents are advised to schedule a meeting with the teachers of their choice through their child's communication book.

In light of the school's transparency policy, parents are also welcome to discuss their child's academic progress with any of the teachers or the management at any specific time during the school year by scheduling a meeting with the respective party through their child's communication book or by calling the school reception directly. Meetings set with the teachers outside open house need to be scheduled before, after class hours or during in-period breaks to ensure that it does not interfere with his/her class schedules.

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## **School Shuttle Service**

### **ACCESS**

The shuttle service is available for all students and parents with Kits4Kids ISM. The shuttle service serves to and from the school towards Ambohitrarahaba at regulated time. Priority is given to students in the case of 'full capacity'.

Parents should inform the school reception everyday on which wave is their child taking after school. Un-fetched students at the drop-out area will be driven back to the school. Parents will then need to pick their children directly from the school in that case. Read more about the rules pertaining to late pick up in the "School Day" section.

Students are required to present their Fetching Card at the drop-out area: only the people figuring in their fetching card will be allowed to fetch them.

## **CONDUCT ON THE SCHOOL SHUTTLE**

To ensure safety of all passengers on the shuttle bus, students and staff ought to abide by the following safety rules:

1. Take your seat promptly and sit properly, facing forward at all times.
2. Place bags and parcels under your seat or on your lap.
3. Keep the windows closed for safety
4. Always keep your head, hands and arms inside the bus.
5. Throwing objects inside or outside of the bus is not permitted.
6. Talk in a volume that does not disturb the driver. Fighting, shouting, or use of obscene language is not permitted.
7. Participate in all bus evacuation procedures.
8. Dangerous, disturbing, or annoying objects are not permitted on the bus.
9. Eating and drinking (this includes chewing gum) is not allowed on school buses at any time. This rule protects students or drivers that have food allergies and anaphylaxis, prevents choking, and maintains bus cleanliness.
10. Be aware that other students, including the bus driver, may have allergies to scents such as perfume, etc.
11. Smoking is not permitted on the bus.
12. Always follow the bus driver and hall monitor assigned to the bus instructions
13. Do not board the bus if you have a fever.
14. Keep your masks on at all times for your safety and the safety of others around you.

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## **Student Body**

### **ABOUT THE STUDENT BODY**

Kits4Kids ISM students are represented by their peers in the Student Body. The student body on each campus elects a Student Body President and vice president who will appoint their office members.

The Student Body can be defined as a group of elected and volunteer students working together within a certain framework governed and in the respect of the school policies:

- To provide a means for student expression and assistance in school social affairs and activities
- To give opportunities for student experience in leadership
- To encourage student-community relations
- To embody the school's values and guiding principles.

Through projects and activities, the Student Body works to:

1. Promote citizenship
2. Promote lifelong learning
3. Promote leadership
4. Promote human relations
5. Promote cultural values

## **Promote citizenship**

- By portraying the importance of policies, rules and regulations for a harmonious community;
- By supporting and further developing democracy as a way of life;
- By involving students in meaningful, purpose-oriented activities;
- By helping each student develop a sincere regard for rules, guidelines and policy to favor a democratic society;
- By leading each individual in developing a sense of personal responsibility and earned self-respect;
- By portraying example through teaching the processes and procedures of a democracy;
- By encouraging the development of the learner profile in each and everyone;
- By encouraging the continuous upward development of valued patterns of good citizenship
- By encouraging international mindedness and understanding;
- By providing a forum for student opinions, interests and desires so these may be understood by the entire student body, faculty, administration and community;
- By honestly reflecting and interpreting the student viewpoints to keep improving the school's social life for the betterment of the community.

## **Promote lifelong learning**

- By contributing to the total educational growth of all students in the school;
- By monitoring fair and equitable access to learning to all students;
- By encouraging positive student involvement in learning;
- By stimulating students to develop commitments to worthy goals in their learning journey;
- By exemplifying experience and actions in genuine problem-solving procedures.

## **Promote leadership**

- By opening opportunities for all students for leadership and responsibility within the school;
- By providing students with the power and right to speak and to be heard;
- By flagging commercial or cultural exploitation of students;
- By providing coordination of school-sponsored student activities with constant evaluation in terms of the selected purposes;
- By promoting opportunities for leadership among student body members;
- By considering the ideas and support of students in solving relevant school problems.

## **Promote human relations**

- By helping create an harmonious relationship between the students and between students-faculty, students-administration, students-community;
- By suggesting activities and courses of action in the interest of the general welfare;
- By communicating purposes, activities and the other elements of school life to the student community;
- By helping young students further realize the genius and dignity of each individual.

## **Promote cultural values**

- By encouraging students to embrace the cultural diversity of students and teachers in the school;
- By sparking school loyalty, pride, patriotism and individual student development;

- By portraying real experiences in group development and human understandings;
- By encouraging students to protect and value their rights and responsibilities
- By selecting projects and activities which aim to achieve purposes that are significant in the life of the school community;
- By strengthening students' social affiliation and sense of belonging towards the school.

## **ELECTION PROCESS**

The Student Body representatives (president and vice-president) mandate are for one school year only. Candidates interested will present their candidacy during the first week of the school year. They will then have the month of September for their propaganda and the voting will be held on the last week of September. All students from Grade 1 to SH Year 2 will be required to vote for one or none of the candidates. The candidate with the highest number of votes will be elected the President of the Student Body for the school year and the second runner up will be elected the vice-president of the student body. They will then choose their teammates and will be required to present their agenda before the school Management before the October break.

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## **Students' Disciplinary Measures**

The prescribed disciplinary system consists of the following :

1. A disciplinary education discussion (*preferred and compulsory before any other action is taken*)
2. Any action taken against a disruptive student cannot hinder him/her from hearing the teacher's lesson explanation or other students' sharing towards enhancing the learning experience.
3. Issuing a period of detention (to be held during school hours) or quarantine for inappropriate behavior
4. Penalty points application for student who has neglected school work or not respected a set deadline
5. A written warning issued by the principal
6. Suspension from school, which the school board may issue for up to three months.

Disciplinary measures is allocated a descriptor, from Level 1 (minor) to Level 5 (most serious). Each intervention at Level 2 or above is recorded for a minimum of one school year and at each level there are different responses, as indicated below:

Here are some examples of misconduct that could be considered under each level. The behaviors below are not exhaustive but cover a range of issues that Kits4Kids ISM may have to address such as bullying, drug abuse, substance abuse, violence at school, concerns about alcohol and tobacco, and personal safety. Please note that repeated failures to manage behavior will automatically raise the level of concern.

<b>Level 1</b>	<p><b>Minor Concern</b>  For example: demonstration of minor violence/aggression (pushing, verbal aggression); minor demonstration of disrespect to people or property (disrespect for Kits4Kids ISM school rules)</p>
<b>Level 2</b>	<p><b>Moderate Concern</b> (or repeated Level 1)  For example: possession of smoking materials/ paraphernalia (including electronic cigarettes); demonstration of moderate violence/aggression; passive acceptance of bullying (a student or teacher who knowingly chooses not to protect a victim or does not seek help for a victim of bullying); clear demonstration of disrespect to people or property; bringing any look-alike weapons to school; academic dishonesty.</p>
<b>Level 3</b>	<p><b>Serious concern</b> (or repeated Level 1 or 2)  For example: Low-level bullying; possession, distribution or sale of alcohol; serious demonstration of violence/aggression (fighting/assault); serious bullying or intimidation; serious disrespect of people and property (theft, intentional damage to property, verbal sexual harassment, flagrant or willful disrespect for community members or rules); gossiping and fake news sharing and spreading; use of language which undermines Kits4Kids ISM's commitment to diversity and inclusion <i>even when the intent is humorous</i>; bringing any weapon, or potential weapon, to school; inappropriate touch.</p>
<b>Level 4</b>	<p><b>Very serious concern</b> (or repeated Level. 1, 2 or 3)  For example: smoking tobacco, taking drugs or drinking alcohol; possession or consumption of drugs, illicit prescription medicines, or abuse of dangerous substances; serious physical assault, bodily harm (self or others); physical and verbal sexual harassment; repeated, inflammatory or abusive use of language which undermines Kits4Kids ISM's commitment to diversity and inclusion; serious academic dishonesty; red-handed theft; making out.</p>
<b>Level 5</b>	<p><b>Most serious concern</b> (or repeated Level 1, 2, 3, or 4)  For example: Distribution or sale of illegal drugs, pornographic materials, illicit prescription medicines, or dangerous substances; life-threatening violence; sexual assault; serious breach of Kits4Kids ISM's commitment to diversity and inclusion.</p>

If a concern is serious enough under the Malagasy Law to be reported to the authorities, the Management will manage this and, where appropriate, notify parents duly. In this respect, Kits4Kids ISM will act vigorously to protect all individuals in the community from drugs, weapons, sexual harassment or theft.

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## Students' Wellbeing and Behavior

### INTRODUCTION

All staff are part of a team in partnership with parents/guardians responsible for the guidance, care and education of our students. We are responsible for not only teaching of subject matter, but also for the safeguarding and wellbeing of our students, and teaching them good behaviors.

We are a strong community of curious, connected and compassionate individuals who strive to make the world a better place. We take pride in ourselves and in our school and expect all members of the community to be positive role models: we take responsibility for our actions, acting with courage and integrity whilst showing compassion for others. We commit to striving for personal excellence in all that we do, including our behavior, which is in line with the Kits4Kids ISM Community Profile (cf. 'Kits4Kids ISM Community Profile' section for more details).



Level 1

**Minor Concern:**  
Intervention: Advisory meeting with teacher

Level 2

**Moderate Concern or repeated Level 1:**  
Intervention: Advisory meeting with teacher, parents informed, reflection required, mentoring considered, structured loss of recreational time.

Level 3

**Serious Concern or repeated Level 1 or 2:**  
Intervention: Advisory meeting with teacher and school management, parents informed and engaged, reflection required, mentoring and/or counseling may be required; formative, structured social isolation.

Level 4

**Very Serious Concern or repeated Level 1, 2 or 3:**  
Intervention: Advisory meeting with the board of discipline, parents informed and engaged; reflection required; mentoring and/or counseling required; social isolation; registration for next school year may be revoked.

Level 5

**Most Serious Concern or repeated Level 1, 2, 3 or 4:**  
Intervention: Advisory meeting with the board of discipline, parents informed and engaged; registration for next school is revoked; student may be immediately and/or permanently withdrawn from the learning community.

As an international school with staff (including volunteers) from different cultural backgrounds, languages, nationalities, we understand that we bring a range of cultural understandings to behavior and how it is best managed. Through this policy we seek to set clear expectations for staff, students and parents/guardians about behavior at Kits4Kids ISM to ensure that we achieve a consistent approach that promotes the fair treatment of all students. Healthy child development can be facilitated through a consistent approach by the adults in their lives, which leads to them feeling safer and happier. Through this policy, we strive to enable all students to learn in a safe, secure and respectful school environment where all students' wellbeing and success is valued.

**SCOPE**

This policy relates to all members of the Kits4Kids ISM community. We all have a responsibility to role model and to teach good behavior and support our students in achieving personal excellence through exemplary behavior.

**POLICY**

There is a need for clear expectations and boundaries for all members of the school. All actions have consequences both positive and negative. In order for children to grow into successful

adults, self regulation is key. The ability to self regulate is one that develops over time and good habits of conduct need to be:

- Taught
- Scaffolded
- Reinforced
- Expected

All staff at Kits4Kids ISM share a commitment to this process of teaching and managing behavior in order to ensure that all students are given the opportunity to achieve personal excellence. We strive for consistency, but will adjust for individual needs in truly exceptional circumstances for example when a student's behavior is impacted by serious developmental, cognitive and/or social/emotional needs. In all cases, the development of good character and learning of positive behaviors is the goal. Therefore it is important that students receive help when it is needed more so than sanctions. However, sanctions may be a necessary component in order to scaffold a student's learning of good behavior. Such differentiation will be considered in exceptional cases where rigid application of the policy could amount to indirect discrimination due to a student's additional needs.

## **AIMS**

Kits4Kids ISM is continuously striving to support each student by promoting positive attitudes, choices and behaviors. Ensuring and acting towards students' wellbeing supports both the school's mission and guiding principles and the IB learner profile. It aims to:

- Develop transferable skills in compassionate thinking and self-management;
- Develop skills to foster the peaceful resolution of conflict;
- Promote the development of physical, mental and emotional health, ethics and social behavior;
- Encourage lifelong learning
- Provide an environment where students feel secure and welcome;
- Promote respect for the rights of everyone.

Everyone within the Kits4Kids ISM community is encouraged to promote and maintain appropriate conduct, and his characterized as behavior which:

- Values and respects the rights of others, including the right to learn;
- Fosters a happy, safe and secure environment;
- Recognizes that each member of the community is unique;
- Treats others fairly;
- Empowers the members of the community to take responsibility for their actions;
- Promotes compassion and tolerance;
- Develops skills for a peaceful resolution of conflict;
- Values and respects others and their differences;
- Addresses inappropriate behavior;
- Upholds the school's mission, vision, motto, guiding statements, values and ethos.

## **STUDENT EXPECTATIONS**

All students aim to demonstrate the values as set out in the Kits4Kids Community Profile:

- Principled
- Caring
- Thinkers
- Open-minded
- Communicators
- Inquirers
- Knowledgeable
- Reflective
- Balanced
- Risk takers

All staff are responsible for role modeling, teaching and recognizing these positive behaviors. All students and staff are expected to behave in line with these expectations and the school values.

## **POSITIVE CONSEQUENCES FOR BEHAVIOR THAT EXCEEDS EXPECTATIONS**

We recognize the importance of positive reinforcement in the learning process and exemplary behavior is something that is learned and should be encouraged. We also recognize that research shows that frequent rewards can be detrimental to students' development of their own internal motivation, which is vital for life long learning.

To ensure that positive reinforcement is part of the learning process, we promote and encourage positive behaviors especially where students go over and above the values in the Kits4Kids ISM Community Profile.

We do not only emphasize the achievement of high academic grades/ levels but recognize also where a student makes excellent progress in this area and/or achieves consistently excellent academic grades/levels due to their high level of engagement, effort and/or resilience, we recognize the behaviors that have led to this achievement.

In addition, one of the best ways to manage student behavior is through the development of strong student-teacher relationships. Teachers build these relationships by ensuring the positive behavior is recognized as well as by consistently and respectfully addressing poor behavior.

The ways in which positive behaviors are recognized at Kits4Kids ISM are differentiated across grade levels in line with the stage of development of the students in each section of the school.

Examples of behavior that exceeds expectations can include:

- Overcoming a significant setback in the learning process
  - Making significant improvement in academic attainment and/or behavior
  - Going out of one's way to help others
  - Acting as an excellent ambassador for the school outside of school time
  - Intervening to support/find support for a fellow student for example if they are experiencing bullying from another or significant personal challenges
- Volunteering Programs

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## Third-Party Transport Services

Transport services are offered by third-parties. Contacts details of third-party transport providers are available through the school reception and the school FB page.

Children using the transport service will need to present an authorization to allow the bus drivers to pick them from school. Transport Authorization forms are available for download directly from the school's website.

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## Volunteering

### PARENT VOLUNTEER

We like to involve our parents in the daily life of the school. Our parent population is a rich sea of experience from which every student can benefit, and we welcome parents' input. These are just some of the ways in which you can participate: hold a story or reading session at the school library; give a presentation on your country; demonstrate your special talent in music or crafts; chaperone social events; assist with the work of special needs, English as an Additional Language (EAL), French and other languages; share your career experience with students; offer a placement for our Active Integration program; host students from visiting schools. This is not an exhaustive list. If you have time to spare and an idea of how you might help, please contact the school.

### VOLUNTEERING

As an opportunity to widen our students' perspective, Kits4Kids ISM accept high school students, undergraduate students, expatriates, retired people, in-between jobs, etc. basically anyone who has a desire to share and grow for our volunteering program. Volunteering can provide a healthy boost to one's self-confidence, self-esteem, and life satisfaction. Being a volunteer enables one to improve and develop one's skills and nurture one's passion.

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## Glossary

**Body-shaming:** The act or practice of subjecting someone to criticism or mockery for supposedly bodily faults or imperfections. (*Merriam-Webster Dictionary*)

**BTEC:** Business and Technology Education Council

**Bullying:** Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

**CP:** Career-Related Program. A program designed by the IB (International Baccalaureate) to prepare students for higher education, a internship or apprenticeship, or a position in a designated field of interest (*IB website*)

**Discrimination:** Treating some people differently from others. It isn't always unlawful - after all, people are paid different wages depending on their status and skills. (*indirect.gov.uk*)

**Dominant Language:** a student's strongest language (which can change through time and by context/purpose)

**Emergent Bilingual:** This term refers to the children's potential to develop their bilingualism; through school and through acquiring a language, children can become bilingual.

**English as an Additional Language (EAL):** The term EAL refers to learners whose first language is not English. EAL learners may be fluent in one or several other languages or dialects. Students learning EAL are not a homogeneous group; they come from diverse linguistic, cultural and educational backgrounds. These variations are significant when interpreting the overall attainment and achievement of EAL learners. Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others may have had little or no formal education and might not be literate in any language.

**Grapevine sales:** Grapevine sales are sales that are illegal and outside the school's normal operations.

**Guardian:** A guardian is an individual who has been given the legal responsibility to care for a child or an adult who does not have the capacity for self-care. (*investopedia.com*). For example, if children are not subject to the parental responsibility of one or both of their parents, they come under guardianship. This happens for example if the parents die. The guardian then takes over responsibility for the child and has a duty to ensure the care and upbringing of the child. (*government.nl*)

**Home Language:** This term may refer to several different situations. Definitions often include the following elements: the language that is spoken at home; the language(s) that one has learned first; the language(s) one identifies with, or is identified by others as a native speaker of; the

language(s) one knows best and the language(s) one uses most. Home language may also be referred to as 'mother tongue' or as 'primary' or 'first language'. (UNESCO 2003)

**IB:** The International Baccalaureate (IB) is a global leader in international education—developing inquiring, knowledgeable, confident, and caring young people. Their programs empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast. (*IB website*)

**Identity Language:** The language students come to identify with, both linguistically and culturally, based on an extended stay in a host country or the language spoken at home.

**Inclusive:** Everyone, regardless of their mental or physical abilities is understood, appreciated, and able to participate and contribute meaningfully. (*Cahoot.org*)

**Integrity:** The practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions. (*Wikipedia*)

**MYP:** Middle Years Program. A challenging framework designed by IB (International Baccalaureate) that encourages students to make practical connections between their studies and the real-world. (*IB website*)

**OTC (Over-the-counter) medicines:** Medicines that do not require a prescription.

**Penalty:** Consequence, punishment imposed for breaking a law, rule, or contract. (*Oxford Languages*)

**PHE:** Physical and Health Education

**Plagiarism:** The practice of taking someone else's work or ideas and passing them off as one's own. (*Oxford Languages*)

**Policy:** A course or principle of action adopted or proposed by an organization or individual. (*Oxford Dictionary*)

**Principled:** Principled people act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them," (*extract from the IB Learner Profile Booklet*).

**Service as Action (SA):** Also referred to as "Clubs" or "KCLubs" at Kits4Kids ISM. Action and service where students apply what they are learning in the classroom and beyond. SA are led by the KJS Year 5 students. Through SA, students strive to be caring members of the community who demonstrate a commitment to service - making a positive difference to the lives of others and to the environment.

**Student Body:** A group of elected and volunteer students working together within a certain framework governed and in the respect of the school policies

**SUMAS:** Sustainability Management School

**Teacher:** At Kits4Kids ISM, when used in general (not only in a subject-specific situation), a teacher refers to any adult working within the school premises, regardless of their department.

**Third-party:** Third-parties are service providers that are not affiliated with the school. Payments and registration for third-party services are handled by the providers directly and do not pass through the school.

**Underwear:** Clothing worn under other clothes, typically next to the skin. (*Oxford Dictionary*)

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Kits4Kids International School Madagascar

PHYSICAL EDUCATION MEDICAL EXEMPTION APPROVAL FORM

TO BE COMPLETED BY A HEALTHCARE PROVIDER

FOR ADMINISTRATION USE ONLY:

SCHOOL NAME : GRADE :
SCHOOL ADDRESS :
Signature, Principal / Head of school Date

PART I: TO BE COMPLETED BY THE PARENT / GUARDIAN

STUDENT NAME : DATE OF BIRTH:
ADDRESS : HOME PHONE :
PHYSICIAN'S NAME : PHONE :

I give my permission to Kits4Kids International School Madagascar to contact the health care provider and confidentially and discreetly use the content of this form to plan my child's Physical Education Program if deemed necessary.

Signature, Parent / Guardian Date

PART II: TO BE COMPLETED BY THE HEALTH CARE PROVIDER / PHYSICIAN

Medical Diagnosis :
Duration of the condition : [ ] SHORT TERM [ ] LONG TERM [ ] PERMANENT The condition is : [ ] PROGRESSIVE [ ] NON - PROGRESSIVE
Date student may return to unrestricted activity :
FUNCTIONAL CAPACITY (Please check one and complete the details below)
[ ] UNRESTRICTED (No restriction on contact or intensity) [ ] MILD RESTRICTION (Only avoid vigorous activities) [ ] SEVERE RESTRICTION (Limits are severe)
[ ] SELF - LIMITED (Student is able to determine appropriate activities) [ ] MODERATE RESTRICTION (Limits sustained, strenuous activities)

PART III: TO BE COMPLETED BY THE HEALTH CARE PROVIDER / PHYSICIAN

Check all the activities that you consider to be not appropriate for the student to participate in. Remember, when possible, all activities will be modified for student's ability level.
LOCOMOTOR SKILLS: [ ] WALK [ ] HOP [ ] RUN [ ] JOG [ ] SKIP [ ] JUMP [ ] LEAP
FITNESS:
CARDIOVASCULAR : [ ] AEROBIC DANCE [ ] EXERCISE BIKE [ ] JUMP ROPE [ ] STEP AEROBICS
[ ] ROWING MACHINE [ ] STAIR STEPPER [ ] TREADMILL [ ] JOG / RUN
FLEXIBILITY : [ ] ARM / HAND. [ ] LEG / KNEE [ ] HIP / PELVIS [ ] BACK / ABDOMINAL
[ ] ARM / SHOULDER. [ ] HEAD / NECK [ ] LEG / FOOT
MUSCULAR STRENGTH AND ENDURANCE :
[ ] CURL - UPS [ ] FREE WEIGHTS (LIGHT) [ ] PLYOMETRICS. [ ] PULL UPS
[ ] WEIGHT MACHINES [ ] PUSH UPS [ ] PLYOMETRICS. [ ] PULL UPS
INDIVIDUAL / DUAL SKILLS AND ACTIVITIES : (non contact activities, individual and partner practice skills)
[ ] BADMINTON [ ] BASKETBALL [ ] BOUNCING [ ] BOWLING [ ] FLAG / TOUCH BALL [ ] CATCHING [ ] GYMNASTICS / TUMBLING
[ ] THROWING [ ] HANDBALL [ ] TENNIS [ ] VOLLEYBALL [ ] RACKETBALL [ ] RAPID OVERHEAD MOVEMENTS
[ ] SOCCER [ ] SWIMMING [ ] TRACK AND FIELD [ ] KICKING DYNAMIC OBJECTS [ ] STRIKING DYNAMIC OBJECTS
TEAM ACTIVITIES : (game situations where contact with other students is likely to occur)
[ ] BASKETBALL [ ] FIELD HOCKEY [ ] FLAG / TOUCH FOOTBALL. [ ] VOLLEYBALL [ ] FRISBEE [ ] WRESTLING
[ ] SOCCER [ ] SOFTBALL [ ] TEAM HANDBALL [ ] TRACK AND FIELD [ ] OTHER :
TYPES OF GAMES : [ ] CHASING / FLEEING [ ] COOPERATIVE [ ] PROPELLING / RECEIVING [ ] TAGGING

Please provide additional comments that will aid in the modification of physical education for this student :

PROVIDER'S SIGNATURE DATE

NOTE: Please return this form to the school's administration.

# Kits4Kids International School Madagascar Plagiarism and Cheating Report

Student Name : \_\_\_\_\_

Subject: \_\_\_\_\_ Course Number and Section : \_\_\_\_\_  
(if applicable)

Teacher's Name : \_\_\_\_\_

Assignment: \_\_\_\_\_

Date of infraction : \_\_\_\_\_

Description of infraction : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Disciplinary education discussion : Date : \_\_\_\_\_

Outcome: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Student's Signature

Attach any pertinent documentation of the offense.

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FOR HEAD OF SCHOOL ONLY

Decision taken : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Head of school signature

# MEDICATION AT SCHOOL

Whenever possible, the parent and Health Care Provider will design a schedule for giving medication outside of school hours. Medication is ordered to be given to a student at school only when necessary. Medication, unless otherwise directed, will be kept in a designated secure area and administered by the school nurse, trained school personnel or management.

Health Care Provider' s Orders *(to be completed by Health Care Provider)*

Student Name: _____		Date of birth: _____
Diagnosis for which medication is given : _____		
Name of Medication (s)	Dose	Time of day to be given
Side effects of drug (if any) to be expected:		
Length of time this authorization is valid (no longer than current school year):		

<p><b>This student has been instructed by me and/or my office staff, and has demonstrated the ability to properly manage self-administration of the medication as ordered.</b></p> <p style="text-align: center;">~ ~ ~ <i>Schedule meds are NOT allowed to be self-administered at school</i> ~ ~ ~</p> <p><b>I request and authorize this student to carry their medication /self-administer      YES      NO</b></p> <p><b>In the event of a school delay (either 2 hours or 3 hours):</b>  <i>Before school and morning medications will be the responsibility of the parents or guardians.</i>  <i>Lunch and afternoon medication will be given as ordered.</i></p> <p><b>In the event of an early release: <i>Only medication ordered during the scheduled school day will be given.</i></b></p>	
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Health Care Provider Name: _____	
Phone: _____	Address: _____
Health Care Provider Signature: _____	Date: _____
School Nurse and/or Management verification of student developmental ability to self-administer medication in the school setting.      Yes      No      Date: _____	

Parent Permission *(To be completed by parent or guardian)*

I am the parent or the legal guardian of the child named.  
 By law my signature indicates that I understand the school shall incur no liability as a result of any injury arising from the administration of medication by the Kits4Kids ISM staff or as self-administered by the student.  
 Parents or guardians shall hold harmless the school and its employees against any claim arising out of the self-administration of medication.

**Signature of parent or guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 Parent phone (work): \_\_\_\_\_ (home): \_\_\_\_\_

Prescription medications must be in the original labeled container from the pharmacy. Over-the-counter medication must be in the original container. Any changes to this medication will require a new medication form completed by both parent and health care provider. In case of necessity, the school may discontinue administration of the medication with proper advance notice.



School Phones:  
 (261) 3258334353  
 (261) 343634079  
 (261) 332087368

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Middle Years Programme  
**CANDIDATE SCHOOL**



CollegeBoard  
 School Code:

Career Related Programme  
**PROSPECT SCHOOL**

Malagasy   
 Baccalaureate