



HERITAGE

INTERNATIONAL SCHOOL

PARENT HANDBOOK

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Welcome From The Principals

Dear Parents:

Welcome to Heritage International School. This handbook is designed to provide helpful information about the procedures associated with the school. You and your child are about to embark on a memorable year at Heritage International School.

We seek to make our school a safe and friendly environment for all our students so that they may reach their academic and personal potential. We strive to make learning enjoyable and challenging at the same time. We believe parents play a significant role in their child's education and we look forward to a positive home-school partnership. It is also our goal to instill a strong work ethic with the theme of taking responsibility for one's actions. Our discipline procedures focus on this as a major theme. Please read through this handbook and share appropriate parts of it with your child.

Mr. Bill Parent will be Head Principal for the 2022-2023 Academic Year. For any communication with the school concerning JK to Grade 12, please contact Mr. Bill.

Mr. John Mullin will be the Secondary Vice Principal. For communication with the school concerning grades 7 to 12, please contact Mr. John.

Mr. Mark Remington will be returning as Vice Principal for the Early Years education. For communication with the school concerning grades JK to 6, please contact Mr. Mark.

For daily or weekly communication with your son or daughter's teachers we encourage you to use Engage Notices.

As well, please feel free to call us at the school if you have any questions, or if we can help you in any way. Again, welcome to Heritage International School. We look forward to a happy and successful year with your children!

Yours in education,

MR. BILL PARENT – HEAD PRINCIPAL

MR. JOHN MULLIN – SECONDARY VICE PRINCIPAL 7 TO 12

MR. MARK REMINGTON – ELEMENTARY VICE PRINCIPAL JK TO 6

School Contact Information

Address	Heritage International School Al-Yasmine Greenland, Second Touristic Village 6th of October City, Giza, Egypt
Mailing address	Heritage International School PO Box 38 – 12568, 6th of October City Giza, Egypt
Telephone numbers	3825 3692 / 3 / 6 / 7
Fax number	02 – 3825 3698
E-mail address	info@heritageinternationalschool.com
Website address	www.heritageinternationalschool.com
School office hours	8:00 am – 3:30 pm Sunday to Thursday
Engage Portal	https://heritageinternationalschoolportal.engagehosted.com/

School Administrative Staff

School Board

Chairman and Director	Eng. Mohamed Awara
Co-Director – Administration	Mrs. Amani Awara
Co-Director – Academics	Mrs. Yasmine Lotfy

Administration

Head Principals	Mr. Bill Parent
Secondary Vice Principal	Mr. John Mullin
Elementary School Vice Principal	Mr. Mark Remington
Assistant to the Head Principal	Mrs. Amal Nawar
Administrative Manager	Mr. Hesham Abbas
Financial Auditor	Mr. Khaled Abd Allah
Head of the Financial Department	Mr. Wael Adel
Staff Visas	Mr. Mohamed Hamdy
Business Development and Marketing Manager	Ms. Nemat Yahia
Registration and Student Affairs Manager	Ms. Yasmine Khairat
Educational Advisor – Arabic Programs	Mrs. Mona Ackad
Activities Coordinator	Ms. Mona El Sanhoury
Foreign Staff Relations Officer	Ms. Eman Heiba

Secretarial / Support Staff

Executive Secretary to Director	Ms. Heba Mansi
Executive Secretary to Co-Directors	Ms. Abeer Markham
Executive Secretary to Head Principal	Ms. Marian Ashraf
Executive Secretary to Elementary Principal	Ms. Marwa Mohsen
Executive Secretary to Secondary Principal	Ms. Rania Yousry
Marketing Assistant	Ms. Mariam Sanad
Receptionists	Ms. Hanan Nabil, Ms. Passant Magdi
School Pediatrician	Dr. Moreen Aziz
Librarian	Ms. Doaa Abd El Naby
Resources	Ms. Sarah Ahmed
Floor Supervisors	Ms. Jackie Adel
Lab Assistant	Ms. Heba Hammad

Mission Statement

Heritage International School is a kindergarten to grade twelve school and operates under the authority of the Egyptian Ministry of Education and also under a Memorandum of Understanding with the Education Ministry, Province of Manitoba, Canada.

Mission

Heritage is committed to providing a respectful learning community for our students and offering a progressive approach to education. Our Manitoba curriculum challenges students to think and act according to their own highest ability in an environment in which the potential of each student is valued.

Balance is the guiding principle of our school. Challenging academics are coupled with a love of learning, leadership with social responsibility, creativity with moral integrity, and self-esteem with compassion for others.

Students are inspired to excel in academics, to be active thinkers, and to be conscientious stewards of the world around them with a balance of discipline and freedom. We believe in producing unstoppable learners who are inspired to make an impact and determined to fulfill their potential and control their futures.

We seek to inspire and motivate our students to: strive for excellence; seek truth; live honorably; act responsibly, and help others so that they can emerge into a wide and challenging environment and assert Egypt's leadership in the world.

Vision

Heritage International School community is committed to multiple pathways toward excellence and achievement for all students. Our students will imagine, reflect, and innovate within a safe, equitable, and responsive learning environment that develops their academic, social, and emotional growth and holistic well-being. They will develop the critical thinking, creative problem solving, technological and media literacy, communication, and collaboration skills necessary to participate in and contribute to the global world. They will practice the core values of the school: respect, integrity, tolerance, inclusion, and excellence. The school will provide each student with the social and academic skills needed to interact and explore the world as a confident life-long learner.

Heritage Values

Student Centeredness

Student-centered learning utilizes methods of teaching that shift the focus of instruction from the teacher to the student. Student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Teachers maintain a continuous interest in the personal well-being and highest possible achievement of each student.

Respect

All staff and students demonstrate a politeness, honour, and care shown towards others and themselves.

Integrity

All members of the school community are honest and adhere to moral and ethical principles publicly and privately.

Responsibility

Be reliable and accountable for our decisions and actions.

Compassion

Staff and students make a difference through acts of kindness, forgiveness and empathy.

Continual Improvement

All members of the community adhere to the belief of “continual improvement”. In all preparation of instruction or assignments, members “Plan, Do, Study and Act”. Reflection on one’s efforts and desires to perform better are key to this value.

School Hours

Arrival

Students are supervised in the morning from 8:00 am until morning entrance. Please do not drop off students prior to 8:00 am. There is no supervision before this time so early students must sit in the reception area. It is the expectation that all students make consistent efforts to enter the school by 8:15am for assembly. The school's main doors will be closed at this time. Late arriving students must wait until the end of assembly to enter the school. Consistent inexcusable lateness will be dealt with accordingly.

Dismissal

Please pick up students promptly at 3:05 outside the main entrance. Students will be brought to the gate where drivers will be lined up. Once a student has been released to their driver and is outside the school gate, the student is the responsibility of the driver and may not come back through the gate.

NOTE: If students in JK to Grade 12 will not be on the bus it is the responsibility of the parents to inform the school prior to 1pm that they will not be there.

JK and SK Schedule

Entry	8:00 – 8:20
1	8:30 – 8:50
2	8:50 – 9:30
Recess	9:30 – 9:45
Snack	9:45 – 10:00
3	10:00 – 10:40
4	10:40 – 11:20
Recess	11:20 – 11:40
Lunch	11:40 – 12:00
5	12:00 – 12:40
6	12:40 – 1:25
Snack	1:25 – 1:45
Recess	1:45 – 2:00
7	2:00 – 2:40
8	2:40 – 2:45
Dismissal	2:45 – 3:00

Grades 1 to 6 Schedule

Entry	8:00 – 8:20
Assembly	8:20 – 8:30
Period 1	8:30 – 9:10
Period 2	9:10 – 9:50
Morning Recess	9:50 – 10:05
Period 3	10:05 – 10:45
Period 4	10:45 – 11:25
Elementary Lunch Break	11:25 – 12:05
Period 5	12:05 – 12:45
Period 6	12:45 – 1:25
Afternoon Recess	1:25 – 1:40
Period 7	1:40 – 2:20
Period 8	2:20 – 3:00
Board bus	3:05

Grades 7 and 8 Schedule

Grades 7 and 8 will be operating on a 5-day schedule with options Sunday to Thursday.

Entry	8:00 – 8:20	Even		Odd		
Assembly	8:20 – 8:30					
Period 1	8:30 – 9:50					
Morning Break	9:50 – 10:05					
Period 2	10:05 – 1:25					
Break	11:25 – 1:30					
Period 3A	11:30 – 2:05					
Lunch Break	12:05 – 2:45					
Period 3B	12:45 – 1:35					
Break	1:35 – 1:40					
Period 4	1:40 – 3:00	Sunday	Monday	Tuesday	Wednesday	Thursday

Grades 9 to 12 Schedule

Grades 9 to 12 will be operating on a semester schedule for all subjects except English Language Arts and Arabic. These two subjects will operate on the even-odd cycle all year.

Entry	8:00 – 8:20	Semester 1		Semester 2	
Assembly	8:20 – 8:30				
Period 1	8:30 – 9:50	Even	Odd	Even	Odd
Morning Break	9:50 – 10:05				
Period 2	10:05 – 11:25				
Period 3A	11:30 – 12:05				
Lunch Break	12:05 – 12:45				
Period 3B	12:45 – 1:35				
Period 4	1:40 – 3:00				

Pandemic Schedules

JK – SK

Time
Period 1 8:30 – 8:50
Period 2 8:50-9:30
9:30 – 10:00 Break and Snack
Period 3 10:00 – 10:40
Period 4 10:40 – 11:20
11:20 – 12:00 Break and Lunch
Period 5 12:00 – 12:40
Period 6 12:40 – 1:25
1:20 – 2:00 Break and Snack
Period 7 2:00 – 2:40
Period 8 2:40 – 2:45

Grades 1 – 3

Time
Period 1 8:30 – 9:10
Period 2 9:10 – 9:50
BREAK 9:50 – 10:05
Period 3 10:05 – 10:45
Period 4 10:45 – 11:25
LUNCH 11:25 – 12:05
Period 5 12:05 – 12:45
Period 6 12:45 – 1:25
Period 7 1:25 – 2:05
Break 2:05 – 2:20
Period 8 2:20 – 3:00

Grades 4 – 6

Time
Period 1 8:30 – 9:10
Period 2 9:10 – 9:50
Period 3 9:50 – 10:30
Break 10:30 – 10:45
Period 4 10:45 – 11:25
Lunch 11:25 – 12:05
Period 5 12:05 – 12:45
Period 6 12:45 – 1:25
BREAK 1:25 – 1:40
Period 7 1:40 – 2:20
Period 8 2:20 – 3:00

Grades 7, 9 and 11

Time
Period 1 8:30 – 9:50
Period 2 9:50 – 10:30 BREAK 10:30- 10:45 10:30 – 11:25
Period 3A 11:25 – 12:05
Period 3B 12:05 – 12:55
Lunch 12:55 – 1:35
Period 4 1:40 – 3:00

Grades 8, 10 and 12

Time
Period 1 8:30 – 9:50
BREAK 9:50 – 10:05
Period 2A 10:05 – 10:45
Period 2B 10:45 – 11:25
Period 3A 11:25 – 12:05
LUNCH 12:05 – 12:45
Period 3B 12:45 – 1:35
Period 4 1:40 – 3:00

Academic Assessment, Evaluation, and Responsibility

Homework

Research has demonstrated that the teaching activity with the highest correlation to academic achievement is completed homework that is evaluated thoroughly, returned to the student promptly, and integrated with class work.

There is a small amount of reading and math activities sent home for practice in Kindergarten. Faculty who teach in grades 1-12 are encouraged to assign a variety of homework that offers practice, application, and extension of the work done in the classroom. The idea is to provide a structured opportunity for reflection, even by young students. The frequency of homework should be determined by the teacher in consultation with the Principal but should provide at least two assignments during the regular week. The estimated amounts of time required by the homework should increase with grade level to the point that the average is 90 minutes per night by grade 12. Parents are asked to provide a quiet place for the children to do their homework. All children should be read to or read themselves for approximately 20 minutes daily. There is a large body of research that shows that reading improves language learning faster and better than any other method. If you would like to read more, start with this interesting site: <http://multilingualmania.com/reading-the-witch-doctor-of-language-acquisition>.

Grades and Grading

At Heritage International School the primary concern is teaching and learning for understanding. Every effort must be made to persuade students to try a new skill, to encourage them to succeed, to expect their active involvement in the classroom, and to provide them with accurate, timely feedback. This process will lead to understanding. Grades reflect that understanding.

Grades should not be used as motivators. The student should not be told that if he or she had worked harder, the grade would have been higher. Rather, what is crucial is that the student works harder in order to learn more and to develop understanding.

As the student works to understand and to apply understanding, he or she will rely on indicators from the teacher regarding the results of the effort made. These indicators provide direction, clarification, correction, encouragement, and a means by which students may gauge their personal success towards achieving a goal.

In strengthening their students' learning for understanding, the faculty offer careful critiques of assigned work and will try to return all written work promptly (within at least three school days). Care will be taken to protect the individual student's privacy; grades will not be announced or posted by name. Regular, private communication of grades will contribute to the student's sense of responsibility and will result in fewer surprises at the end of term or end of year.

End of term and final grades should bear a close correspondence to the categories of performance contained in the assessment rubrics for each grade level.

At the conclusion of each term, faculty will send to parents a report of student achievement to describe progress on identified curriculum expectations.

Reports are given as follows throughout the year:

Elementary Reports

Interim Reports	Term A Reports	Term B Reports	At Risk Reports – Issued to students who are not achieving at Grade Level	Term C Reports – Final Academic Year Reports
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Secondary Reports

Interim Reports Grades 7 and 8/ Semester 1 Interim Reports 9 - 12	Mid-Semester 1 / Term A Reports	End of Semester 1 / Term B Reports	Semester 2 Interim Reports Grades 9 - 12	Mid-Semester 2 / Term C Reports	At Risk Reports Grades 7 and 8 – Issued to students who are not achieving at Grade Level	End of Semester 2 / Term B Reports – Final Academic Year Report
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Different Methods of Assessment and Evaluation

As a parent, your interest in your child’s learning can have a tremendous impact on his or her learning progress. You may have questions about how to become involved in your child’s learning. Things may have changed since you were at school; for example, the idea of student self- assessment and the use of portfolios, or the ideas of assessment “for” learning and assessment “of” learning.

What may have remained the same, however, is the importance of providing children with descriptive and constructive feedback about their own learning. In doing so, children begin to understand what they learned well and what they can do to improve their learning. Providing a clear picture about the next steps for learning is referred to as assessment “for” learning.

There are many different methods teachers use to assess your child’s learning. A student’s grades are formed by a combination of the following which may vary by grade level:

- Observational checklists
- Work samples
- Quizzes and tests
- Assignments
- Tasks
- Performances
- Mid-term and end of term examinations (starting at grade 7 only)

Your knowledge about the variety of methods can help you talk to your child about his or her learning at school. At the secondary school, final examinations account for only 30 % of the final mark. The remainder of the student’s marks is from the term work as outlined above.

Assessment “for” and “of” learning

Providing descriptive and constructive feedback to children and involving them in self-assessment, record keeping, and communication about their learning is called assessment “for” learning. Assessment “for” learning helps students understand whether they need to improve their learning and how they might improve it. Students tend to be motivated to learn more when they know what they have done well.

Sometimes students are provided with evaluative feedback, which tells the learner how she or he has performed compared to what was to be learned. This is also called assessment “of” learning and may be reported using letters, numbers, or other symbols on a report card or within a grading period.

Both assessment “for” and “of” learning provide useful information. The classroom teacher uses both forms of assessment to help make decisions about teaching and to help students learn more. Sometimes evaluative information provides a picture of how a large group of students is performing within a particular program at a certain point in time. Both forms of assessment provide information that may help teachers, administrators, students, and parents work collaboratively to support a child’s learning progress.

Grading Scale

The following is the Grading scale used at Heritage International School. The JK – Grade 6 reports use the numerical grade and the Grade 7 – 12 reports use the percentage grade.

Numerical Grade	Percentage Grade	Letter Grade	Grade Point Average
4 Thorough understanding and in-depth application of concepts and skills	90 - 100	A+	4.5
3 Very good understanding and application of concepts and skills	80 – 89	A	4.0
	76 – 79	B+	3.5
	70 – 75	B	3.0
2 Basic understanding and some application of concepts and skills	66 – 69	C+	2.5
	60 – 65	C	2.0
	50 – 59	D	1.0
1 Limited understanding and minimal application of concepts and skills	< 50	F	
ND Does Not Yet demonstrate the required understanding and application of concepts and skills	Not completing work at grade level/Hasn't been at school		0.0
S	N/A	S	Null

Progress Reports (Grades 1-6)

Progress reports are given to parents at the end of each term: A, B and C. The Progress Report focuses on the student's development of understanding - what has been achieved, what must now be addressed, and how this next step can be reasonably accomplished.

A student's personal management and teamwork skills, behaviour, discipline, and attitude are part of daily teaching and learning in the classroom. If there is room for improvement, the teacher should indicate what he or she is doing and what the student must do. The parent's role is one of informed support.

An interim report will be issued in term 1 to all students. At risk reports will be sent only to those students having academic or behaviour issues in terms 2 and 3.

Promotion and Grade Placement of Early Years Students

All children develop in different stages and at different rates. Children within an early year's classroom or grade level may vary in age by nearly 12 months. Some children acquire literacy and numeracy skills at an early age but then move along the developmental learning continuum at different paces. Other children may acquire these skills later but may acquire further skills at a faster pace. Still other children may be at different places on the English as a Second Language continuum. Therefore, when grade placement for a child may be in question, the Principal will make the decision on the child's placement as per Manitoba's Ministry Regulations.

Levels of Achievement – Secondary School

The teachers assess each student with several different methods. The student's progress is rated according to: observational checklists, work samples, quizzes and tests, assignments, tasks in projects and performances in such subjects as music and physical education.

There are also end of term or semester examinations for many compulsory and elective courses. As a student progresses through each month and term of the year's work, he or she will accumulate marks in each of several categories. The teachers assign a weight value to the categories so that there is a certain value placed on the daily learning, and a certain value placed on being able to recall learned material in the form of test answers.

These marks accumulate through the semester year, from one term to the next. Depending on which course your student is in the weighting value can change.

For example in a course it may be:

- Homework assignments 10%
- Assignments in class 10%
- Spot quizzes 15%
- Projects 20%
- Unit Tests 15%
- Final Exam 30% (midterms up to 10%)
- Total 100%

An assessment method such as this requires that students work to the best of their abilities throughout the complete year. Thinking that a student may pass the course by doing well on the final

examination will not be acceptable if the student does not concentrate on daily and weekly assignments and quizzes.

Honour Roll

Students whose average mark (arithmetic mean) on all courses studied during the term is 90% or higher with no mark below 75% shall be considered as "High Honours Students." The list of "Honour Students" shall be posted on the school website and displayed in a distinguished place in the school's reception area. Student will receive an Honours Certificate if they achieve an average between 80-89% with no mark below 60%.

Academic Probation

Any secondary student (grades 7-12) will be placed on academic probation for the following reasons:

- Term average of less than 60%
- 1 or more failing grade
- 3 or more D or F grades (less than 60%)

Students will remain on Academic Probation for the equivalent of 1 academic year. The continued enrollment at Heritage International School of students placed on academic probation is at risk if the student does not show significant improvement over the equivalent of an academic year.

Students Academically "At Risk"

Any secondary student (grades 7-12) will be deemed academically at risk for the following reasons:

- If the student has an individual subject average below 60%
- If the student's teacher feels there is a strong likelihood that he/she will not pass

Students who are academically "at risk" may be required to take steps to remedy their academic standing, such as attending after school sessions, or immediately turning in incomplete assignments. Failure to comply with such recommendations increases the risk to the student's academic standing and could potentially result in further steps being taken by the Heritage School administration.

Absent on a Test, Presentation or Project Due Date

If a student is absent on a test or major project day the student's parent(s) will be contacted that day and will be informed of what the student is missing. During the phone call the parent will be informed of the date the re-test or presentation is scheduled for. Projects should be handed in immediately upon return and essays should be emailed to the teacher that day.

Parent(s) are to remember that late assignments may have marks deducted, that proper documentation of the absence is required by the school and if the student is absent on the re-schedule day the student may be "at risk" of receiving a zero for that assignment, project, test, etc.

Students who miss an original test date will be given a "B" test/exam. This test/exam is more in depth than the original test. Students writing on a re-schedule date have had more time to prepare and the test will reflect this.

If students will require more than 1 day to complete the test parents will be informed of this and students who do not come to school on these days may be "at risk" of receiving a zero on the part they have missed.

Incomplete Grades

An incomplete grade may be recorded in cases where part of the coursework has not been turned in prior to the end of the term. This may be due to late enrolment, family emergency, extended absences, or other extenuating circumstances.

Incomplete grades during the term or semester are also issued for Grade 9 to 12 Arabic Courses and Grade 11 and 12 Physical Education. Final standing in these courses are assessed on a complete or incomplete basis during the final reporting period for that course. If it has been successfully completed the course will then be recorded as complete.

Incomplete Assignments

It is crucial to a student's academic success at Heritage, that assigned work be completed on time. Such habits are an invaluable part of student's development and carry benefits which extend beyond the classroom.

Any student who does not meet an assignment deadline at Heritage School invites the risk of an immediate deduction of 10% of the assignment's value. Failure to meet the 2nd deadline can result in a deduction of 30% off of the assignments value. The circumstances surrounding the failure to turn in such an assignment will be taken into account by the classroom teacher.

Should a failure to meet assignment deadlines become an obvious trend, either in a specific subject or in general, the student risks more severe consequences; including the awarding of a "zero grade" for any work which is currently incomplete, as well as for any missed assignment deadlines in the future.

Failing to Pass a Course in Final Term

If any student in grades 7 and 8 has 1 or 2 failing grades in either of (English, Arabic, Mathematics, Science or Canadian Social Studies) the student must rewrite an examination(s) in the month of August prior to entry to the next grade. The course(s) grade shall be adjusted to a grade of "D" (50%) if the examination(s) is passed. This is to ensure that all students are working towards achieving the goal of competency in these subjects.

Failing more than two core subjects, (English, Arabic, Mathematics, Science, or Canadian Social Studies) will result in a student being required to repeat their year in the same grade. Students in high school (grades 9-12) who fail compulsory courses (less than 50%) will be required to repeat the course the following academic year.

The students will need to meet with the principal / counselor in the beginning of the following academic year to determine how to schedule the compulsory courses that have to be repeated.

If a student in Heritage School's high school division fails numerous courses, it may severely complicate the School's ability to offer the necessary course schedules and harm that student's pathway to graduation. Parents and students need to understand that students are expected to receive 8 credits per year in order to meet the Manitoba graduation requirements.

Report Cards

The Middle School academic year is divided into four terms. Grade 9 to 12 reports are divided by semesters and terms. Reports cards are sent home at the end of each term for the middle and end of a semester. Report cards include a grade for each class that the student is taking and a comment from each teacher. The teacher comments may include a summary of the work covered during the preceding grading period and a summary of the student's areas of strength or areas that need improvement.

Report cards provide important feedback to students and parents. Grades reflect individual progress and performance and should not be used to compare one student against another.

Fines for lost or overdue library books, textbooks or unpaid school fees must be addressed before a report card is issued.

Student-led conferences with parents at the end of the first and third terms are scheduled to allow further understanding of report card information.

An interim report will be issued in term 1 to all Grade 7 to 12 students. At risk reports will be sent only to those students having academic issues in any term.

Eligibility for Athletic and Co-Curricular Activities

Participation in athletic and co-curricular activities can require a significant after-school time commitment. To ensure academic and co-curricular balance for students, eligibility for activities is defined as:

- Achieving a passing grade in all subjects.
- Maintaining a minimum of a "C" average. (60-69%)
- Being in good academic standing (No Academic Probation or Academic Contract).

Heritage International School Athletic Policy

Mission

To promote the benefits of participation in school sport by providing athletic and educational opportunities that will allow the athlete to reach her/his full potential.

Goals

- To encourage participation and excellence in high school sport.
- To develop the concept of team spirit among all members of teams and coaches.
- To teach the fundamentals and techniques of each sport in a progressive planned sequence that is age appropriate for athletes.
- To foster the positive aspects of competitive athletics (acknowledging that while winning is important, winning is not everything. Losing with dignity is just as honourable as winning.)

Expectations for Student Athletes

- Follow all school rules and policies
- Display a positive and productive attitude during school classes
- Treat teachers and coaches in a fair and respectable manner at all times
- Have parents/guardians complete and return a travel permission form
- Participate in all regularly scheduled practices
- Participate in all regularly scheduled games and tournaments
- Wear the appropriate Heritage Sports Team uniform

Failure to meet any one of the above expectations will result in students being placed on athletic probation with/without participation in their chosen sport. If students are unable to meet expectations within a 2-week probation period they will be removed from the team.

Expectations for Parents

- Complete and sign a student eligibility form
- Complete and sign a travel permission form
- Encourage student athletes in a positive and encouraging manner
- Communicate with coaches in an appropriate manner if problems arise

Academic Integrity – Plagiarism and Testing Violations

An important aspect of a fine school is its attempt to instill in students a sense of honour and high principles that extend throughout and beyond academics. An essential feature of Heritage International School is its commitment to an atmosphere of integrity and ethical conduct. Students learn and practice the personal responsibility of vigorously maintaining a high standard of honesty, truth, fairness, civility, and concern for others. Being regularly in the company of faculty who exemplify these qualities is an obvious asset to that learning and practice.

Academic dishonesty is defined to include, but is not limited to, cheating, copying other's work and representing it as one's own work (plagiarism), lying, inappropriate collaboration, dishonesty in examinations or the writing of papers, dishonesty in producing homework, deliberate falsification of data, interference with other students' work, and copyright violations.

Plagiarism is a particular form of academic dishonesty and occurs whenever a student, intentionally or unintentionally, uses someone else's words, ideas, answers, or data without proper acknowledgment. Students are responsible for knowing what academic honesty and dishonesty are. At the beginning of each semester, faculty should inform students of the guidelines that they will use for academic honesty throughout the year, with special attention to cheating and plagiarism. It is vitally important for students to know the difference between cooperative learning, that is, those activities in which working together with other students is permitted and those when relying on another student is dishonest and should not occur.

Penalties for infractions may include one or more of the following: resubmission of the work in question, submission of additional work, and a lowered grade or loss of credit for the work in question. Each case of academic dishonesty will be recorded and accumulate in a student's file. Repeated cases of academic dishonesty are regarded as suspension-level offences and can also result in the student being placed on behaviour probation.

Testing violations is defined to include, but is not limited to, cheating, talking, having materials that are not permitted, having a phone or other smart technology, not following the testing procedures, sharing test questions, and clandestinely taking the test without permission. Testing violations will result in a zero for the quiz, test or exam being taken.

Attendance Policy

Regular and punctual attendance is required of all students on all school days. This is a condition of enrollment at the school. Daily regular attendance is mandatory because our classes are based on active classroom learning. Students must be present in order to participate in interactive and investigative activities; otherwise they will not reap the full benefits of the program. Teachers, administrators and parents should work together to ensure that students miss as little school as possible. They must arrive to school on time. Students in the High School division who fail to meet minimum Manitoba attendance requirements will not receive the necessary credit in association with those courses, which damages a student's prospects of graduation.

Parents are expected to contact the school to inform us of student absences. In addition to the parents contacting the school, students in Grades 7 to 12 should contact their teachers through Engage or MS Teams to learn about the work they are responsible for. Students who know of their absence in advance should work to complete all assignments and projects prior to their absence.

Absences in Grades 9-12

Manitoba Education requires students to receive a certain number of instructional hours and complete ALL assignment requirements in order to receive a credit for course completion. This means regardless of assignment completion students who miss the equivalent of 10 classes may lose their credit for the course.

In situations where students sometimes miss classes due to illness or important family events such as weddings or funerals, the parent needs to supply to the school with a medical note in cases of illness or a written note a week in advance of a family event. These written documents will be taken into account before withdrawing a student's credit. Regardless of the reason for the absence, students may have to make up some class time if they have missed more than 10 classes.

Bus Rules

Out of respect and for everyone's safety, students must comply with the following procedures:

- Go directly to the bus, find a seat and remain seated
- Use the garbage bins provided
- Stay seated until the bus comes to a complete stop
- Talk in a quiet voice to the person next to you
- Do not destroy any bus property

Students who are regularly late for their buses will be given a warning. If they continue being late the parents will be contacted by the transportation department and told that their children will not be allowed to use the school bus for one week.

Code of Conduct

Golden Rules

- Do be honest, kind and helpful
- Do work hard and always try your best
- Do look after property
- Do listen to and respect other people
- Do follow adult instructions without arguing
- Do treat other people as you want them to treat you
- Be responsible; own your behaviour

This behaviour plan is designed to teach students how to make responsible choices which work for everyone. Discipline is not only punishment; it is setting limits within the context of caring. We need to impress upon children that they choose their behaviours and certain consequences may occur from those choices.

Our Code of Conduct is intended to assist children in being more responsible for their own behaviour. If students clearly understand the consequences of their behaviours, they can choose their behaviours in an intelligent and responsible way that ensures the rights of all children to enjoy the educational experience at school. For a discipline policy to be effective, it must be consistent. To achieve this consistency, teachers, parents, students, and administrators must share in the responsibility for upholding school rules.

TEACHERS are responsible for instructing their students on the rules of acceptable behaviour. They are also responsible for applying proper consequences when a student's behaviour is inappropriate.

PARENTS are responsible for reviewing the rules of appropriate behaviour with their own child/children. They are responsible too, for supporting and cooperating with the school in applying consequences which result from inappropriate behaviour.

STUDENTS are responsible for their own actions. Once instructed by their teachers and parents regarding appropriate behaviour at school, they are responsible for the decisions they make. When a student decides to ignore school behaviour rules, he/she must accept the consequences of his/her actions. Failure to acknowledge responsibility for one's actions or to accept the consequences for them is regarded as "opposition to authority" and can result in suspension and/or behaviour probation.

ADMINISTRATORS are responsible for setting-up and supervising the implementation of the Code of Conduct and for establishing a hierarchy of consequences and clear steps for students sent to the office for disciplinary reasons.

Positive Reward/Behaviour Plan

Houses – Each student will be placed into a house. Points will be awarded by the homeroom teachers to the students based on academics and behaviour. The homeroom teachers will all have a chart posted to keep track of the points of each student. Each week the points will be collected and tallied. The houses will be used for large school activities such as sports day. At the end of the year the house with the most points are the school's house champions. Their house name will be placed on a trophy that remains in the school to be won by a new house the next year.

Golden Rules and Golden Time – Each classroom will have the golden rules posted in the classroom. The rules will be made up with guidance by the students. They will be basic rules such as no hitting, be respectful, tell the truth, etc. At the end of the week if the students have followed the rules they will be given golden time (Thursday last period or half a period with the home room teacher). The students will agree on an indoor or outdoor activity and get the time to play. They may bring toys and games to school on that day that the teacher has agreed to. Any student that has not been following the golden rules may be removed from golden time or have some time taken away from golden time. The class as a whole can also lose golden time if they are not following the golden rules.

Other methods of positive rewards may include:

- Academic Certificates – Certificates will be given to students who have excelled in their academic achievements.
- School Certificates – Certificates will be given to students who have perfect attendance in a term and for the whole year. Character Education certificates are also awarded to students who exemplify positive character traits.
- Classroom Certificates – Each teacher will have classroom certificates to hand out to the students for outstanding behaviour, academics or achievements. Examples include spelling, reading, improved behaviour, perfect test, helpful.

Behaviour/Consequence Plan

If a student chooses to make inappropriate behaviour choices, the student should be warned. If the behaviour is repeated and/or the warning has not changed the student's inappropriate behaviour, there will be a consequence.

Older children may be asked to write an incident report describing the details of the incident. The purpose of this communication is to have the teacher remind the student of the possible effects of the inappropriate behaviour choices. It also serves as an intervention strategy to deter a behaviour concern from continuing.

Isolated Level 1 behaviours will be handled by the staff that have identified the behaviour. The parents will be contacted if the school sees a need to do so. If the problem becomes an issue, it will be dealt with as a Level 2. However, if the student's behaviour is viewed as harmful to the physical well-being of that student, other students, and/or the school, then the student is sent to the office. All Level 2 behaviours should be immediately referred to the homeroom teacher and the principal's office who in turn informs the parents of the child committing the offence and the parents of the other children involved.

<p>Level 1 Minor Offences Include</p> <ul style="list-style-type: none"> ▪ Being late to class ▪ Any low-level disruptive behaviour in the classroom ▪ Inappropriate behaviour anywhere on school grounds ▪ Eating in class (except during snack times) ▪ Chewing gum in class ▪ Playing in restrooms ▪ Littering ▪ Found in off-limit places ▪ Spitting 	<p>Level 1 Minor Offence Consequences</p> <ul style="list-style-type: none"> ▪ Student warning ▪ Loss of recess ▪ Send back to the starting point to walk ▪ Parent contact ▪ Time out ▪ Classroom discipline programme ▪ Verbal/written apology
<p>Level 2 Major Offences Include</p> <ul style="list-style-type: none"> ▪ Repeated minor offences ▪ Opposition to authority ▪ Lying, violation of testing policies and plagiarism ▪ Skipping classes or whole school days ▪ Fighting or physical violence of any kind ▪ Possession or use of weapons, cigarettes, alcohol, or drugs ▪ Abusive/inappropriate language ▪ Destroying or damaging the property of others/school ▪ Harassment/intimidation, bullying (including cyber bullying), threatening of peers ▪ Theft ▪ Any and all disrespect of Heritage staff or students 	<p>Level 2 Major Offence Consequences</p> <ul style="list-style-type: none"> ▪ Conference with Principals ▪ Verbal/written apology ▪ Loss of recess ▪ Detention, Office Detention ▪ Parent contact by teacher or administration ▪ In-school or out of school suspension ▪ Loss of field trip privileges ▪ Loss of award activities ▪ Student behaviour contract ▪ Indefinite expulsion from school ▪ Loss of Marks or a zero for assignments, tests, exam, etc

Cyberbullying

The increase of technology use and access has led to many instances of cyberbullying. Students and parents should note that the school may impose consequences on students engaging in cyber bullying activities outside of school hours when it impacts students at school.

All parents are encouraged to remove devices from their children at night to allow for a full restful sleep and to monitor all activities with technology (live gaming, phones, computers, etc).

IMPORTANT NOTE

When a student fails to correct behaviour and continues to make inappropriate choices, he/she moves up the list of “consequences” in either Level 1 or Level 2 offences. It is the goal of the “Code of Conduct” to have all students make appropriate choices in their behaviours and in so doing “maximize” the learning for all students. Any student who continually makes inappropriate choices and reaches the point of “suspensions” must realize that if an improvement is not achieved expulsion from Heritage International School is the final consequence.

Health Care

In order to provide a healthy and safe environment which encourages our children's development, our school doctor, is available at all times supervising the health and well-being of our children, including:

- General routine checks of hair and nails
- Dental hygiene
- Screening of vision and hearing
- Supervision of obligatory vaccinations
- Monitoring the normal growth and development
- Monitoring students with special medical conditions or undergoing special therapy dealing with any accidents or injury.

The school doctor is the staff member that any parent should call regarding health concerns for your children.

Heritage Cafeteria

The caterers at the Heritage Cafeteria serve healthy lunches and snacks for our grade 3 to 12 students only. The grade 1 and 2 students are not allowed to bring money to order food, as problems have occurred in the past with younger students losing money or ordering inappropriate snacks instead of wholesome lunches.

All students are encouraged to bring to school healthy snacks and lunches which DO NOT include chocolate, fizzy drinks or chips. These are not allowed at any time at school.

The school has water coolers on each floor with a filter attached to each of them to provide clean cold water to our students. Each student is encouraged to get his/her own reusable water bottle.

During the pandemic the cafeteria is closed and only water and juice is available for purchase.

Lost and Found

We encourage that all personal belongings be labelled with the student's name. To minimize loss, all items of clothing, PE clothes and school supplies should be labelled with the student's name. "Lost and found" boxes are provided for any student property found on campus or in school buses. If your son or daughter loses personal belongings that are labelled with their name properly, they should be returned by school staff. If items are lost without "name labels" the item will be placed in the "lost and found" boxes for your retrieval.

Please Note: The school is not responsible for any money or electronics that are brought to the school. All students are urged to place a lock on their locker and be mindful of their belongings.

Parent Concerns

Parents who have any concerns over the material being taught in the classrooms or student behaviours within classrooms are asked to address their concern by first contacting the classroom teacher through the Engage, MS Teams or contacting the school to arrange a meeting over the phone or in person. If parents are not satisfied with the manner in which the concern is dealt with by the teacher, they are then advised to contact the correct level Associate Principal. For other non-academic concerns, parents are required to go through the following channels:

- Bus concerns → Administration and transportation office
- Health concerns → School clinic
- Registration → Registrar office
- School uniforms → Uniform shop in nursery building
- School uniforms concern → Administration office
- Marketing and events → Marketing office

Parent Responsibilities

- **To contact the teacher first and directly if they have any concerns**
- To encourage children to arrive at school with a positive attitude
- To ensure that children attend school regularly, punctually and in the proper school uniform
- To inform school staff of any special circumstances that may affect pupil's progress and behaviour
- To work with the school staff to foster self-discipline and respect
- To encourage children to achieve the best of their abilities
- To attend school events and meetings, and to be available for necessary discussions regarding their child's progress and behaviour
- To make sure that the student does not misuse any electronic devices such as cell phones in school
- To work to ensure their children follow the school's code of conduct and to support and partner with the school in regards to consequences when they do not

School Policy Regarding Responsible Use of Technology

Introduction

Cell phones, laptops and other forms of digital technology are here to stay. As educators, we cannot, and should not, attempt to deny their central importance or occasional annoyance. We, as educators, should come to realize what these technologies represent in our lives and in the lives of our students. Heritage International School deems it necessary to teach and enforce responsible use of technology at the school.

The focus of the **Responsible Use of Technology** policy is exactly that: to use technology in a way that enhances the learning of our students.

We have three areas of focus with respect to this policy:

1. Guiding the use of technology in our classrooms so that it is responsible, effective, and safe.
2. Empowering teachers in their role as guides, mentors, and ultimately educators, to utilize technology in ways that satisfy the stated learning goals they have set forth.
3. Teach students how, when, and why technology can be used to enhance their learning.

Stated as simply as possible, our school technology policy will be the following:

Use of personal digital technologies will be permitted at Heritage International School under the guidance, direction, and at the discretion of the classroom teacher. The teacher and/or administrator have full authority to withdraw the use of technology if misuse of the technology occurs.

What will not be permitted under this policy:

1. Unauthorized use of personal digital technologies outside of the classroom (hallways, schoolyard, bathrooms, etc...).
2. Unauthorized filming, recording or capturing images on school grounds, of school images, school property, or members of the school community.
3. Non-academic uses of these technologies, at any time, whether in class or during break.

Responsible Use of Technology Guidelines

Current technology is configured such that information, documents, videos and pictures, are easily accessed, communicated and transferred. Heritage International School offers students access to technologies and internet access that may include electronic mail and equipment, such as computers, multimedia hardware, video cameras and cameras.

With access to these technologies comes the availability of materials that may not be considered appropriate in the classroom, in addition to the ability to make personal information widely available. On a global network, it is nearly impossible to control all materials available. Ultimately, the school staff, parents, and guardians of minors are responsible for setting and conveying the standards that students should follow when using these technology resources.

Heritage International School imposes certain requirements of students using these technologies to ensure student safety, and the continued use of technology resources. Students are to adhere to the following guidelines:

No Unacceptable use of the Internet that violates the Responsible Use of Technology Policy at Heritage International School includes:

- No access by minors to inappropriate materials on the Internet, including pornography, nudity, obscenity, profanity, spreading hate speech, acts of violence and/or virus activity.
- No endangering the safety and security of minors through the use of electronic mail, chat rooms, and other forms of direct electronic communications
- No unauthorized access of systems, including so-called 'hacking', and other unlawful activities online.
- No unauthorized disclosure, use, and distribution of personal information.
- No unauthorized dissemination of photographs, video or threats against other students, or staff.
- No use of the internet for the purpose of plagiarizing materials or the violation of copyright laws.
- No participation in Cyber Bullying – Please note that cyber bullying, even outside school hours, affects the social and personal well-being of students and may result in consequences, as per the school's 'Behaviour/Consequence Plan'.

Any student deemed to be using technology between 8:00AM and 3:00PM without meeting the guidelines of responsible use will have those devices confiscated by Heritage School staff members.

Minor Consequences

- Upon a first recorded offence, the student will have their device confiscated and returned to them at the end of that school day.
- Upon the second recorded offence, the student will have their device confiscated for one week (7 days) and it shall be returned only through a meeting with a school administrator.
- Any recorded offence with any device which goes beyond the initial two warnings will result in that device being confiscated by Heritage International School until the end of the school year in June. If such circumstance occurs, the device will be returned only to the student's parents through a meeting with Heritage administrators.

Heritage International School will strictly enforce this policy for the benefit of its community. Any student who refuses to surrender their phone/device when asked to by a staff member will be referred to administration for further disciplinary action.

Major Consequences

- Students will risk losing their technology privileges if they are found to be misusing the technology. This includes, but is not limited to, taking inappropriate photos, videos, sending messages, or any form of cyber-bullying. Students caught participating in these, or other inappropriate activities, risk the most severe consequence that can be administered according to the school's 'Behaviour/Consequence Plan' found in the Parent Handbook, in addition to the consequences listed in the 'Minor Consequences' section detailed above.

School Materials Required

Generally, students will be asked to provide items such as notebooks, pencils, erasers and crayons and other items in the supply list. However, certain items have to be with the student everyday and in most classes:

- A bottle of water clearly labeled with the student's name on it
- Art Supply Kit (Grade 1 – 8)
- A ruler
- A calculator
- A protractor
- Pens (Blue, Red and Black)
- An eraser
- A sharpener
- A glue stick
- A packet of coloured pencils
- A clearly labeled pencil case
- 3 or 4 good quality HB pencils

Junior Kindergarten (JK) and Senior Kindergarten (SK)

Most items are supplied by the school, but the teacher will notify parents of other required materials on the first day of school.

Grades 1 to 12

A supply list will be placed online, the students are expected to have all items with them on the first day of classes. Please note that the Grade 7 to 12 students will have binder packages prepared for the first day of classes. All students are asked to bring in money on the first day of class to pay for the packages.

Pandemic Supply Procedures

During the pandemic, there will be no binder packages provided and students are not allowed to share supplies. More supplies may be requested by teachers as a result.

The Canadian Koshk

The Canadian Koshk is the school store that is run by the students for the students. The Canadian Koshk is an extension of the Business Education program that is run and managed by the Business Education students. Students and parents are able to pick up Heritage Gear, stationery and classroom supplies, as well as make use of the print station. In order to use the print station, students need to pick up a print card that is available at the store for 25 LE. Students then use the card as needed for their printing requirements. Currently, the koshk print station offers printing in black and white, colour printing, scanning and photo copying services. Students can also email their documents to koshk@heritageinternationalschool.com for printing and pick up. At present, the store is open daily from 8-8:15 AM, 9:50-10:05 AM, and 12:05-12:25 (Secondary Students only).

School Uniform and Uniform Policy

We expect our students to wear the school uniform, maintaining a modest, neat and clean appearance at all times. We would appreciate it if parents make sure that their child is dressed properly. The school uniform must be worn for all school activities including those taking place on field trips. All students wearing the uniform of Heritage International School in public are expected to be excellent ambassadors of the school. Dyed hair, body piercing and the use of facial make-up is prohibited. Any student who, upon entering the School's campus, is deemed to be out of uniform will be asked to call their parents to inform them of the situation. Repeat offences will be dealt with accordingly.

Class Uniform

The Class Uniform consists of three parts: the top, the bottom, and shoes.

Acceptable **top** options are:

- Option 1 – a white polo t-shirt with the school logo on it
- Option 2 – a red polo with short or long sleeves with the school logo on it
- Option 3 – one of the school's polo shirts with a red sweater with the school logo on it
- Option 4 – one of the school's polo shirts with a blue sweater with the school logo on it
- Option 5 – one of the school's polo shirts with a red hooded sweatshirt with the school logo on it

The hooded sweatshirt is available with and without a zipper.

Students registered in grades 11 and 12 will also be allowed to wear the appropriate junior grade 11 or senior 12 polo shirt which can be acquired at the school's uniform room.

Acceptable **bottom** options are:

- Option 1 – long navy blue dress pants
- Option 2 – navy blue dress shorts that reach the knees
- Option 3 – school purchased sweatpants with school logo

Acceptable **shoe** options are:

- Option 1 – runners (runners cannot contain wheels of any form of spikes)
- Option 2 – black dress shoes

Please Note: Students are expected to be clean shaven at school.

Physical Education Uniform

All students in grades 7 to 12 must change for physical education. Students must wear tops and bottoms that are appropriate for physical activity and the school environment. Shorts or sweatpants, a white PE t-shirt and a house t-shirts are available in the school store for PE. Running shoes with no spikes are the only acceptable shoes for Physical Education.

Note: any items not listed are not permitted for school uniforms.

Consequences for Violating the Uniform Policy

Consequences will occur as follows:

Out of Uniform - Upon first offense students will be asked to come to school in the appropriate uniform. Students who fail to come in the proper uniform may be sent to purchase the appropriate clothing or sent home until they comply with the school's uniform policy.

Student Life – Policies and Regulations

Heritage International School exists to create opportunities and challenges for all students to develop and broaden their intellectual and personal horizons. This will occur as students engage with a wide range of people: faculty, fellow students, administrators, and other persons associated with the school, whose own horizons are far-reaching.

The school community of faculty, students, administrators, and parents strives to act in ways that promote personal integrity, kindness, concern for the well-being of others, idealism, and generosity of spirit. Few experiences equal the promise of a Heritage International education in promoting and realizing these qualities of character.

Students are explicitly encouraged to look beyond the specific rules and regulations of the school in order to seek additional ways to build the school community. These include the cultivation of lasting friendships and mentor relationships with faculty, lasting friendships with fellow students, high academic and extracurricular achievements, and unfailing support for the efforts and achievements of others.

Policy for Organized Event – Rules and Consequences

This policy applies to any event that is organized and supervised by staff at Heritage International School. It includes but is not limited to:

- School dances
- Prom
- Karaoke nights
- Talent Show

Rules

- All tickets must be purchased in advance. There will be no tickets sold on the day of the event.
- You must have a ticket to attend a Heritage International School event.
- The names of the people attending are required for school dances and prom
- Drugs and alcohol are not permitted at a Heritage International School event
- Smoking is not permitted
- Supervisors must be obeyed immediately
- Students are responsible for their guests
- Parents are responsible for arranging transportation to and from the event at the appropriate time

Consequences

- Anyone who does not have a ticket will be asked to leave the event. If they don't leave immediately parents will be called and will be asked to pick up the student.
- Any person who is not listed as having a ticket will be asked to leave the event.
- Anyone caught with drugs or alcohol will have their parents called to pick them up and will be subject to the major consequences listed in the parent handbook which could include expulsion from Heritage International School. The student will be banned from all future Heritage International School events.
- Any student caught smoking will have the smoking paraphernalia taken away and be asked to leave the dance.
- Disobeying supervisors at Heritage International School will result in the participant being asked to leave the event. They may be subject to further consequences through the parent handbook as well as being banned from future events.
- Guests of students who are caught breaking any of the rules will be asked to leave along with the Heritage International School student who purchased the ticket for them and the other guests that came with the student. The individual violating the rules will be banned from all future events.

Unsanctioned Events

All events that are approved and recognized by Heritage International School are listed on the school's calendar and/or parents receive official communication from the school about. Common examples of unsanctioned events are: Senior Skip Day, Senior Prom and Senior Trips not organized by the school.

University Application Process

Heritage International School will assist in the following for graduation and the university application process:

- Informing parents and students of major requirements for university. This includes where information can be found and general knowledge about how to apply and when to apply. This is done through informational seminar that is announced to the parents by a letter sent home with the students.
- Informing students and parents of general or common high school requirements for university faculties. This will be done in the credit selection process for next year completed in the spring.
- Review student credits on a regular basis. This is done by the secondary team at several points during the school year and reviewed with parents and students at course selection time.
- Will review university applications. This includes helping edit and checking to help ensure all questions on the application have been answered.
- Informational letters will be sent to students and parents on university requirements, credit selection and university applications.

Heritage International School will also mail or email Heritage grade 9 to 12 mark statements to universities that will not accept student submissions of the marks. In order to do this students and parents must note that the school will require a one week advance notice in writing of the university the marks are needed for, the mailing address and the contact. The fees associated with mailing must be paid for by the student/parent.

Heritage International School is not responsible for following in regards to the graduation and application process:

- Creating application accounts for students
- Downloading application forms to be filled. Please note many are now only available online.
- Cannot register students for SAT, TOFEL, or ILETS exams
- Each university has their own application deadlines and it is the responsibility of the student to ensure they are applying by the deadline for the universities of their choosing.

Students must take personal responsibility for the following:

- Checking each university they want to apply to for their deadlines and requirements.
- Ensuring they give their reference choices sufficient time to write letters of references for them. (Minimum 1 week)
- Ensuring they have received a confirmation from the universities that their applications have been received and emailing universities that they have not heard from to ensure that everything is correct and received.
- Ensure they pick up letters to take home about the university process if they are absent.

Please note that assistance is given and is available throughout the school and questions are welcome but many of the applications require personal information and follow through by the applicant. If advice is needed on the next steps or reaching out to universities the secondary team is always available.

All tests, applications and documents should be submitted by the Winter Holidays of their Grade 12 year. Anything later then that could result in deadlines being missed and applicants being placed on wait lists. Grade 12 Marks Statements will not be available until the completion of Semester 1. Grade 11 Marks Statements for Graduating students are available at the start of the Academic Year.

Communication with School

Our school is well equipped to communicate with parents, guardians and the community at large and uses such methods as Engage, MS Teams and Heritage Post. The student planner in elementary and Engage is used by the teacher to write items of importance to parents, often on a daily basis. Correspondingly, parents are advised to check this planner to ensure open and frequent dialogue between home and school.

Supporting school staff is essential to maintaining a respectful and safe learning environment. **If parents have any concerns, they should discuss them with their respective class room teacher first.** If the issue cannot be resolved mutually, then the next step would be to contact the respective school vice principal. It is vital that parents and guardians be respectful and courteous with teachers at all times given that they are qualified professionals.

When issues do arise from time to time, please feel free to make an appointment with the teacher by way of the planner, e-mail or telephone. During instruction time, arrival time and dismissal time are not appropriate times to discuss concerns since they interrupt the learning process.

For security reasons and to maintain our learning environment, all visitors must go directly to the security table and then to reception after receiving their visitor tag from security. This is for even the most basic reasons such as dropping off a lunch or leaving a message for a student. Since mobile phone use nor any of its functions is permitted at any time during school time by students, this protocol is the most effective way to communicate with the school. The school will be glad to communicate a message to your child or your child's teacher. At no time should a parent go directly to the class room during school time that is between 8:00 a.m. to 3:15 p.m. Failure to comply with the School's visitation policies can result in loss of access to the campus.

In order to maintain positive home and school relationships, please be aware of what you say about staff to your children or to other parents. All parties to private communication should keep such matters confidential so as to maintain and enhance an already positive learning environment which currently exists within the school.

Parents are encouraged to check the school website and Engage weekly for events and classroom instruction. You are also encouraged to ensure the school has your proper e-mail addresses for teachers to communicate with you, and for the school to send out special messages to parents.

RESPONSIBLE USE OF TECHNOLOGY CONTRACT FOR HERITAGE INTERNATIONAL SCHOOL

Student Name: _____ Grade: _____

'Heritage International School Responsible Use of Technology Contract' is to be signed by all parents/guardians of students in Junior Kindergarten to Grade 12. Students in Grades 4 to 12 will also be required to sign the contract. Please note that the policy applies to all members regardless of whether the form has been signed or not.

Access to technology is a privilege, not a right. Therefore, based upon the Responsible Use of Technology Guidelines outlined in this document, the system administrator and/or staff will deem what is inappropriate use, and their decision is final.

Students at Heritage International School are expected to abide by the **Responsible Use of Technology** etiquette/behaviours as outlined below:

- No unauthorized use of personal digital technologies outside the classroom (hallways, school yard, bathrooms, etc...).
- No unauthorized filming, recording or capturing images on school grounds, of school images, school property, or members of the school community.
- No non-academic uses of technology, at any time, whether in class, during lunch, or during recess breaks.
- No access by minors to inappropriate materials on the Internet, including pornography, nudity, obscenity, profanity, spreading hate speech, acts of violence and/or virus activity.
- No endangering the safety and security of minors through the use of electronic mail, chat rooms, and other forms of direct electronic communications.
- No participation in the unauthorized access of systems, including so-called 'hacking', and other unlawful activities online.
- Do not reveal personal information about yourself or other students.
- No participation in the unauthorized disclosure, use, and dissemination of personal information.
- No participation in the unauthorized distribution of photographs, video or threats against other students, or staff.
- No participation in Cyber Bullying – Please note that cyber bullying, even outside school hours, affects the social and personal well-being of students and may result in consequences, as per the school's 'Behaviour/Consequence Plan'.
- No participation in malicious attempts of vandalism to harm or destroy data or equipment, such acts will not be tolerated.
- No participation in the downloading or uploading of any kind of data. This requires prior approval.
- The participation in/playing of digital games is strictly prohibited.
- No downloading or copying documents, or parts of documents, without citation of sources as considered plagiarism/academic dishonesty and will not be tolerated.
- No removal of the School's technology from the classroom without express permission.
- Computers provided at the school are not to be used for permanent storage. As a result, students are required to bring their own USB, which they are responsible for, to contain files or documents required for classes.
- The use of personal e-mails, messaging systems, personal web-sites, or communication sites, such as Facebook, are considered 'not appropriate' and can result in the loss of computer usage.

Violation of any of the above-mentioned rules and responsibilities will result in a loss of access and may result in other disciplinary or legal actions.

As a parent/guardian of the student signing below, I grant permission for my child to have access to the technologies outlined in this document. I have also read and agree to the 'Use Procedure' outlined in this document and I understand that in the event my child damages or misuses technology, I, the parent/guardian, may be held responsible. I understand the expected 'Responsible Use of Technology' behaviours outlined in this document. I agree to accept responsibility for guiding my child and conveying to him/her appropriate standards for selecting, sharing, and/or exploring information and media.

Students in Grades 4 – 12 please sign below:

I, _____ agree to the above rules and the regulations outlined in the Responsible Use of Technology Contract in the Parent Handbook.

Student Signature: _____ Date: _____

Parent/Guardian please sign below:

Parent/Guardian Signature: _____ Date: _____

HERITAGE INTERNATIONAL SCHOOL PARENT FEEDBACK REPORT

For any suggestions, concerns or positive comments about the school please complete this "Parent Feedback Report," leave it with the school receptionist, and she will forward it to the proper school staff. The report should address educational and/or organizational issues.

Student Name: _____

Name of parent presenting the issue: _____

Grade: _____

Reason for suggestions, concerns or comments:

Required Follow up:	YES	NO
Appointment	<input type="checkbox"/>	<input type="checkbox"/>
Phone call at _____	<input type="checkbox"/>	<input type="checkbox"/>

Conclusion:

Date: ___ / ___ / _____ Parent Signature _____

Received by: _____ Signature _____