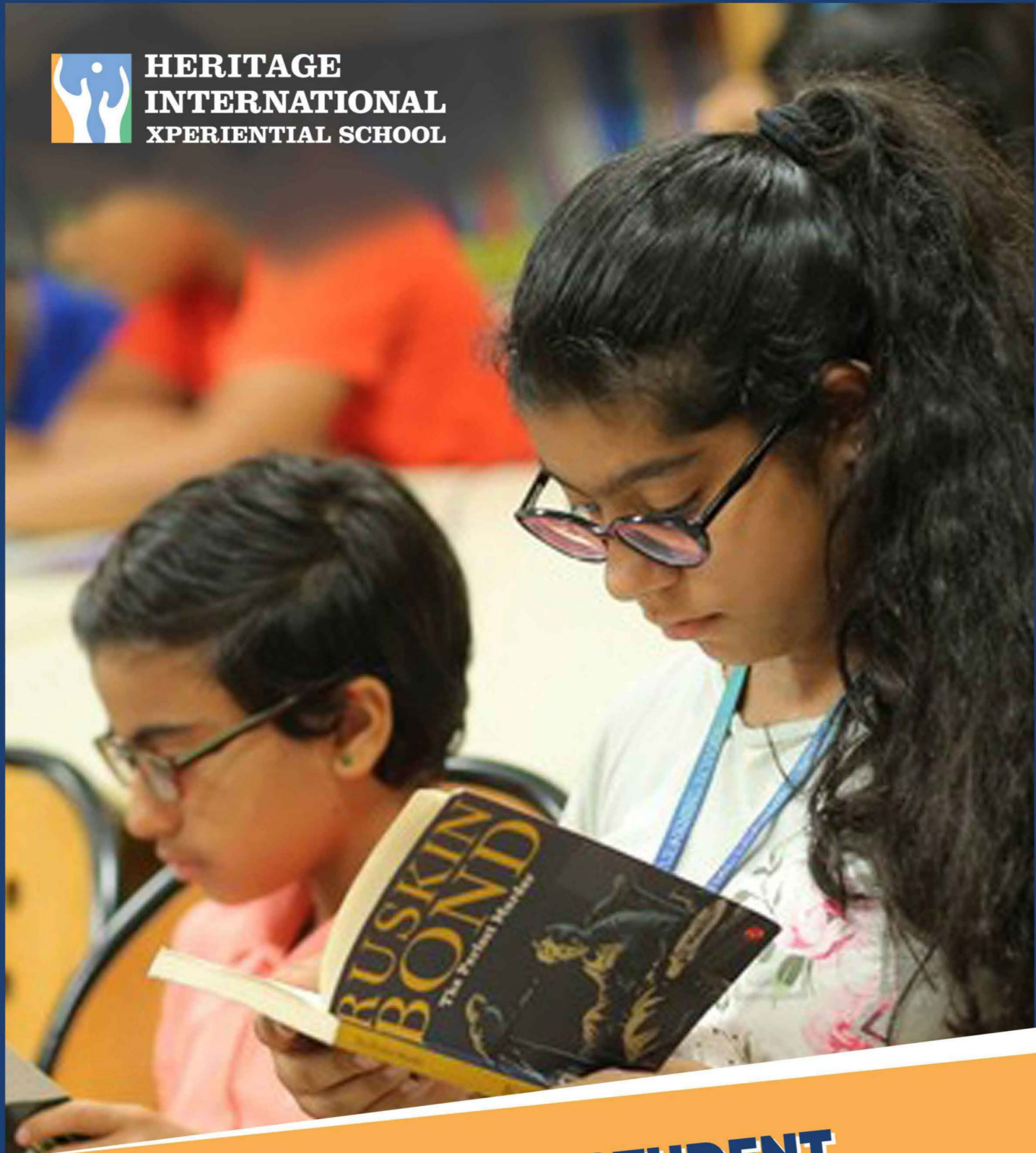




**HERITAGE
INTERNATIONAL
XPERIENTIAL SCHOOL**



PARENTS AND STUDENT HANDBOOK

"This Parent and Student Handbook is an evolving document and will be amended from time to time. All changes to the handbook will be up to date on the HIXS website version. Please refer to it whenever you have a question since its contents will be binding on all parents and guardians."

SCHOOL INFORMATION

The school reception desk is open during office hours (7:35 am to 4:30 pm)

Telephone : +91124 2859200
Email : is@hixs.org
Website : <https://www.hixs.org>
<https://www.hxls.org>

KEY CONTACTS TO REACH OFFICES:

Director's office	: director@hixs.org
Primary School related queries	: pyp@hixs.org
Middle School related queries	: mp@hixs.org
Senior School related queries	: sp@hixs.org
Transport related queries	: transport@hixs.org
University Counsellor	: college.counselling@ggn.hxls.org
Accounts	: accounts@hixs.org

NOTE:

- Meeting with Teachers, Programme Leaders and Director with Prior Appointment

OUR VISION

"A Learning community where each is free to be and grow towards the realisation of their highest human potential through harmonious integration of spirit, heart, mind and body"

Our Heritage Sankalpa, is a vision for the whole of our community. It is one towards which all of us - students, families, teachers and leaders individually and together strive. Our commitment is to realise our vision: "A **Learning community** where each is **free to be** and **grow** towards the realisation of their highest human potential through harmonious integration of spirit, heart, mind and body"

HIXS is **deliberately** an Indian international school which cherishes our Indian heritage whilst embracing our student's identity as a global citizen. Our task is to prepare our students become future ready - whether in India or elsewhere in the world. Their challenge is to help shape a better future for all of us. Ultimately, we have a single duty: To help grow good human beings!



INTERNATIONAL DIMENSION

As an Indian international school, we celebrate our duality. The Heritage Dharmas, the values by which we live, whilst borne out of our heritage are fundamental to value systems across the globe.

We are an inclusive school and we endeavour in the learning and lives of our students, to celebrate their diversity.

An expeditionary school we are committed to the educational ideas of German educator Kurt Hahn, the founder of Outward Bound. This incorporates the development of deeper learning skills that have been identified as essential for school, work and life.

A MESSAGE TO STUDENTS

Dear Students,

This slim volume is written with you in mind. You should refer to it when you have a question about how or why we do things a certain way at the Heritage Schools. It is not a “rule book,” but rather a set of principles and guidelines that create a common understanding of how a learning community works—through self-discipline, mutual respect and conscious choice to participate as partners for the common good.

Though most of our policies remain the same from year to year, some get updated to reflect new mandates from the International Baccalaureate. In some cases, we have updated our policies to reflect student input or changing perspectives. Some sections that were not so relevant in the past will become more important to you as you get more involved in activities or leadership opportunities, or as you explore the facilities and resources that are constantly being expanded and upgraded to support your learning environment.

Please read this book carefully, with the understanding that it is meant to be a tool for you to ensure your success at this school, and to help you to avoid the pitfalls that might undermine that success.

A MESSAGE TO PARENTS

Dear Parents,

This newly updated parent-student handbook outlines the major policies and procedures that have been designed to ensure that we can work together as a team to fulfil our primary vision for the school, which we know you share.

Some of these policies are old and familiar and originate from this community; others are new or revised and owe their inspiration from other schools and organisations that are partners in delivering educational excellence around the globe, including our new affiliation with the International Baccalaureate. We have done our best to acknowledge these partners along the way.

We hope that you receive this handbook in the spirit in which it was designed—not as the sum total of what we are, but as a platform from which to continue to grow and evolve as a learning community. We expect that the document will change and expand—and that our students and parents will take an active part in shaping and refining these shared agreements as our dynamics change and our Programmes expand. Please read it carefully.

The Heritage community will provide the space to be, learn and grow to all its members. It will strive to nurture the freedom of choice in learning and doing, without in any way compromising the rigour and discipline of learning.

FREEDOM TO BE, LEARN AND GROW

We will commit to practise and foster a state of attentiveness to all our thoughts and actions. Attentiveness involves giving ourselves completely to the present moment and silencing our insecurities, fears and unwanted thoughts. Attentiveness is the first step towards selfless love and compassion.

ATTENTIVENESS

The Heritage community will always respect what one is and can become.

We will endeavour to instil respect for the work we do, the people we engage with, the things we use, and the environment we live in. Above all, we will foster and strengthen a sense of respect for oneself.

RESPECT

THE DHARMIC PRINCIPLES : OUR VALUES

EXCELLENCE

We will do the utmost to nurture a culture and habit of excellence and actively encourage high standards of character, behaviour and action.

We will equally discourage mediocrity, carelessness and negligence in thought, word and action.

INCLUSION

The Heritage community will encourage the principle of inclusion which will ensure fair opportunity and equal attention to all those who come to Heritage, without any discrimination whatsoever.

AUTHENTICITY

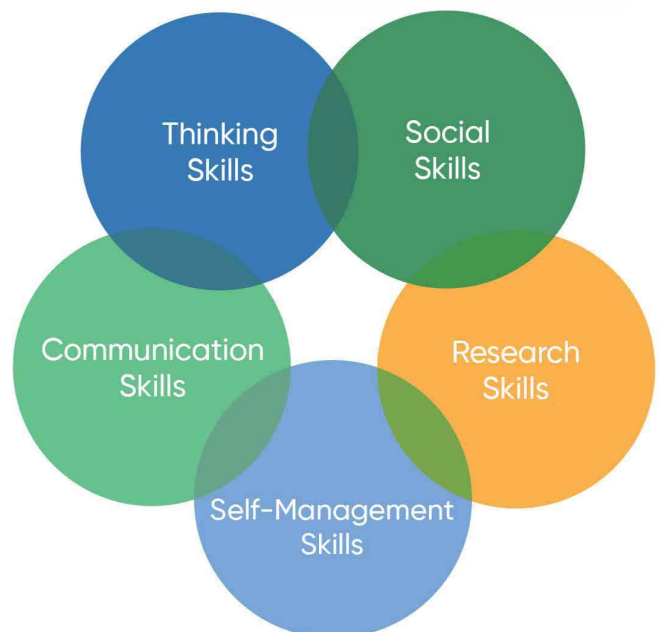
The school will encourage and enable in thought, word and deed, authenticity of being and transparency, and by implication discourage all acts of hypocrisy, pretension and double standards.

LEARNER PROFILE



**IB - PYP
LEARNER PROFILE**

ALT SKILLS



INTERNATIONAL CURRICULUM

The Heritage International Xperiential Learning School offers the students the PYP, the Lower Cambridge, IGCSE and the International Baccalaureate Diploma programme.

THE INTERNATIONAL BACCALAUREATE CURRICULUM

The International Baccalaureate (IB) was founded in 1968 as a non-profit educational foundation in Geneva, Switzerland. Today, there are 6,311 IB programs being offered worldwide across 4,786 schools.

The IB curriculum is flexible and teaches students using a global approach. Students are required to be holistic through participating in different extracurricular activities that involve physical, creative, and humanitarian work, and do projects and assignments on a topic of their own choice. There is an emphasis on independence for IB students, and teachers constantly challenge students to learn a wide variety of subjects.



THE PRIMARY YEARS (PYP)

For the early years to Grade 5, IB focuses on six themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet. Students are moulded to become inquirers and take responsibility for their own learning. The PYP trans-disciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond.

The PYP focuses on the students' academic, social and emotional wellbeing and works on international mindedness and developing positive personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning. The program incorporates local and global issues into the curriculum to consider the six related trans-disciplinary themes and to consider the links between them.



THE CAMBRIDGE CURRICULUM

Cambridge International Examinations (CIE) is an arm of Cambridge University in the United Kingdom. The Cambridge Curriculum offers programmes at all levels and is offered in 10,000 schools around the world. Cambridge International Examinations (CIE) are a provider of international qualifications, offering examinations and qualifications in more than 160 countries.

Grade 6 to 8 - The HIXS offers the Cambridge Lower Secondary in its Middle Years Programme.

Grade 9 and 10 - The School offers the International General Certificate of Secondary Education (IGCSE) qualification in these grades.

THE IB DP CURRICULUM

Grade 11 and 12 - In Grades 11 and 12, HIXS offers the International Baccalaureate two-year Diploma Programme. High schoolers complete courses from six subject groups, three at higher level and three at standard, which must include Mathematics, a Science, English and at least one foreign language. Students must also complete a 4,000-word Extended Essay on any topic. The Creativity Action Service component, requires engagement in the arts, physical education and community service, and studying Theory of Knowledge, tests students on different types of knowledge through an exhibition and a 1,600-word essay.

U.N. SUSTAINABLE GOALS

The Sustainable Development Goals, also known as the Global goals were adopted by all United Nations member states in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by the year 2030. The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, disruption of peace and injustice. The 17 goals are all interconnected. Guided by the goals, it is now up to each one of us, governments, business houses, civil society and the general public to work together to ensure that no one is left behind. The Heritage International Xperiential School ensures that each member of its community does his or her best towards achieving these goals and all school projects are centred around these. While they are embedded in the curriculum, the students also lead various clubs and individual as well as group projects to address these issues as part of their outreach and CAS programme.



ENERGY CONSERVATION: BEING A GREEN SCHOOL

At the heart of the Green School ethos is the idea that the school environment cannot be separated from the academic agenda. The term green school encompasses environmentally sound architecture and building materials, a heightened sense of ecological awareness both in the school and classroom, energy and water conservation and most importantly, the focus on Reuse, Reduce and Recycle. This is crucial in providing a healthy learning environment to our students. Given the fact that this is prioritised in the school and is a way of life for the faculty and students, Heritage Gurgaon has been recognized as a Green School.

A Safe space for our community

We have shown our commitment to community wellbeing and improved student health by improving the indoor air quality level through exclusion of toxic materials and improved ventilation through highly specialised technology.

AQI levels are monitored regularly to ensure that it is safe for our students and staff. Increased attendance translates to increased productivity and enhanced student performance.

The following is a list of energy conservation measures advocated by the school. This is not an exhaustive list and all stakeholders need to work towards ensuring that our environment remains healthy and sustainable.

- When leaving an office or classroom, we turn off the lights
- When air conditioning systems are operating, we do not leave doors or windows open
- We have installed energy management systems and time clocks are used to control various pieces of building equipment, including computers
- We have installed energy-saving interior and exterior lighting wherever possible, with sensors and timers to minimize power use without compromising safety
- Central air conditioning units are set at about 27 degrees
- We conserve and recycle water
- We report inoperative air conditioning or leaky faucets immediately.
- We urge parents and staff to consider carpooling or other energy-saving practices

Environmental education is critical to a green school initiative and the students are involved in hands-on projects to develop strong civic skills and environmental leadership.

ACADEMIC RIGOUR AND EXCELLENCE

Education at Heritage International Xperiential School provides academic rigour that enables students to be stretched, challenged and engaged. Students are supported to excel both academically and in their personal growth. We follow the PYP curriculum at the Primary level; the Cambridge programme in the Middle Years; the IGCSE at Grades 9 and 10 and the IBDP in Grades 11 and 12 to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. On the basis of the education philosophy laid down by IB and Cambridge, we aspire to develop a rigorous, high quality programme of international education.

The programme focuses on :

- The learner and is student centred
- Nurturing character which responds to challenges with optimism and an open mind
- Motivating students to be confident in their own identities
- Preparing lifelong learners to apply what is learnt in the classroom into the real world
- Developing effective approaches to teaching and learning
- Working within global and international contexts
- Exploring significant content through a curriculum that is broad and balanced, conceptual and connected

Our educators cultivate rigour through thinking classrooms, where rigour is a basic expectation. It is fundamental for educators to apply rigour in their planning and delivery and for a learner to strive for independent thought and a highly motivated and disciplined approach to learning. Rigour is nurtured by the educators as they set high expectations of all students. Rigorous learning environments encourage students to explore beyond their comfort zones and enable them to take informed risks as they challenge themselves. Heritage firmly believes that true academic excellence and success can only be achieved when students are driven by their own intrinsic desire to learn. This happens when students find meaning, make connections to prior knowledge within an authentic context, and discover purpose and joy in learning.

The Heritage International Xperiential School incorporates the ATL (Approaches to Teaching and Learning) as defined by the IB. ATL are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. The ATL skills include: Thinking Skills, Communication skills, Research skills, Social skills and Self-Management skills. In addition, the six approaches to teaching are based on inquiry; focused on conceptual understanding; developed in local and global contexts; focused on effective teamwork and collaboration; differentiated to meet the needs of all learners and

informed by assessment, both formative and summative.

The Primary Programme (Nursery to Grade 5) aims to create a joyous, nurturing and vibrant space that stimulates the child's curiosity and imagination as well as the instinct for exploration and inquiry. It focuses on the child's Swabhav (basic nature and instincts) to enable her to develop a strong sense of self as well as relate to and interact with her environment.

The programme facilitates the child's social, emotional and academic development to nurture the whole child. The child gains concrete hands-on experiences which link learning to the real world. Experiential learning units bring together multiple disciplines as integrated units of inquiry, free from the boundaries of isolated subjects. The literacy programme develops reading and writing skills in a workshop format, which fosters students' independence in individual reading, shared reading, word study (phonics), and guided reading -- and initiates students as authors and writers of their own ideas as early as Kindergarten. In math, through inquiry-based instruction, students build essential conceptual knowledge connected to real world problem-solving and regularly use manipulatives to develop deep understanding of mathematical concepts. Once students have solid math conceptual understanding, they will develop fluency and automaticity in each essential math skill. Science and social studies concepts and skills are embedded in our in-depth experiential 'Units of Inquiry', where students learn as real scientists, historians, journalists, authors, and other experts, and connect this learning to a real-world exploration and authentic outcomes or a product that has a purpose in the local or global world beyond their classroom walls.

In the Middle Programme, the rigour of building a strong character, developing mastery of knowledge and skills and producing high quality work is ensured through the Expeditionary Learning Pedagogy. Students take a deep dive into disciplines like Mathematics, Science, Global perspectives, English, Hindi, Modern Foreign Language and ICT. Teachers collaborate to design learning expeditions, which are interdisciplinary in nature, to organise skills and content area knowledge in the Cambridge curriculum for each subject and create a rich learning environment for students to work collaboratively in 'crews'. Learning expeditions require students to use sophisticated research methodologies, engage with the community in authentic ways, and present their high-quality products to legitimate audiences.

In the Senior Programme, the students of Grade 8 begin their transition to the IGCSE of the Cambridge Board through a well-planned and aligned vertical curriculum. While students continue with Expeditionary learning and hands-on projects in Grade 8, this year is also a preparatory year to ensure that the students are ready to take on the rigour of the IGCSE board, which is accomplished over the following two years in Grades 9 and 10. At the start of Grade 9, students are required to make choices and take 9 subjects for IGCSE board. Students begin with the IB Diploma programme in Grade 11. The International

Baccalaureate Diploma programme is a two-year educational programme which provides an internationally accepted qualification for entry into institutes of higher education and is recognised by most universities worldwide. The IBDP requires students to take 6 subjects, 3 at the Higher level and 3 at the Standard level. In addition, every student has to work on the core of the IBDP, which includes the mandatory components of Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service). The Extended Essay is a 4000 word research paper that every student has to write based on a topic of their interest.

ASSESSMENTS

In the International School, assessment is continuous, ongoing and rigorous with a focus on assessment for learning to support each and every child to achieve his/her maximum potential. We use a combination of formative and summative assessments throughout Grades Nursery to 12. Grade 8 onwards, students appear for an End of Year exam to prepare them for the examination years ahead. Students are encouraged to understand that education is about learning and not just examinations and therefore realise the importance of doing their best in all assignments, projects or presentations while doing equally well in their external examinations.

As we believe that learners are the leaders of their own learning, we conduct Student Led Family Conferences (SLFC) at the end of each term in every grade level in Primary and Middle grades. Passage Portfolio Presentations are introduced at the end of grade 7 which is pivotal transition year in the course of middle years. These processes are an integral part of our learner- engaged assessment system and their primary purpose is to engage the learner in assessing their own growth and learning. On the basis of their portfolios, learners prepare their presentations by reflecting on their work (assignments and assessments) and evaluating how it demonstrates mastery of or growth towards learning objectives and ATL skills.



ACADEMIC INTEGRITY

The ownership of one's education comes from within; one needs to own it by one's own effort, learning, thought and perseverance. It is understood that while one might refer to other people's work; passing it off as your own amounts to academic theft.

In Primary and Middle, teachers insist that students acknowledge any support that they might have taken from an individual or from a website; which needs to be cited or mentioned in the assignment. Acknowledgment of any input that the student used in their work would stand them in good stead as they would get accustomed to citing the source from which they have received support. And this is applicable for any kind of work, be it an oral presentation, a project or a written assignment

SECONDARY SCHOOL

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students, nevertheless, experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual's end result over the work (individual or collective) required to get there. The sole responsibility of academic honesty falls on the DP student, should a case of academic misconduct arise (Carroll 2012). Thus, teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically.

In their academic work, as DP students investigate and evaluate the usefulness of a greater variety of resources, and thereafter incorporate and reference them within oral and written presentations of increasingly complex formats, they are needed to demonstrate academic honesty in formal ways. This level of rigor can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging and citing any resource because it is a central feature of the constructivist, inquiry-based approach promoted in all Diploma Programmes; yet, in the DP, this requires the **explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others**—note making, citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

Understanding the seriousness of submitting plagiarized work is crucial. Students of IGCSE and IBDP are penalized severely and even given a 'N' grade (No Grade), if the submitted piece is plagiarized.

The software Turnitin is used to determine the percentage of plagiarism in an assignment before any piece of work is marked at the IGCSE and IBDP level.

The Academic Integrity policy aims to inform:

- Students and parents to become aware of the value of academic integrity and the school's expectations with regards to academic integrity.
- All stakeholders to understand and appreciate what constitutes academic integrity and what amounts to plagiarism.
- Students, the need to acknowledge the words, ideas, scholarship and intellectual property of others.
- Students regarding what is considered breach of academic integrity.
- School community regarding the sanctions – step wise—that would be set into motion if a student submits a plagiarized piece work.

Students' Responsibility

- Agree in principle to abide by these policies
- Articulate their understanding of the scope and intention of the policies, grounded in the fundamental value of integrity
- Sign a contract pledging to abide by the policies

Parents' Responsibility

- To attend a session conducted by the relevant coordinator and understand the spirit and letter of the academic integrity policy
- All the parents need to sign the academic integrity policy document committing to support the school in its endeavour to make the students independent and original thinkers
- Understand that different sanctions will be imposed depending on the seriousness of the case

The school has stepwise sanctions to enable students to understand the importance of academic honesty.

- At the first instance of plagiarism a clear **verbal warning** is given with twenty-four hours to re-do the assignment. The next step outlining the consequences, if such actions were to be repeated, is made explicit. The same is communicated to the parent.
- A second instance of plagiarism will require **a case conference** with the student, parents and the relevant school coordinator. This will be put on the student record. Work will not be assessed, unless it is an external submission, in which case **forty-eight hours** will be given to re-submit the assignment.
- In case of a third instance, the case will be **referred to the Head of Upper School or Director by the Coordinator**. This will result in an internal or external exclusion, depending on the seriousness of the case.
- In extreme cases, where the student does not understand the value of academic honesty and is a repeat offender, thereby having a negative impact on the ethical standards of the school, the school might recommend **a permanent exclusion/request that the parents might want to explore alternate options in case they cannot guarantee the academic honesty of their ward**. This step will only be taken for examination classes and would require the intervention of the director and the managing board.

The school uses the software, Turnitin to determine the percentage of plagiarism in an assignment before any piece of work is marked at the IGCSE and IBDP level.

One of the hallmarks of the Heritage Student, as reflected in our Dharmic Principles, is authenticity, which also means transparency and of course implies honesty and integrity as well. Authenticity is the antithesis of dishonesty, particularly when it comes to originality and genuineness of thought, word and deed.

Additionally, the IB Learner Profile includes principled among its most significant characteristics, defined as "act[ing] with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.... [and] tak[ing] responsibility for their own actions and the consequences that accompany them." Emphasis on original thinking also comes through clearly when IB students are defined as thinkers, who "exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions." It is obvious that these character traits require that the Heritan who is also an IB scholar would exercise scrupulous standards of honesty and integrity in all pursuits—and would exercise vigilance in avoiding malpractice in any form or context.

Definitions of Academic Dishonesty

- Academic dishonesty is using dishonest means in an attempt to obtain credit for academic work. The following offenses, including but not limited to those below, are considered examples of Academic dishonesty:

- Using/providing notes, documents, answers, aids, or helping another student on any assessment (i.e. test, quiz, exam, etc.) or assignment unless expressly permitted by the teacher.
- Utilizing communication/electronic devices to send or obtain unauthorized information.
- Taking any assessment in the place of another student, or allowing someone else to take an assessment in one's place.
- Looking at another student's paper, talking during an assessment, or violating any other expressed directions given by the teacher.
- Tampering with teacher materials and/or student records.
- Plagiarism
- Fabrication
- Tampering
- Collusion/Copying
- Forging signatures

Other forms of Malpractice:

- Taking unauthorized material into an examination room (such as cell/mobile phone, written notes)
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination

Internal investigation and responding to allegations of malpractice

- If a teacher or another student makes an accusation of malpractice, the subject teacher must conduct an investigation
- If evidence is found to support the allegation, the matter can be handled in the following manner:
 - Misrepresentation or copying of homework: the student(s) must do the assignment again and receive no credit for copied work

- More serious incidents, such as cheating or copying on a daily assignment or repeated minor incidents, would result in loss of credit for the assignment(s) as well as behavior probation and/or suspension
- More serious incidents, such as cheating on a test or blatant plagiarism or repeated incidents of a less serious nature, or a serious violation of our internet policy (such as impersonation or identity theft) could result in permanent exclusion.

ASSEMBLIES

Assemblies are an integral part of our education process in the school. They provide a unique format for the community to come together around shared values, to celebrate students' achievements with the larger community or to mark important occasions or milestones or appreciate performances and presentations. They also create opportunities to present information related to the school curriculum or an ongoing issue in the society at large or to demonstrate social and aesthetic development of the student. Assemblies provide forums for reinforcing appropriate audience behavior amongst the students who come to watch the assembly and reinforce a sense of being a mindful presenter amongst the students who present the assembly.

STRUCTURE OF ASSEMBLIES

Assemblies for us are a way of coming together as a community and sharing our thoughts with each other. Children are co-creators and designers of the assemblies and learn essential skills such as collaboration and presentation in the process. In Primary, Middle and Senior school, assemblies are scheduled once in a month at a specified time. We conduct them in rotation across grades and each grade presents at least once or twice in an academic year. We are mindful to give space to each and every student to come on stage during their assembly to present their talents and strengths. Depending on the requirement, we at times have senior and middle grades present to each other and at other times have them present within their own programmes.



VIRTUAL ASSEMBLIES

Virtual Assemblies will be conducted to celebrate special days on the calendar and bring the Heritage community together.

FESTIVALS AND CELEBRATIONS

As a school, all our celebrations reflect both our traditions and the values by which we live our lives. They are an opportunity for us to experience and celebrate the diversity that exists in our Indian and in the International cultures.

In India, every community celebrates its festivals that reflect its unique identity. It is our duty and joy to introduce the next generation of Heritans, to the richness of their national identity and the diversity that they will experience as global citizens. The international curricula that we follow, embraces diversity and a commitment to the whole of humanity. Our vision of growing good people demands that the spirit of love, happiness and goodwill permeates all of our celebrations in our endeavour to bring people together from all walks of life.

We, at Heritage, therefore, look at celebrating various festivals as opportunities to make meaningful connections with one another and embrace the diversity in the homogeneity called The Heritage Family.

BIRTHDAY CELEBRATIONS

Birthdays are celebrations that everyone enjoys. We teach children the value of kindness, which we all celebrate on their special days. The wishes we give are much more special than the gifts the students receive on this day. If you wish to share the joy of their birthday with their class, by distributing a toffee or sweet of maximum Rs 10/- each, to their classmates, please do so.

We request the parents not to send any cakes or return gifts.

As a family you may want to celebrate the child's birthday by sowing a sapling on their birthday.

Consistent with these values and to prevent any misunderstandings with regard to favouritism or comparisons, **we discourage students from giving gifts to teachers or organizing parties for them. It is against our policy for teachers to receive gifts that have material value.**



STUDENT BEHAVIOUR

Behaviour is the way we act and respond to people and to situations we find ourselves in.

The school aims to encourage responsible behaviour and respect for oneself and others and for one's environment. The policy further provides a clear guideline on the school's expectation regarding student behaviour and outlines how the school approaches the management of behaviour and discipline to ensure that there is a consistency across the board.

This policy is transparent and enables all stakeholders to understand the school's expectations in terms of student behaviour and the sanctions that will be applicable in case of any misdemeanour.

All cases of misdemeanour will be addressed keeping in mind the interest of the student/s and the whole school community at large.

The Behaviour policy is published in the Student and Parent handbook to ensure that all parents abide by its terms and support the school once they are a member of the Heritage community.

The Disciplinary Process clearly outlines the steps of the process. The school holds the right to move up the steps depending on the severity of the misdemeanour.

EXPECTATIONS OF STUDENTS:

Students are expected to:

- Attend classes on time and maintain the attendance percentage required by the school
- Respect every member of the school community and the learning environment
- Conduct themselves both inside and outside the classroom in a safe and sensible manner
- Adhere to all school rules regarding attendance, punctuality, dress code, use of appropriate language both on campus, while on transport and on trips
- Show respect for the opinions and beliefs of others. Bullying of any kind is treated as a very serious offence
- Be responsible in their use of technology and how they exert their choices
- Dress appropriately for school with due consideration for health and safety norms
- Bring equipment required for the lesson
- Adhere to the timelines in submission of classwork and homework
- Adhere to the Academic Integrity policy of the school

DRESS CODE

The Heritage International Xperiential School believes that every student is unique and has his/ her own identity. While the school does not have a prescribed uniform, it is an expectation that students will be dressed in smart semi formals in keeping with the ethos of the school and the learning environment. Lanyards are an important part of the dress code and must be worn at all times while at school, field trip or any other school excursion.

Accessories should be avoided keeping in mind the health and safety of self, peers and the entire community, the nature of activities conducted in laboratories or the sports field.

The School will be entitled to recommend to a student change in clothing, if the choice of clothing adopted by the student goes against the ethos of the School.

The following will be treated as serious misdemeanours and will meet with disciplinary sanctions. **These are some examples but not an exhaustive list.**

- Smoking
- Abusive Language
- Vandalism
- Misuse of Technology
- Bringing school into Disrepute
- Bullying
- Gambling on the school premises
- Insults directed at a person or family on the grounds of race, gender, belief, dress or appearance
- Reckless and dangerous behaviour, placing others at risk
- Plagiarism or any behavior, or method amounting to taking unfair assistance or cheating in any school assignments and examinations
- Public display of affection
- Flouting rules contained in the school discipline policy, on school transportation and on school premises
- Offensive Conduct towards members of staff
- Theft
- Alcohol and drug related offences
- Possession or use of any offensive weapon
- Possession of pornography, racist or other inflammatory literature

Expectations of parents

Parents are expected to:

- Be aware of the terms and conditions of enrolment
- Ensure that the students come to school on time with all the required material for their lessons
- Ensure that the students are appropriately dressed
- Inform the school regarding any concerns or pertinent issues
- Respond to concerns raised by the school
- Attend all orientations and PTM's and mandatory workshops

HIXS Sanctions

The Disciplinary process serves to enable students to learn from their mistakes as well as reflect and understand the importance of school rules. In cases where the misdemeanor is of a more serious nature, sanctions will be enforced, keeping in mind the nature of the same. These are as follows:

Level One Offense:

Includes minor or first-time offenses, which are handled by the classroom teacher and recorded in the discipline management system. The students are given the opportunity to reflect on their behaviour and write their reflection, which allows them to focus on what they could have done differently. **Consequences could include an apology/ detention, removal of privileges, fines/restitution, school service or loss of access (see IT policy).**

Examples: Including but not limited to:

- Distortions of the truth, copying homework or other violations of academic Integrity
- Inattentiveness or minor disruption in class
- Tardiness
- Dress code violations
- Forgetting study materials or I.D. tag
- In possession of a mobile phone / similar gadgets without the permission of the class mentor (sanction will include the confiscation of the item for 1 week with communication to parent) *subject to SLT approval*

Harm to Others: Including but not limited to:

- Disturbing others in the classroom or other shared spaces, including the bus
- Minor physical encounters (shoving, play-fighting)
- "Borrowing" without asking permission
- Name-calling or other misuse of language (i.e. inappropriate words or expressions)
- Disrespect or "cheekiness"

Harm to Property/Abuse of Access or Privilege: Including but not limited to:

- Minor or first-time AUP violations (unauthorized sites such as games, social networking)
- Making or leaving a mess

Level Two Offenses

Includes violations of a more serious nature, or repeated Level One offenses, handled by the programme leader, recorded in the ERP discipline record and to parents in writing, with a follow-up conference; counselling assigned as needed; possible in-school or out-of-school suspension or after-school detention, removal from teams or representative groups, temporary removal from transportation; placed on Behaviour Probation

Examples: Including but not limited to:

- Cheating on a minor assignment or quiz; copying homework
- Late assignments, lost or forgotten materials
- Skipping a class
- Refusal to accept assigned homework help or tutorials

Harm to Others: Including but not limited to:

- Fighting, especially on the bus but also in classrooms, corridors or on fields
- Disrupting class or study time
- Stealing or intimidating where coercion is used
- Teasing or using harsh or insulting language/ reflecting a cultural bias of any kind

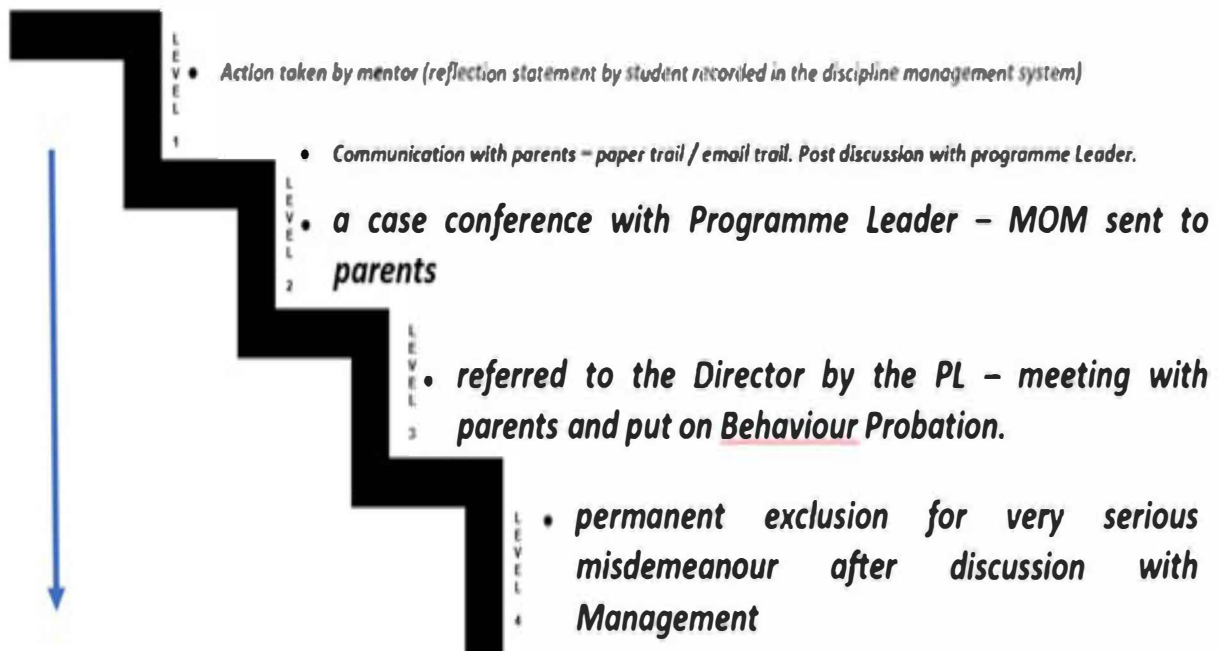
Harm to Property/Abuse of Access or Privilege:

- Vandalism, intentional damage to school property
- Possession of a controlled substance (i.e. weapon, tobacco, pornography, etc.)
- More serious IT violations (e.g. misuse of software, copyright violation)

Level Three and Four Offenses

Includes more serious offenses or repeated Level Two offenses, handled by Director and programme leader, recorded in school discipline record system; conference with parents, director and programme leader; loss of marks or points; removal from teams or activities; possible request for withdrawal or expulsion, legal action if necessary; required outside counselling; placed on Behaviour Probation. The School has a No Tolerance Policy towards Substance Abuse.

Disciplinary action for misdemeanour



Examples: including but not limited to:

- Substance abuse, including tobacco, alcohol or other controlled substances
- Use of inappropriate materials, including pornography or material which is inflammatory or derogatory in nature, on or off the internet
- Truancy (absence from school without notification)
- Major academic dishonesty (e.g. on a test or important assignment, plagiarizing or copying or purchasing information or a product that is represented as original work)

Harm to Others: including but not limited to:

- Bullying or harassment: physical, emotional, social, sexual, through direct contact or social media, directly or indirectly
- Serious fighting on school property, including school transportation
- Disrespect or insubordination

Harm to property/Abuse of access or privilege: including but not limited to:

- Serious violations of AUP (keystroke or password capturing, identity theft, violation of copyright laws)
- Intentionally breaking, damaging or stealing school property
- Breaking bounds (i.e. absconding while on a school trip, or from School)

Amnesty Provision

As we deal with young adolescents, we fully recognize that they are tempted to experiment with substances and practices that are both appealing to them and potentially harmful to them and which they lack the maturity or discretion either to avoid or to control. Examples include tobacco, alcohol or drugs, as well as sexual intimacy or obsessive behaviours such as compulsive stealing.

In an effort to ensure that students get the help they need when dealing with behaviours of an addictive or particularly dangerous nature, without fear of punishment which would prolong disclosure to the extent that the risk of harm or addiction is actually increased, the school has created an "Amnesty Provision." The provision allows students to seek that help by appealing directly to the counselling department before the behaviour comes to the attention of teachers or school administrators as a matter requiring discipline

The protocol for this provision is:

- A student can tell an adult or a friend that she/he needs help dealing with an addiction or a compulsive behaviour or habit
- The adult or friend of the student must report the concern directly to one of the school counsellors
- The counsellor then informs the Programme Leader and Principal, who will sanction use of this provision as long as the behaviour has not already been reported as a confirmed discipline matter
- The counsellor meets with the student and makes it clear that the student must tell the truth and must genuinely seek help to quit the harmful behaviour
- The counsellor must set up a meeting with the parent and the student to identify an intervention strategy for addressing the issue. The strategy should include any or all of the following:
 - Enrolment in a registered, respected drug or alcohol addiction and rehabilitation programme, with confirmation of enrolment and attendance by the organization running the program
 - Ongoing counselling with the school counsellor
 - An affidavit, signed by the parents, which promises to support the objectives of the rehabilitation program and to seek further help (i.e. family systems therapy) as identified in the intervention strategy
 - A time frame within which significant progress must be demonstrated and confirmed by a representative of the rehabilitation program and / or outside counsellor
 - The counsellor will inform the student and the parents, and obtain a signed acknowledgement, that if the student is caught violating a school policy at any time during or after the intervention strategy has been implemented, the provisions of the Discipline Matrix will be invoked and the Amnesty Provision will be revoked

In case, however, the student/parent refuses to accept participation in the Amnesty Programme”, the school will be entitled to take appropriate action.

DISCIPLINE: ESSENTIAL AGREEMENTS

- We will reach school on time, so we are prepared for the day
- We will reach class or assemblies on time, so that we can fully participate
- We will submit all assignments on time, to develop the right work ethic
- We will participate fully in all classes, events and trips
- We will pay attention and cooperate with our teachers at all times
- We will speak politely and respectfully with our teachers, peers and others
- We will behave with integrity and accountability
- We will eat during the break time in designated areas only and will throw any litter in bins
- We will walk quietly in the corridor and move in an orderly manner when using the stairs
- We will switch off all the lights and fans when not in use, in order to save energy
- We will maintain cleanliness in the classroom and school as it is a sign of healthy living
- We will always be ready to lend a helping hand and accept whatever work is assigned to us graciously
- We will take good care of our I-cards and wear them each day to ensure our own security and a sense of community
- We will enter or leave the classroom only with the teacher’s permission
- We will bring all necessary equipment to class, including books and stationery
- We will be peacemakers, acting with self-control in all situations
- We will take good care of school property so that others can use it too
- We will speak truthful, kind words about others
- We will only use sports equipment provided by the school
- We will follow the rules on school safety and child protection and treat each other and ourselves with respect and dignity
- We will play with school sports equipment only on the playground or field after prior permission
- We will observe healthy habits on and off campus, avoiding the consumption, possession or distribution of controlled or any other illegal substances, as these are harmful to our physical and mental health
- We will treat each other with respect and care, avoiding spoken or written words or actions which cause emotional or physical injury or which intimidate or humiliate
- We understand that these essential agreements will be reinforced across the school and that violation of any part of it will lead to consequences and sanctions

BEHAVIOUR PROBATION

As with Academic Probation, our system of Behaviour Probation is designed to support students while holding them accountable for making good choices rather than continuing on a negative path that may create a pattern that is difficult to break, leading to serious consequences down the line.

- Students who commit a SECOND Level 2 violation, which is actually considered a Level 3 violation, will be placed on Behaviour Probation
- This means they are assigned to a counsellor
- They are also required to meet periodically with the Programme Leader, Form Tutor and Parents for monitoring
- Behaviour Probation is extended only once
- If even after an extension the behaviour still does not improve, the student may be asked to find another school
- The final decision is taken on a case to case basis at the discretion of the school keeping all circumstances in mind.

COUNSELLOR'S ROLE: A BRIEF INTRODUCTION

The counsellors at the Heritage International Xperiential School address the academic, social and psychological needs of students and help to reinforce those values and character traits that we have identified as a community. The counsellor's work is differentiated by attention to developmental stages of student growth.

The counsellor works with all students and parents on a confidential basis as long as maintaining confidence does not put the student or his/ her peers at risk or create professional or personal liability for the counsellor or the school. It is recommended that the counsellor uses a team approach, in consultation with the Programme Leader, form tutor or any other adult who knows the student(s) well and can give insight.

The counsellor assists students through four primary interventions: counselling (individual and group), large group guidance, consultation and coordination. The counsellor provides students with services to enhance personal and academic achievement and development. The counsellors help students with selection of classes each year plus college and career awareness, personal concerns, curriculum information, and study skills assistance. In some cases, the counsellor may refer students and their parents to outside resources who offer interventions, expertise and perspectives which fall outside of the purview of the school.

SEL AND MENTORING PROGRAMME

The Heritage International Xperiential School believes in the all-round development of the student. In this regard, the school has a comprehensive Social Emotional Learning (SEL) and Mentoring programme.

Social-emotional learning (SEL) provides the students with the skills that will prepare them for life. We have SEL as an integral part of our every subject lesson however we also follow a well defined structure to do SEL modules separately at each grade level as per the requirement of the age groups. The various modules enable the students to imbibe the attributes of both the IB learner profile and the Heritage Dharmas. It helps develop self-control, self-awareness and interpersonal skills in the students that are vital for school, work, and life.

Students with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. The curriculum is designed in an age appropriate manner, keeping in mind the needs of a particular age group. Emotion management, understanding of gender, resilience building, time management, understanding of self, making appropriate choices are some of the broad areas covered under the curriculum. The structure of the classes also incorporate opportunities for experts and parents to partner with the school to share their experiences and key learning in a specific area.

STRUCTURE OF SEL PROGRAMME

In Primary grades, since we follow a transdisciplinary curriculum, SEL is integrated within the lessons and units of inquiry. More focused and Intentional work around SEL also happens in all our Morning Meetings with children.

In the Middle grades, the SEL curriculum is transacted through two one-hour slots in a week and is referred to as Crew time. This programme is led by the form tutors with support from the counselling department.

MENTORING IS AN INTEGRAL PART OF THE SENIOR PROGRAMME (GRADES 9 TO 12)

Each student has a mentor, thereby making one-on-one mentoring a strong support system for the students. The mentor is usually chosen by the student, keeping his/ her comfort level with the staff member in mind. The mentoring sessions which take place once in 2 weeks support the students academically, emotionally and socially by helping

them plan, share and practise effective strategies and techniques to help them work and manage their time better. Mentoring helps increase social and academic confidence by gaining practical advice, encouragement and support from the experiences of others.

The School promotes a positive environment that enhances the students' ability to manage the social/emotional demands of their lives and seek help if and when required. Appropriate appraisal methods are used to promote a school environment designed to propel students towards positive mindsets and behaviours supporting social/emotional development through direct and indirect services. The Counsellor conducts whole grade, small group and individual sessions to address the needs of the students and ensure their well-being.

BEHAVIOUR IN THE VIRTUAL CLASSROOM

In these unprecedented times of the Covid pandemic, students at all levels are engaged in virtual lessons. This has highlighted the need to outline an expected code of conduct for students and their parents/ guardians during the virtual lessons.

In order to ensure a positive, safe and productive learning experience, it is important that all students and parents adhere to the guidelines.

Students are expected to:

- Always be respectful and courteous to their teachers and peers
- Refrain from inappropriate, offensive, disruptive, demeaning or threatening comments
- Ensure that they do not facilitate any misrepresentation of identity
- Not share their log in information which could allow unauthorised persons to attend the virtual lesson
- Have their cameras on during the entire lesson.
- Observe the decorum of the virtual classroom by being appropriately dressed
- Be prepared for the lesson with all the learning material as required
- Inform the teacher in advance in case of absenteeism
- Work on synchronous or asynchronous work as assigned
- Work on all assignments and assessments with the level of academic integrity expected by the school

In order to provide a positive and productive learning environment and assure confidentiality for students and teachers, Parents/Guardians are requested to:

- Ensure that the student is prepared for the lesson with all the required material and technology support
- Ensure that the student is appropriately dressed for the virtual lesson
- Not actively participate in the virtual lesson unless required to though they may monitor
- Refrain from video recording, audio recording, live streaming or transmitting the lesson
- Not post the lesson on any social media platform
- Not collect any personal information related to students during the virtual check ins
- Not engage with students during the lesson unless mandatory, in which case, the microphone should be muted
- Email the teacher to clarify any doubts or ask any question
- Ensure that the student is attempting all assessments with the level of academic integrity expected from the school.

In case of any misdemeanour by a student during the virtual lesson, the student will face temporary or permanent loss of virtual lessons, depending on the seriousness of the offence. Students who are receiving this consequence will have study material and assignments communicated to parents so that the student can work independently on them and receive teacher feedback.

Please note that all steps taken further will be in keeping with the Behaviour Policy of the school.

DISCIPLINARY ADVISORY COUNCIL

The purpose of the school's Discipline Advisory Council is to address any discipline related issues that might impact an individual or a group of students of the school. The council ensures that the case is dealt with in a transparent and just manner giving a hearing to all the people concerned. The council follows the behaviour and child protection policy in how it deals with any case brought before it. While every individual student is important and the council works to ensure that the emotional wellbeing of the student is taken care of, in any case where the larger community of the school is impacted, it is the role of the committee to ensure that the larger body is protected.

One purpose of this group is to investigate allegations of indiscipline or any kind of misdemeanor as outlined in our child protection and behaviour policy respectively.

It also acts as an advisory forum in case of serious discipline issues involving students or between students and teachers, and follows the levels of sanctions as outlined in the behaviour policy. It ensures due process and a balanced perspective on complicated issues involving the emotional and social well-being of the individual and community.

The Committee shall be composed of the following:

- Director (Chairperson)
- Head of Counselling
- PYP, Cambridge & IB Programme Leaders- depending on the Grade the student is from
- CAO- Chief Administrative Officer
- Senior external psychologist as consultant, in advisory position (as and when required)
- Senior external cyber expert as consultant, in advisory position (as and when required)
- Senior external medical practitioner as consultant, in advisory position (as and when required)
- Legal authority, in advisory position

ATTENDANCE AND PUNCTUALITY

PUNCTUALITY

Punctuality is a life skill that stands one in good stead all through life.

We expect our students to imbibe this life skill and ensure that they are in school on time.

To build a strong culture of discipline from within in the lives of our children, it is important to help them understand and respect the value of their learning time and adhere to the school timings as given in the table below.

Attending school offline (Physically):

Grade(s)	Arrival	Departure
Nursery and Kindergarten	8:00 am	1:15 pm
Grade 1 – Grade 4	8:00 am	2:45 pm
Grade 5 - 12 *	7:35 am	2:20 pm

Attending school online (Virtually):

Grade(s)	Arrival	Departure
Nursery and Kindergarten	9:00 am	11:30 am
Grade 1 - Grade 4	9:00 am	12:30 pm
Grade 5 - 12	8.45 am	2.30 pm
PA-VA & PE for 3 of the days in a cycle	2:30 pm	3:10 pm

All Primary classes - one on ones for an hour after their regular virtual class timings.

* 7.35 - 3:10 pm on 2 days in a week.

Grades 5 to 12 (Offline)

Reporting to school after 7.35 am will be considered as late coming and appropriate action will be taken by the form tutor/ programme leader /Director.

In case of repeated late coming the student is subject to in-school exclusion from class or will be sent back home, at the discretion of the Director.

Nursery to Grade 4

Students are to report at 8:00 am. Those who are dropping their children to school are requested to ensure that they are in school by 8:00 a.m. sharp. In case students are late they are required to get a slip from the school reception before going to class. It is the parents' responsibility to inform cab drivers if they are coming late to the stop.

In case students travelling by School Transport are late to school, it is considered the responsibility of the school, unless such tardiness is due to failure of the student to be at the pick-up point on time.

Silence time will be observed from 7:40 to 7:45 a.m. The beginning of the day is set aside for meditation, reflection and attentiveness throughout the entire community. No movement should happen on campus during silent times. We ask that visitors also respect this practice.

Students are to reach the class within 3 minutes after break and after lessons that require them to move classrooms

Parents, relatives, etc. will not be entitled to interact with students during school hours, without express written consent by the School.

ATTENDANCE

The school firmly discourages students from being absent. Regular classroom attendance is essential for developing successful life skills including self-discipline, responsibility and punctuality. It is important that we, as parents and educators promote the view that regular attendance and timeliness are important to ensure the best possible learning outcomes. Irregularity and frequent absenteeism lead to a disconnect in children's learning.

While it is possible for students to 'catch up', the quality of their learning experience cannot be the same. This can lead to an insecure grasp of key concepts. Catch up work cannot duplicate the learning that takes place in an engaged experiential classroom in which there is a blend of small group, whole class and individual learning. It is really important that students and parents understand just what an impact this can have on accountability and self-discipline, and critically, learning loss.

We ask for your support as parents in joining us in setting the tone for student attendance at school and promptness for lessons.

The school expects all its students to achieve an absolute minimum of 90% attendance. While we work from the principle of student self-discipline, where students are persistently late or absent, we will involve you as parents in adapting your child's behaviour. Consequences will be defined depending on the level the student is at.

LEAVE POLICY

Attendance in school has a direct correlation with learning. The school's leave policy is based on this premise.

Leave policy:

- Students who have less than 90% attendance in an academic year may compromise their eligibility for promotion to the next class and will be called for a meeting with their parents, the programme leader and the principal.
- Students whose attendance drops below 85% may forfeit their enrolment at the school
- In order to apply for leave parents have to apply on ERP. In case of any emergency leave or an absence, parents must inform the form tutor by writing and email before 7:45 a.m.
- For an extended leave of two to three days, approval will be granted by the Programme Leader.
- In case of more than 3 days of leave, the Programme Leader must sanction the leave.
- Parents should submit the application on ERP for the dates that their child will be absent, with reason, for the PL's approval. It is the PL's prerogative to escalate the matter to the Director if she/he is concerned about the impact of the leave on the student's progress. A medical certificate should be sent for medical leave for more than 3 days.

- Make prior arrangements to take tests ahead of time or submit assignments in a timely manner, as specified below.
- In case a child is not well and is advised to rest for a week or more by a doctor, the parents should immediately inform the class teacher about the same and give a medical certificate or prescription once the child continues normal schooling.
- No child will be allowed to leave the school premises on telephonic request or with servant/driver or anyone else without the authorized parent ID card. Parents or escorts need to follow the visitor entry protocol. School will not make any transport arrangement for bus users / non-bus users, in case of early pick up or late drop.
- Make-up work is required for all work missed due to absences.
- It is the student's responsibility to contact teachers to clarify any questions regarding the work.
- Students are given one school day for each day absent plus one extra day to submit their work.

CONSEQUENCES

- Students who take one-day unauthorized leave will not be allowed back in school unless their parents accompany them to school and meet first with the Form Tutor.
- Students who take two or more consecutive days of unauthorized leave must come with their parents and meet the Programme Leader
- Students will not be allowed to earn points for work missed while they are on unauthorized leave, nor will they be allowed to take internal tests (e.g. unit tests, cycle tests, block tests) scheduled for the day they return to school
- Students who return to school without their parents after an unauthorized leave will serve in school suspension until their parents come for a meeting
- Students whose attendance or punctuality is a consistent area of concern may also jeopardize their eligibility to participate in co-curricular activities or represent the school on teams or in contests, in addition to facing other consequences as outlined in the Discipline Matrix.
- Exceptions will be made to any of the above at the sole discretion of the Director.

***Eligibility to stand for Student Congress elections will be impacted if a student has an attendance below 90%. Exceptional circumstances will be addressed on a case to case basis.**

FACE TO FACE ASSESSMENT

- **Weightage Criterion in case of leave or absence during Formative Assessments**

CLASS- (VIII- X)

In case the child has missed out on any kind of Formative Assessment (Pen-Paper; Activity Assessment), of a subject, due to reason ML / SL / OD, weightage of marks scored in other Assessments of the same kind in the Formative will be awarded, based on the present percentage of the attendance.

The student will be awarded weightage:

- If they are participating in events approved by the School.
- If in case of Medical Leave, the leave application is submitted on the same day and requisite certificate is submitted on the day when student joins the school after availing the leave.
- In case the absence is likely to exceed three days, an interim Medical (sickness) Certificate submitted within three days, by a Registered Medical Practitioner/Hospital supporting the leaves on Medical ground.
- Weightage against leaves will only be awarded if the rules are adhered to.
- No weightage will be awarded against absence or non- sanctioned leave.
- Higher level of attendance (Presence in the School) ensures higher level of weightage, supporting the child to maintain his scores in case of unforeseen circumstances.

ON – DUTY (OD)

- On Duty leave should not exceed more than 20 days in a year.
- Students participating at the Inter School Level for events approved by the school will be given weightage of the rest of their performance scores if they miss out on any kind of Formative Assessment.

MEDICAL LEAVE (ML) / SANCTIONED LEAVE (SL)

Medical Leave:

Assessments missed due to serious medical reasons as mentioned previously or unforeseen circumstances, if deemed fit by the school, will be given weight age of the rest of their performance scores.

Sanctioned Leave:

Assessment missed due to personal tragedies in immediate family or hospitalization of immediate family member will be given weightage of the rest of their performance scores.

NON – SANCTIONED LEAVE (AB)

Non-Sanctioned leave either by the Class Teacher or the SPL will be considered as absence.

ABSENCE (AB)

Other than an emergency, any leave taken without giving prior information to the School would be considered as Absence from the School and NO WEIGHTAGE will be given for the same.

Absence a day before FACE TO FACE ASSESSMENT

In case a child is absent a day before the Face to Face Assessment, then he/she will not be allowed to write the test on the next day, unless supported by Medical Documents. As a school, we want every child to write the test however if the student does not get medical documents then that test would be counted as a practice test and no marks would be awarded for the same.

WEIGHTAGE CRITERION in Case of LEAVE during SUMMATIVE Assessments

It is mandatory for the students to appear for the summative assessments. In case of Leave due to unforeseen circumstances, student has to reappear for the summative examination and he/she will resume the classes only after taking the Exam.

CLASS- (XI)

- It is **mandatory** to appear for the Paper-Pen test as per the schedule given by school.
- Average of the Paper-Pen test will be taken as one tool of Term Report in each term.
- **No Retest** will happen in case of **absenteeism (Sanctioned/Non-Sanctioned)**

Absence on the day of the FACE TO FACE ASSESSMENT

- In case the child has missed out on any kind of Paper Pen Test, of a subject due to reason **Medical Leave/On Duty Leave, 75% weightage of marks** scored in other Assessments of the same kind in the Unit Tests will be awarded.

Clauses to avail weight age in lieu of ML/On Duty Leave:

- Only serious medical reasons as mentioned previously or unforeseen circumstances, if deemed fit by the school, will be given weight age of the rest of their performance scores.
- On Duty leave needs to be sanctioned by the Form Tutor followed by the Programme Leader.
- It is mandatory to submit "Documents Supporting Medical /On Duty Leave" to the respective Form Tutor within three days of conduct of test.
- Sanctioning of leave is at the discretion of School depending upon the performance and attendance of the candidate.

LANGUAGE POLICY

The Heritage International Xperiential School believes that language is key to inter-personal and cultural understanding. With this guiding principle, it seeks to make its students internationally-minded citizens who are open minded and respectful of different cultures and languages.

It is important to develop the capacity to speak and understand more than one language, at the same time appreciating the value of one's mother tongue and this is the premise on which the Language Policy is based. The Heritage School understands and appreciates that its students might be from different linguistic backgrounds, given the multilingual nature of the Indian subcontinent. In addition, the school strives to make its students global citizens by exposing them to a variety of foreign languages.

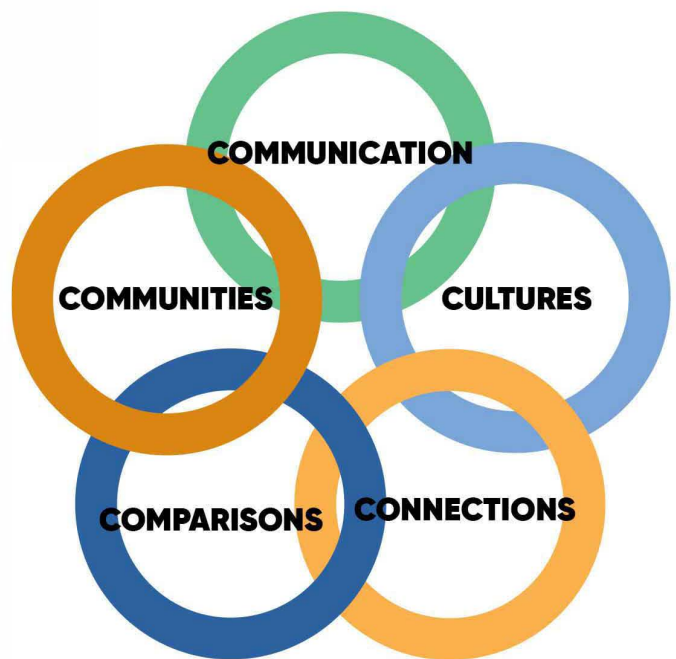
The school celebrates diverse languages and cultures through its language day to enable students to understand and appreciate different languages and cultures.

At the Heritage International Xperiential School, the value of communication skills being one of the core competencies is acknowledged and appreciated. The school recognizes its value in making the students global citizens with enhanced opportunities for employment.

This policy aims to:

- Make students internationally-minded citizens as well as develop an understanding of their own identity and host culture
- Enable the school to have a clear vision on language education
- Recognize the importance of mother tongue
- Provide all staff with a clear purpose and clarity on language education
- Recognize that language learning is transdisciplinary and that all teachers are language teachers

The first language is the one the student is most proficient in. The school is committed to developing the students' competence in the first language by providing students a range of opportunities to interact and engage with communities other than the school, as well as by providing them with specialist mentors.



THE SCHOOL ENVIRONMENT

The school believes in respecting diversity and being inclusive in order to ensure that the school community shows respect for all cultures and communities. This is integral to the ethos of the school as is also revealed in the Heritage Dharmas.

Being an international school offering the Cambridge and IB Curriculum, all members of the community are encouraged to speak in English (working language of the school), whenever possible, to create an environment of inclusiveness and community. This is not to say that usage of any regional language or mother tongue is discouraged.

Hindi is an important part of the curriculum given the fact that it is an integral part of host culture and the spoken language of North India. Students are introduced to Hindi in Grade 1 and study it as a compulsory subject till Grade 7. In Grade 8 they are provided with the option to choose amongst Hindi and foreign languages such as French and Spanish. The students who take up Spanish or French as a Modern Foreign Language (MFL) in Grade 6 and 7, pursue it at their IGCSE and IBDP level as per their academic interests and career choices. The school offers Hindi / any other mother tongue in Language A at the IBDP level. All this is catered to within the timetable itself and has been done to provide students an opportunity to continue with the local system of education or government service options in the future. Moreover, events and expeditions are organized by the school to develop a love and passion for languages.

LANGUAGES AT IBDP

- The Heritage International Xperiential School offers both Language & Literature and Literature as part of their Language A course.
- The school offers these courses in English and Hindi and school supported, self-taught students who are highly proficient in Hindi are encouraged to take up Hindi A, keeping host culture in mind.
- More proficient students are further encouraged to take up their extended essays centered around these languages.
- In the Language acquisition courses, the school offers four languages: English B, Hindi B, Spanish B, Spanish Ab Initio, French B, French Ab Initio.

The school understands the importance of enhancing the use of the mother tongue as it contributes to a person's identity and cultural understanding. This is supported by the various events, both local and global that the school celebrates along with the community.

ROLES AND RESPONSIBILITIES OF

Parents

- Understand the aims and values of the school's language policy
- Understand and appreciate their role in their child's language pathway
- Recognize the value of mother tongue and contribute to it

Students

- Be respectful and appreciative of different languages and cultures
- Be inclusive and supportive in their usage of language, understanding their role as members of a global community
- Students need to access the learning resource centre and make use of the resources (both books and online) provided in a variety of languages

ALLOCATION OF CLASSES TO STUDENTS

The school takes full responsibility for assigning students to classes at the time of admission or when classes move from one level to the next. Class teachers, counselors and programme leaders take a variety of factors into account, such as gender balance and social dynamics, when they create class groupings. This includes decisions regarding siblings, who are generally assigned separate class sections.

The Heritage International Xperiential School follows a policy of shuffling classes from year to year. It is our professional observation, supported by research and best practice, that students benefit from the opportunity to make new friends and work with new educators on a regular basis. Teachers will purposefully ensure that positive and supportive social relationships are kept intact but will also deliberately intervene when dominance or co-dependence or "cliques" have developed which need to be disbanded for individual development as well as group dynamics. Again, parents are invited to make requests but the final decision rests with the programme leader.

HOMEWORK

A reasonable amount of academic effort outside the class extends learning and reinforces study skills. Homework activities can promote independent inquiry and demonstrate the pupil's initiative as a learner.

Students should do their work independently. Parents can assist their children by ensuring that an appropriate learning environment is provided for them.

The purpose of homework is as follows:

- Practice: to reinforce learning and help students master specific skills.
- Preparation: introduces material to be discussed in future lessons.
- Extension: requires students to apply skills they have already acquired in new situations.
- Integration: requires students to apply many different skills to a large task, such as reports, projects, and creative writing.

The amount of time a homework assignment should take should be specified by the teacher along with the assignment, particularly for younger students. Research does not support a direct correlation between sheer volume or length of time spent on homework and academic achievement. On the contrary, students who lead balanced lives with adequate time to be involved in extracurricular activities, to pursue hobbies and outside interests, and to interact socially with peers and family members are more successful than those who are too narrowly focused on academic success—especially if they are not getting the sleep they need as growing children.

Grade Level	Total Homework Time
Nursery & 2nd Grade	20 - 40 minutes
3rd Grade - 5th Grade	30 - 60 minutes
Middle School	Approximately 60 – 80 minutes

Homework may take a range of forms including:

- The completion of class work or preparation for an assessment
- Reading
- Writing
- Research and project work
- Mathematical problems
- Memorizing
- Building and making
- Exploration
- Fieldwork

SAT

The school is a recognised Centre for SAT and therefore our students can be enrolled and take the tests on the School Campus.

HOW PARENTS CAN HELP:

- The School requests parents' full support in supervising homework time and in reinforcing due dates and deadlines.
- It is inappropriate and completely counterproductive for parents to do the homework or to get anyone else to do the homework for the child.
- Parents should seek clarification from the teacher, if instructions are unclear, or simply ask your children to do their best and ask for help the next day.

EXPECTATIONS AND SANCTIONS

- Students are expected to submit their homework on time
- Students who submit homework late or do not submit on a consistent basis will receive a combination of:
 - Verbal warning and dialogue
 - Communication via email or in the diary.
- Students who miss homework because of an absence will be asked to complete missed work
- Students who are absent without permission will not receive credit for missed tests or assignments, but will be required to make up the work
- Students are given one calendar day for each day absent plus one extra day to submit their work
- It's the students' responsibility to get work missed due to illness or absence

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ACCEPTABLE USE POLICY

PRIMARY USAGE

Access to technology, including particularly the Internet, is to be used primarily for Heritage School-related educational purposes, including communications related to the school's authorised professional development and activities related to a person's duties.

INTERNET USAGE

The Internet is a wonderful resource for students and teachers but is an open and non-secure data carrier. There remain hazards of cyber harassment, bullying and on-line predators. There are also sites that may be objectionable due to political, racist, sexual or other reasons. The sensitivity of information communicated or published on the Internet must be considered and appropriate measures taken to protect such information. Any release of information over the Internet must be in accordance with privacy and child safety considerations.

The student and staff must learn to discern between facts, perceptions and opinions as they seek information from the internet. The ability to reach and effectively use research site[s] will be developed in the student in the course of the education at HIXS. The habit of giving credit to authors responsible for research will also be instilled and the student and staff will be discouraged to do a copy/paste job.

There has been a rise in the incidents of Social Networking Site registrations by under-age children. There have also been incidents of cyberbullying and writing of unkind remarks on the walls of unsuspecting friends, sharing of pornographic material. The School Management strongly discourages the violation of the Usage Policy of these Social networking sites and email abuse by children through constant dialogue, workshop sessions, and circulars to parents. The hacking and attempts at hacking the school personnel email accounts, network and any other school assets have been and will continue to be dealt with the necessary seriousness. The usage of Social Networking Sites by under-age children shall be responsibility of the Parents/Guardian of the student and the School discourage Parents/Guardians to allow any usage of Social Networking Sites by under age students.

The following guidance and precautions will be taken to avoid the risks associated with the internet.

- If an innocent search on the internet leads to an inappropriate site, the window should be closed or minimized immediately. The staff may want to offer a simple explanation to student as per the age group
- As all computers are connected to the internet, it is important that students are supervised when working on the computers.
- The students and staff are advised to refrain from internet requests seeking personal information, receiving inappropriate content, viewing incitement sites and on-site gambling sites
- It is strongly advised that no face-to-face meeting is arranged with a person that a student knows only through emails/ internet.
- The students are advised to read the AUP of social networking sites and comply with them especially with regards to eligibility. The students are not allowed to surf the social networking sites at school.
- Chat-rooms, discussion forums and messaging may be used only for educational purpose.
- The users are advised not to by-pass the filtering/blocking software.

EMAILING

- Students will be expected to communicate with teachers through established forums and therefore are provided with school e-mail accounts, which are intended for school communication only.
- Students are also expected to check these communication forums regularly and are accountable for information shared on them regarding homework, upcoming events or

examination dates and protocols.

- Students and staff should refrain from sharing personal information known about colleagues with a third party without permission from person[s] concerned.

COPYRIGHTING

Copyright is a right given by the law to creators of literary, dramatic, musical and artistic works and producers of cinematograph films and sound recordings. In fact, it is a bundle of rights including, inter alia, rights of reproduction, communication to the public, adaptation and translation of the work. There could be slight variations in the composition of the rights depending on the work. The Indian Copyright Act, 1957 governs the system of copyrights in India.

The users must respect the copyright and licensing laws with respect to software, information and other materials retrieved from the Internet. The number of user licenses for approved software must not be exceeded by illegal copying or other means. Uploading and Downloading of un-approved software is not permitted. The use of personal disks, memory sticks and any other IT accessories requires prior approval from the IT department.

Please also refer to the section on Academic Honesty

UNACCEPTABLE USAGE

Unacceptable usage, violation of protocols or abuse of IT resources can, of course, range from unintentional damage or violation due to carelessness through deliberate misuse or misappropriation of resources which are tantamount to theft, bullying, forgery or other serious crimes and misdemeanors.

Consequences will be consistent with the school's overall approach to discipline, as specified in our Discipline Matrix, which specifies that sanctions should fit the nature of the infractions and proportional with the level of harm that results from the incident. Sanctions can range from temporary loss of access to IT resources, in-house or out-of-school suspension for relatively minor infractions to expulsion for "cyber crimes."

IT policy violations include but are not limited to the following;

- Leaving a mobile device such as a laptop or tablet, turned on in class, unless it is being used for a designated purpose
- Taking unauthorized pictures with a mobile device or, particularly, publishing them without permission, particularly of minors
- Posting/downloading/sharing for non-educational related reasons
- Eating, drinking or behaving carelessly around IT equipment in labs and classrooms
- Distribution of unsolicited advertising or commercial electronic messages, electronic "chain letters", nuisance text messages

- Accessing of malicious, offensive or harassing material
- Usage for personal financial gain, religious or political lobbying, non-work related streaming audio or video
- Usage of non-approved file sharing technologies
- Usage of unauthorised equipment and unauthorised/ unlicensed software on any THS ICT facilities. Any equipment or software identified as unapproved and/or unlicensed must be removed immediately.
- Damaging or Vandalizing the IT equipment and software
- Causing Interference or disruption to other networked or shared-system users, services or equipment and propagation of any form of malicious software (viruses, worms, etc).
- Usage of the network to make unauthorised entry into other information systems, communications devices or resources.
- Stealing someone's identity to send out messages in his/her name or under his /her authority
- Using social network sites, e-mails, text messages, phone calls or any other form of electronic communication, private or public, to harass, bully or intimidate another member of the community. Usage of logo or name or picture of the School to create any Social Network Site, without written consent of the School.

SYSTEM MONITORING AND AUDIT

While the school works on the principle of trust and respect to all, precautions are taken to safeguard the IT landscape of the school. This is particularly true since students have been given school-sponsored e-mail addresses and are accessing mail and internet through our server. The filtering and monitoring strategy is reviewed by Senior Management to ensure that it is effective and reasonable.

REPORTING OF VIOLATION

Suspected violations may be reported to a teacher, counsellor or school administrator in person/ email and the confidentiality of the report will be respected. The School ensures a proper handling of the issue and will engage with the School counsellor, parents, staff and students depending upon the incident.

The ICT security incidents include (but are not limited to):

- software malfunction, for example virus attacks
- theft or suspected theft of any HIXS resources, equipment or information;
- a breach of security resulting in non-compliance regarding privacy of information

REFERENCES

- http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index/?reFlag=1; A-Z of Policies, Procedures and Guidelines

- Wikipedia on Copyright law of India:
http://en.wikipedia.org/wiki/Copyright_law_of_India
- Kent County Council Schools E-Safety Policy 2007
- Anniston City Schools IT Policy 2010-2011
- St. Patrick's GNS Acceptable Usage Policy
- I Safe Acceptable Use Policies
- DECD Standard – Acceptable Use Policies for School, Pre-Schools and Children's Service Sites of Government of South Australia

EMERGENCY RESPONSE PLANNING

This section outlines some of the key elements of the school's state of preparedness. It is our hope that this information answers the questions, parents have concerning the actions and intentions with regard to your ward while they are in school or traveling to or from school by school bus.

- **What can we expect school to do in an emergency?**

Staff will immediately account for and attend to the needs of every student. Any student who is injured will be given immediate medical treatment. Students will be kept in the safest location in the school until they can be handed over to authorised escort person.

- **Before an emergency occurs, how parents can help**

- **Make sure your ward's contact information is updated and current.** If there is any change in address, email ID and contact numbers, please notify the school's front desk immediately. Accurate records must be maintained so that we can ensure appropriate communication with parents/guardians. Only people who have an escort card issued by the school are allowed to pick up students from school.
- Ensure that your ward carries a school ID card every day while coming to the school.
- Make sure you carry an escort card whenever you are coming to school.
- Keep the class teacher informed of your ward's medical condition which needs special attention.
- Remain alert and report any suspicious activities.
- **What do parents do during an emergency** – During an emergency, our first priority is the safety of our students and staff. Communication to the parents will be delayed until school officials understand the full scope of the situation.
 - **What you should do** – Be accessible by remaining at the emergency phone numbers you provided to the school. Wait for the school communication.
 - **What you should not do** – Please do not call the school in emergency situations so that phone lines can remain open for emergency communication. Do not rush to school, access to the school premises are limited to emergency personnel during these situations. You will not be permitted to enter campus, to pick up your child and could be endangering those on campus by coming to school. Avoid calling/ texting/emailing school staff, the use of cell phone/ electronic devices may put them in further danger.

further danger. Please refrain from attempting to contact your ward/s for their safety. If they are in immediate danger, you will be notified. Do not send neighbours or others who do not have the authorised escort card to pick up children.

- **Understanding what this means - Depending on the nature of the incident, the school will implement one of the following protective actions:**
 - **Evacuation** – If it is unsafe for students and staff to remain inside the building, we will evacuate and assemble to the designated area
 - **Full Lockdown** – A “full lockdown” event occurs when there is an immediate hostile threat to the school/ an unauthorized person who is perceived to be a threat to the school community being on campus/ a perceived threat of intrusion. All school activities cease and police authorities are contacted. All staff and students remain in “lockdown” until released by the police or an “all clear” announcement is made by the Director/CAO.
 - **Partial Lockdown** – A “partial lockdown” event occurs when an incident is occurring outside school building or off school property, for example severe air pollution, civil unrest in the city, a monkey is on campus etc. This is a procedure, which allows the school to continue with the normal school day but curtails outside activity.
- **Emergency Communication & Notification** – Parents will be kept informed through the SMS/email. Please be accessible by remaining at the emergency phone numbers you have provided to the school.
- **Emergency drills** – Emergency drills are held periodically to familiarise all students with safety procedures. Cooperation and orderly discipline is necessary during the drills. Students need to do the following:
 - Follow all the drill instructions.
 - Recognise the alarm and listen to the announcement over the PA system regarding the nature of emergency and respond according to the procedures specific to that emergency.
 - Be aware of the exit and alternative exit routes of classrooms and specialist rooms.
 - In case of an emergency, the alarm will be sounded and instructions will be given over the PA system.

ENRICHMENT- IN PURSUIT OF EXCELLENCE

In essence, the school likes to draw a clear distinction between building competence or excellence and competition itself. While we encourage students to strive for excellence through continued improvement towards mastery of skills, we minimize the emphasis on comparison with other students or winning at any cost. In a competitive culture, a child is told that it is not enough to be good – he or she must triumph over others. Success comes to be defined as victory, even though these are really two very different things.

In fine arts as in sports, we encourage excellence through development of skills, coaching and assessments in music, visual arts and drama. We recognize that some students are naturally gifted and the school is committed to providing opportunities for them to explore and develop their interests; nevertheless, we also want students to understand that excellence comes primarily through hard work and dedication and that maximum enjoyment comes through teamwork and collaboration. As a school we will host festivals and performances to provide a platform to showcase student work.

As students move to the senior grades, we provide opportunities for interschool competitions in sports as well as other areas, such as Model United Nations (MUN) conferences and debates. Increasingly, we would introduce greater opportunities for school teams in different sports and performing arts. We host tournaments to promote the culture of sports and also selectively participate in inter-school events. The guidelines for team selection and auditions are made clear to students so that trials and auditions are fair. The school offers a variety of enrichment opportunities through the clubs, which are based on the interests of students. Students take the lead in the clubs and are provided with a mentor who supports and guides them. This enables the students to develop leadership skills and plan initiatives that are relevant for the community and society at large.

As we work as a community to establish these values of excellence, inclusion, acceptance and hard work, we also ensure that our students develop the attributes that they would require to succeed in a complex, interconnected world where communication skills, cooperation and teamwork are as important as expertise or technical proficiency. As we recognize achievement in others and offer encouragement to all, we move from an individualistic perspective of me and mine to an inclusive culture of us and we.

REPRESENTING THE SCHOOL

In addition to our rigorous academic programme, we offer a range of options for students to develop talents and interests through participation in activities and on sports teams. In some cases, they have the privilege of representing the school at interschool competitions, performances and exhibitions, sports tournaments, debates or MUN (Model United Nations).

Students are expected to uphold the values and standards of the school, reflected both by their behaviour as well as in their academic record in order to represent the school.

Following is the eligibility criteria to be selected to represent the school:

- Students must meet the selection criteria as specified by the coach, director or advisor of the team or activity
- Students must attend practices and rehearsals on a regular basis, before and after selection for the team or activity
- Students must have a good academic and discipline record
- Students must be regular in their attendance and punctuality at school, maintaining a minimum attendance of 90%

If a student fails to uphold these expectations, s/he may lose his or her position on the team, forfeit one or more opportunities to participate in a tournament or competition or, if the student fails to address the issue in a timely manner, may be dropped from the roster, at the discretion of the coach or advisor in consultation with the Principal.

FEES

PAYMENT OF FEES AND OTHER CHARGES:

- It is the responsibility of parents to deposit the fees and other charges to the school on time. Fees should be deposited quarterly in the months of July, October, January and April by the 10th of the month. A late fee fine of Rs. 50/- per day will be charged from the 11th of the relevant month in the particular quarter.
- Please write the student's name, admission No., class and section on the reverse of the cheque/draft. The fee can also be paid online through payment gateway (net banking, debit cards, credit cards). The fee can be deposited at the school office from 9.00 a.m. to 1.30 p.m. on all working days. In the event of the cheque being dishonoured by the bank due to any reason, a penalty of Rs. 500/- will be levied and the dues must be deposited by Demand Draft. Fees will not be accepted in the form of cash or outstation cheques under any circumstances.
- In case the fees and other charges due to the school together with the fine due thereon are not paid by the last working day of the month, the name of the student shall be struck off the rolls of the school on the last working day of the month. The child may be re-admitted on payment of all school dues including fresh admission fee at the sole discretion of the school.
- The school at its discretion would increase the fees on a year-on-year basis in the range of eight - twelve percent except for classes where the fee slabs change and/or some additional charges are introduced. Over and above this routine increase, there may be an additional increase on account of any increase and/or introduction of a new pay commission, revision of minimum wages/ pay scales by the government and/or imposition of any taxes or levies currently not accounted for in the fee structure. Fee for the academic year would vary, depending on the year of admission of the child. The school will make every effort to keep parents informed in a timely manner.
- Move from IGCSE to IBDP involves a readmission process in view of different fee structure and change of board.
- School fee does not include any meals, transport, tours and or excursions, stationery, sports equipment, additional specialized clubs and/or work-experience or internship,

after/before school activities and/or any extra facility/activity and/or change of any special need like Speech/ Occupational therapy or special educator support, which shall be payable additional as provided by the school.

WITHDRAWAL

- A student withdrawal **must** be applied online on the school ERP through the school withdrawal form.
- In case any Parent / Guardian is desirous of withdrawing his/ her ward(s) from the School, he/ she will be required to give 1 (one) clear calendar month notice in writing or will be liable to pay fees in lieu of such Notice. It is clarified that such 1 (one) month Notice must be given on or before the 1st of the month, failing which fees will be payable for the month in which the notice is given as well as the subsequent month. **The student will not be entitled to attend School after the last date of attendance as mentioned in the withdrawal application.**
- Students who leave the school in the month of May must in all cases pay the fee for the month of June.
- No fee other than caution money is refundable (post adjusting the balance dues) at any stage.
- Transfer Certificates will not be issued until all dues of the school are cleared.
- The academic session will be considered from July to June of the next year, the days may vary.
- In the case of a mid-term withdrawal, in case any assessment report is required, an application is to be submitted, at least one month in advance.
- At least seven working days (from the date of last attendance) are required to process withdrawal applications, transfer certificate and other reports.

Parents should contact the Registrar's office by e-mailing registrar@ggn.hxls.org for any support. Copy of withdrawal policy is available at the Registrar's office.

(For primary email to: pyp@hixs.org)

GUIDELINES FOR DOCUMENTATION

It is the Parent's sole responsibility to provide all details, document certificates etc. as may be required by the School at the time of admission and/or at any time during the course of the School term. Further, it is Parent's sole responsibility to keep all information, documents etc. provided to the School updated at all time including but not limited to change in marital status of the parents, death of any parent/guardian, change in residential address, contact details etc. of the parents.

The School is under no obligation to accept any request for change of name of my/our child/ward or change in name in relation to me/us and/or change in name/deletion of

name with respect to any parent unless the same is supported with appropriate documents from a statutory authority and/or court of law and further the same is satisfactory as per the School authorities.

The School shall not be required at any point of time to be involved in any inter-se dispute between the parent and/or guardians of the students including but not limited to any divorce proceedings, custody matters etc. and the School shall not act upon any such information and/or request of any particular parent unless the same is supported by appropriate orders from a competent court of law.

LEARNING WITHOUT WALLS

What do you remember from school? What caused you to be who you are today? Chances are, a group project, a special speaker, or a field trip helped you decide. It may have even been something you did on your own, outside of school after learning about a given topic. There was something in your life that sparked your passion or curiosity. It pushed you to take your learning into your own hands and learn more.

Every student comes to the classroom with a different world experience. We know that students who have been exposed to a range of experiences do better in school. In order to be successful learners students need to relate what they learn to what they have experienced. We know that field trips are important. Some of the benefits include:

REAL WORLD LEARNING

As teachers, a field trip is one of the best tools that we can use to provide every student with real-world experiences. Whether that's a trip to the local grocery store, waterfront park, a library, a museum, a theatre, a community garden or a restaurant, each experience that a student participates in contributes to their understanding of the world.

When students leave the classroom, they see the connections between what is happening at school and in the 'real-world'. They begin to see that what they learn within the walls of the classroom can help them solve the problems they see in the world around them and can have a direct impact on who they become as people.

Outdoor Adventure

(a) DHAUJ TRIP - GRADE 11

(b) Heritage walk

(c) Visit to Kepler's Observatory

ACCESS

Students are able to access tools and environments that are not available at school. Our communities are rich learning laboratories. Field trips make it possible to take students to

see an underwater ecosystem at an aquarium, participate in citizen science in a river, use high powered microscopes, see and touch historical artifacts in person and present on a public stage among hundreds of other things. Each experience solidifies learning and supports important academic concepts.

SOCIO-EMOTIONAL GROWTH

Students who go on field trips become more empathetic and tolerant. A study conducted by the University of Arkansas found that students that participate in a field trip to an art museum show increased empathy, tolerance and critical thinking skills. Studying art gives students a chance to think about a topic or theme from a different perspective.

ACADEMIC IMPACT

Field based learning increases test scores. A recent study has showed that middle school students who participate in science field trips through the Urban Advantage program score better on the state science test. Field trips and hands on learning make concepts more memorable. Just think back to what you learned in school, the field trips you took, and what you learned on them are still some of the clearest concepts.

(a) Jaipur Literature Festival

(b) International Trips

- (i) World Scholar Cup
- (ii) Science Exchange Programs

(c) Model United Nation

1. HMUN-HXLS MUN
2. Pathways MUN
3. Khaitan MUN
4. HMUN- Hyderabad

(d) Visit to the National Brain Research Centre (NBRC) Manesar

COMMUNICATION

SCHOOL COMMUNICATIONS

- Important school wide communication will be sent centrally from the Director's office.
- The school calendar is posted online before the start of the academic year to enable all stakeholders to get a holistic and comprehensive summary of the school year.
- In addition, all Programme Leaders, Heads of Department and Coordinators will upload timely updates regarding the curriculum and assessments.
- Full academic reports are uploaded on the school portal twice a year.

EMERGENCY COMMUNICATION

In situations when the school is faced with an emergency situation like closure due to pollution etc. parents will be informed via sms text messaging and mail. All parents are required to update the school regarding any change of contact number, e-mail id or residential address.

ISSUE RESOLUTION

The Heritage International Xperiential School works closely with its parent community who have always been supportive of the school and its educational ethos.

In any situation causing concern regarding a student the parents are requested to follow the following protocol in the order mentioned:

- Setup a meeting with the form tutor
- Setup a meeting with the relevant programme leader or Coordinator if the issue is not resolved.
- Setup a meeting with the Director.
- Final meeting with the Management if issue still remains unresolved

RESPONSE TIMELINE

At HIXS, we believe that timely communication and response are key to a healthy learning environment. In this regard all members of the HIXS community are expected to respond to mails within 48 hours on a weekday.

On weekends, all members are required to respond to only mails marked URGENT.

In case a mail requires some investigation before a response can be furnished, a holding mail must be sent out within the stipulated time line explaining the need for more time to furnish a more informed response.

E MAILS FOR INSTRUCTIONAL PURPOSES

Teaching faculty may use emails to communicate with students in the senior school regarding academic issues. Students are also allowed to avail of this facility. However, no e mail regarding any behaviour related or personal matter can be sent to any student by a teacher.

In case a student writes such a mail to any staff member, the reply mail must have the parent copied into it.

USE OF SOCIAL MEDIA

Teachers and students are expected not to have any interaction on any social media platform. The only means of communication is via e mail.

TYPES OF COMMUNICATION THAT ARE NOT ACCEPTABLE

- Any message or mail for a small audience or individual sent to the entire school.
- Any message or mail that is hurtful or reflects any form of prejudice.
- Any form of rumour mongering about the school or any of the stakeholders.
- Any message or mail that expresses an individual opinion of school policies, curriculum, actions or regarding any member of staff, students or parents
- Whatsapp messages that are used to comment on any or all of the above

The school has an open-door policy and any issues of concern need to be raised through the proper channels as outlined above.

GUIDELINES FOR PARENTS

Establishing Trust and Communication: Even the best schools in the world can only have an impact on their students' development and achievement if there is a strong, mutually supportive link between the home and the school. Parents, teachers and students must work to create a genuine learning community that is characterized by care and respect, committed to nurturing children through mutually supportive strategies that are aligned with the mission and vision of the school and which are based on sound principles of child and adolescent development and effective pedagogy.

In order for us to foster that mutual understanding, as well as to ensure the safety and security of our campus, Heritage International Xperiential School has outlined the following guidelines which we request parents to uphold and endorse:

- Parents are requested not to go to the classes directly during school hours
- Parents should sign in at the security gate.
- In case of non-availability of parent ID card, follow the visitor's protocol
- Parents should not send any items to school during school hours, except in medical emergencies. Forgotten lunches or homework assignments will not be delivered from the security gate. Please ensure that your ward packs the school bag at night. In case of an emergency, alternate arrangements will be made by school and the cost will be borne by the parent.
- Parents are requested to support their child[ren]'s progress by paying attention to their regularity, punctuality and discipline and by showing interest in their work.
- Parents are asked to follow all written policies, particularly regarding regular occurrences such as leaves, tardiness and absences
- Parents are requested to check the online portals (relevant to the section of their ward) regularly and see the home assignments and remarks meant for their information.
- Parents are also requested to carefully read ALL school circulars and to check the website regularly for updates and important announcements
- Parents are requested to inform the school immediately about the change of address, telephone number, e-mail address or designation.

- Parents should avoid criticism of a teacher or the school in the presence of the child, as this undermines the strong, positive relationship between student and teacher.
- Parents are requested to refer to the School Calendar, assessment schedule and other circulars instead of making inquiries on phone unless they require any clarification.
- Parents are requested to advise their wards to be careful about personal belongings, discouraging them from bringing valuable items to school. In case such an item is brought to school, it is the responsibility of the student to take care of it.
- Parents should ensure that their wards do not bring mobile phones or personal music devices to the school, as these items will be confiscated by teachers, turned over to program leaders and returned directly to parents at a later date.

COMMUNICATING CONCERNS

Communication cannot happen unless there is a mutual assumption of good will and positive intentions, based on trust and transparency. When parents have questions or concerns, a clear procedure must be in place that is designed to lead to increased mutual understanding and, most importantly, towards finding solutions in the most expedient way possible. Towards that end, this is the procedure that parents should follow:

1. Parents should communicate with all school employees in a respectful manner.
 - a. If the tone of an e-mail or SMS is disrespectful or confrontational, the Department Head or Programme Leader will intervene and call a meeting immediately
 - b. If the tone of the meeting becomes disrespectful or confrontational, it will be ended immediately and rescheduled for a different time
 - c. If the disrespectful behaviour continues, the Principal will convene a meeting to resolve the issue
2. Parents should first deal with the person who is directly responsible for helping to identify a solution.
 - a. This means that for most issues, the first point of contact is the classroom teacher
 - b. For matters of logistics or support services such as transportation or facilities, it would be the person in charge of the specific service.
3. Parents must make individual appointments regarding their own child[ren]'s issues
 - a. Delegations representing group causes do not generally result in solutions
 - b. Each student's needs are different and need to be addressed individually
 - c. Students, parents or teachers will not be discussed in absentia
4. Parents must have an appointment ahead of time in order to meet with a teacher or an administrator
 - a. Appointments should be made in advance by e-mail.
5. If the problem cannot be solved at the level of the formroom tutor or the person in charge of the area of concern, then that person, together with the concerned parent, should take the issue up to the next level.
 - a. In the case of the formroom tutor, this would mean making an appointment with the teacher AND the parent (plus the student, if required) with the program leader.
 - b. The Programme Leader then escalates the issue to the Director as and when required.
 - c. It will be necessary for the parent, the teacher and the programme leader to attend the meeting with the Principal.

6. If it is a support issue, then the head of function (such as transportation) along with the parent should make an appointment with the Chief Administrative Officer (CAO), who oversees all administrative functions.
 - a. The Chief Administrative Officer escalates the matter to the Director as and when required.
 - b. It will be necessary for the parent, the head of support function, and the CAO to meet together with the Principal
7. The Director should not be expected to overturn a decision made by the person directly responsible for the area of concern unless:
 - a. there are new circumstances which must be taken into account OR
 - b. The Director deems that there has been unprofessional or inappropriate conduct—in which case s/he will take the matter up as a grievance, following the procedure outlined in our Teacher / Staff Policy Handbook.

GUIDELINES FOR SOCIAL MEDIA

In an effort to help our children grow up as trusting individuals who embrace life with the belief that there is more good than evil in this world, adults must consistently exhibit behavior which reinforces those beliefs. There is ample research to indicate that a child's trust in family, friends and school impacts their level of trust and happiness in general. Our conduct as adults on this forum is a significant reflection of that trust and it is our collective responsibility to help our kids keep their faith. We would therefore urge you to use social media platforms in a responsible and respectful manner, refraining from spreading rumors, reacting to unsubstantiated information or referring to individuals. Please continue to use our guidelines, as outlined above, to share concerns.

We are present on Facebook as 'Heritage International Xperiential School' and we use this platform as an extension of our mutually respectful relationship, to engage, involve and enrich each other. We would therefore request students, parents, teachers, and alumni to follow these guidelines for posting articles, comments and in their interaction with members of the community:

This forum can be used for:

- Sharing articles and expert advice, news and innovations on content related to education.

This forum cannot be used for:

- Voicing political opinions
- Raising personal concerns and issues (these should be resolved with a one-on-one dialogue with the concerned educators at school)

Protocol to be observed

- Use a respectful tone in responding to others as a reflection of our values, whether in face to face interaction or on this forum.
- Extend the same courtesy in your comments and reviews towards your child's educators and support staff that you would expect these educators and staff to extend to your children, who are entrusted daily to their care

- Embrace child rearing as a shared responsibility between the community and the parent, which is especially applicable to social media platforms. Although the school will monitor content and activity on "The Friends of The Heritage Schools" social media platforms, as parents please take full responsibility for monitoring your [eligible] child's activities on social media.
- We encourage you to actively participate in the campaigns/ activities conducted on the Facebook page of the school and contribute productively to this community.

ADMINISTRATIVE & SAFETY INFORMATION

PARENT ID CARDS

All parents/guardians have been provided with ID cards and will always be expected to display the same at the gate at the point of entry and displayed/worn so long as the person is on the school premises. You could be asked to show and wear your ID Card by any staff member of the school in case it is not displayed. Entry into the school campus will be allowed only after verification of the Parent ID Card.

In case you are not carrying the Parent ID card, you will be issued a visitor pass against a valid government photo ID proof (PAN, Adhaar, Voter ID, Driving License) which will be checked at the main gate.

ID CARDS

ID cards will be provided by the school at the beginning of the session. Loss of I-Card should be intimated to the class teacher and to the is@hixs.org. I-Card will be re-issued on payment (for Middle and Senior programme). For Primary: pyp@hixs.org

SECURITY AND PARENTAL ACCESS

Parents use their ID cards to enter the school premises. Parents will be required to wear their ID cards for access into school and their presence inside the premises. In case they do not have their card, they will be issued a visitor card on depositing a valid photo ID. This will be returned when they leave the premises. Please note that parents without any proof of identity cannot be admitted to the building.

In keeping with best practice guidelines, parents are only expected to enter the building when they have an appointment. Parents wishing to see staff at short notice should report to the school receptionist who will telephone to see if the member of staff is available. Please make a note that entry of helpers (maids/drivers) is restricted till allocated gates/ pick up zone.

In case of loss of Parent ID Card/ID Card the parent/guardian must immediately inform the School in Writing.

TRAFFIC & PARKING PROTOCOLS

- School periphery area is no honking zone.
- Speed limit is maximum 10 KMPH near and around school periphery.
- Kindly be polite with guards, they are there to help the school community having safe & secure movement.
- Parking outside the school is not possible. Parents and drivers may use the dispersal bays for picking up and dropping off children.
- Our school guards are on duty to ensure that cars move on and do not stop on the road, to ensure the safety of all students. Please do inform your personal drivers to pay heed and take on board the instructions given by the guards.
- Please note that no car will be allowed to wait outside the school beyond the pickup and drop off times.
- We strongly encourage parents/students to car pool or to sign up for the school bus. It is an ideal way to reduce our carbon footprint and also help mitigate traffic congestion at arrival and dispersal times.

VISITORS

- All visitors, including parents and alumni, are required to sign in at the security office and receive a visitor's pass, then report directly either to the administration office or the Reception upon arrival.
- All visitors will be required to wear a visitor's badge while on campus, then turn it in at the security office and sign out when they leave.
- All visitors must have a prior appointment.

HEALTH SERVICES / DISPENSARY

Located on the ground floor near the admissions office, the on-site medical facility (being run by a third-party vendor) is staffed and resourced in a limited capacity to administer first aid. We also have a basic ambulance on site during school working hours which is basic in its nature of facilities provided onboard and is mainly to transport the child/ward to the pre-designated hospital. Medical room is open for students who may need health services during school hours.

GUIDELINES FOR PARENTS

- **Health Information:** - As parents and guardians are the first health educators and care providers, please fill the pre-admission health form with current, complete and accurate information. Medical information regarding any significant medical history, vaccination/immunization, emergency contacts & allergies details will be collected through a health form. It is important to keep these records updated on an annual basis about any change in your child's health. All information provided will be maintained confidentially and shared only if required to ensure the safety and well-being of your child. The School shall not be held responsible for any mishap due to concealing such information from the School.
- **Contagious Sickness:** Students suffering from a contagious illness/ disease such as viral flu, chickenpox, measles, TB etc. are expected to recuperate at home. A medical fitness certificate will be required to return to school. It is the parents' responsibility to monitor the health of their children and not to send a child to school if he/she is showing symptoms of the illness. Any child sent to school showing signs of a contagious disease or illness will be sent home immediately.
- **Health conditions requiring special management:** In case the child suffers from any condition that requires special management such as asthma, allergies, diabetes, epilepsy etc., parents/caregivers are required to provide clear written instruction on the kind of management required to address the conditions. The instructions must include side-effects of medication provided and the medical protocol you have followed in the past or have prepared for.
- **Medication from the school health staff facility:** The school can only provide basic first aid (and not medical aid), initial care of illness or injury occurring in school. The nurse/doctor will inform parents/caregivers of any injury or condition for which the child was provided assistance. If the nurse/doctor determines that the student is too ill to continue with classes, parents will be notified and requested to take the student home.

The school keeps a small stock of fever and pain reduction medication, oral rehydration, topical ointment for minor cuts or wounds. In case a student requires urgent care, our school health staff will administer the appropriate medication based on an assessment of symptoms. If you have any objections to the school nurse providing any of these medications under any circumstances or without informing you first, please inform the school in writing.

- **Physical Fitness related activities:** Please inform the school promptly in case the child has any condition that prevents or restricts the child's ability to participate in any school activity, including any sport or tournament. Many physical activities and sports have inherent risks of injury associated with such activity and while the school takes all reasonable care it cannot be held liable for any such injury.
- **Emergency Care and First Aid:** During an emergency and in case of serious injury or health, school health staff will give first aid when appropriate. Every effort will be made to contact the parents/caregiver/emergency contact in the event of an emergency. In the event a parent/caregiver/emergency contact cannot be reached, the child will be transported to the nearest/most appropriate hospital/medical care facility, as determined by the school based on an assessment of the child's condition.

- While the school medical staff may refer students for vision testing, personal hygiene, or other problems related to health, school staff are not available for consultations on personal health issues nor are they in a position to make diagnosis or prescribe medication. Parents must always follow up with a visit to their family physician after their children have been referred to the dispensary.
- The treatment for injuries that occurred at home is the responsibility of the parent/caregiver. Monitoring the progress or managing a student's on-going medical condition is the sole responsibility of the parent/caregiver.
- The School is authorized to administer any first aid, if so deemed necessary to my child/ward in case of any untoward incident during School hours. The school provides this first aid on good intent and based on professional advice but is not liable for the condition of the Child in any manner whatsoever.

MEALS

- HIXS provides only pure vegetarian meals on a paid basis. The School provides optional catering/canteen facilities for all students through a licensed, reputable catering vendor and all reasonable safety and hygiene precautions and regular checks are followed.
- Parents can avail the facilities by writing an application through ERP. If the parents avail the meals in mid of the quarter, the payment will be on the pro-rata basis.
- Meal menu is available on the school website/ERP. The menu has been put together with adequate research on dietary guidelines for growing children.
- Medical allergies: Please keep in mind that, although nuts are not used in our menus, we do not cater to students with allergies. Please let us know in writing if your child has any food related allergy along with written instruction on responding to the allergy. Children must be educated at home on their allergy, what to avoid, recognising symptoms of the allergy, knowledge of their medication and who they should approach in case of an episode. It is the responsibility of Parents to intimate the School in case your ward has any dietary restriction and/or allergies of any nature whatsoever. In case of any failure on Parent's part to provide all relevant information to the School with respect to any dietary restriction, dietary requirements, allergies etc, then the Parent shall be solely responsible for any untoward incident and/or mishap that might be suffered by the Child/Ward.
- Parents also undertake the responsibility to keep the School updated in writing in case of any change in their ward's health that may require a change in diet and educate and train their ward on safe and healthy eating habits and to respect the dietary habits of others.

TRANSPORT

The school provides transportation for the convenience and the safety of students. The school operates its own buses on specific routes, depending on the number of students on the route. Though we try our best, it may not always be possible to drop students at their doorstep or to accommodate requests for changes. Once a route has been finalized no changes/diversions will be entertained, and parents are requested to cooperate. Bus facility provided by the school is subject to availability of seat in the vehicle and residence falling on the designated routes. Decision of the school will be binding.

GUIDELINES FOR PARENTS

- Parent/guardian ID card for picking up the student is compulsory, and the student will be handed over only after the same is shown to the bus didi.
- No PYP student will be dropped off at their stop if there is no one to pick the child up.
- Parents are required to pick up the child from the designated stop. In case the parent/guardian/caretaker is not there to receive the child with the authorised ID card, the driver is instructed to bring back the child to the school.
- Students of grade 6th and above are independent walkers, they will be allowed to enter their homes or compounds without being met by a parent/guardian/caretaker unless informed otherwise in writing.
- The student will only be dropped on the left side of the road unless there is a signed declaration submitted and filed with the transport department at school.
- The bus will not wait for any student who is not on time at their stop for pick-up.
- In case the bus is before time at pick-up or drop route, it will wait till the appointed time for that stop.
- The bus will ply only on arterial roads.
- A responsible person from the school is on duty in every vehicle with a mobile phone to ensure connectivity with the school office. The telephone number of the said route will be shared with the parents.
- If the student does not take the bus for any reason, either in the morning or in the afternoon, the onus lies on the parent to inform the school authorities via an email sent to the class teacher & transport@hixs.org. Intimation should be sent to the school via email, 24 hours in advance. Messages via phone calls will not be entertained.
- Parents must park their cars at a distance away from the bus stop, to ensure the safety of students as they alight.
- The senior students (Grade 9-12) will be allowed to take the private taxi services provided there is prior written consent from the parent sent to the class teacher and cc to is@hixs.org. On the day of travel the cab must be booked by the parents.
- A parent may withdraw their child at any time from the bus facility by submitting an online application. The withdrawal will be effective from the new month and therefore at least **ONE month's notice** is required.
- Bus stop or routes cannot be changed for a short period of time. If a change is required, in case of change of address, it will depend on the availability of seats on the new bus route, requested for. Routes are mapped keeping in mind the least travel time for students hence, diversions of any nature will not be entertained.
- Any suggestions/issues should be emailed to transport@hixs.org and on no account should the bus be held up for any conversation with the bus staff.

PUPIL/STUDENT BEHAVIOUR

- All the students will fasten their seat belts and will remain seated on the bus. They will not stand or put their feet on the seats.
- Students will not leave their seat in a moving bus to alight. They will only unfasten their seat belts once the bus has halted.

- Students will only travel on their designated bus routes.
- Students will not shout, quarrel or create any undesirable scene while travelling inside the bus.
- Keep noise levels low so as not to distract the driver
- No student is allowed to throw anything inside the bus or out of the window.
- Cold drinks/ ice creams/ other eatables are not allowed in the bus. Only water bottles are permitted.
- Students will not hang their hands outside the window or hang any part of their body from the windows/door.
- Students will keep their school bags in its designated rack.
- Students are to occupy only one seat in the bus.
- Sit with your bottom on the seat, your back against the seat, and your feet on the floor.
- Students should board and exit the bus in an orderly and safe manner.
- When disembarking from the vehicle, ensure that you are carrying all your belongings and look out carefully for the road traffic.
- Students will not indulge in any form of physical or verbal abuse.
- Students should treat the bus and other private property with care.
- Students should not play games within the bus that cause harm to other students.
- Usage of cell phones or any other electronic gadgets is prohibited.
- Any damage caused to the vehicle will be charged to the person responsible or when not owned up divided equally amongst passengers.
- Be courteous to the staff on the bus and follow instructions.
- On receiving a complaint against a student causing in-discipline or being disobedient to the bus staff, his/her bus facility is liable to be withdrawn.

BUS DISCIPLINE PROCEDURE FOR STUDENTS

Category	Degree of Severity	Action Taken (based on repetition)
Level 1	First or minor incident	- Verbal warning by Transport Manager.
Level 2	Second or more serious incident	- Written warning by Transport Manager. - Students lose transport privileges for one day. - Class Teacher notified. - Email sent to the parents or parents are called. - Recorded in the ERP system.
Level 3	Third or repetitive series of incident	- Program leader contacts parents. - Students lose transportation privileges for one week (5 days).

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">- Student placed on Behaviour Probation.- Email sent to the parents or parents are called.- Recorded in the ERP system. |
|--|--|---|

SUBSEQUENT INCIDENTS

- Such repeated incidents should be taken very seriously by all concerned because when students misbehave on the bus, they put themselves and others at risk of serious injury.
- Accordingly, the consequences in the form of strict action should be assigned to the defaulting students - like losing the bus privilege for the rest of the year or subject to additional disciplinary action as appropriate. Therefore, it is imperative that students respect and obey the bus staff at all times.

PERSONAL VEHICLES

- Students who come to school on their own should arrive at the school before the bell rings. No student is allowed to come to school in a self-driven scooter/motorcycle/car.
- Please note that no request seeking permission to allow the child to go to friends/relatives' houses shall be entertained.

PRIVATE HIRED TRANSPORTATION

Other than the transport provided by the School, any parent-hired cabs/transport availed by for transportation of your child/ward including but not limited to any parent-hired cabs located outside the vicinity of the School premises shall not be responsibility of the School in any manner whatsoever. Some of the suggested guideline for parents using private hired transportation is:

- The vehicle must be in good condition.
- Sitting capacity should not exceed the number of seats available in the cab.
- The authorized driver has adequate driving experience.
- The vehicle is not LPG operated.
- It is advisable that parents carry out due police verification of the cab driver and road-worthiness of the vehicle.
- Details of the vehicle and driver's license number are to be provided to the school for our records.
- The telephone numbers of co-parents are kept by each parent using that vehicle.
- The telephone numbers of driver and cab details to be provided to the transport manager as well as the concerned class teacher.

TRANSPORT REQUEST FORM (Completed form to be e-mailed to transport@hixs.org)

The Director
Heritage International Xperiential School
Sector 62 / DLF Phase 5, Gurgaon (HR)
Dear Sir/Madam,

1. I/We request that my ward _____ of class _____
Application # _____ may be permitted to use the school bus as per the route allotted by the school subject to the following conditions I undertake to fulfil
2. I/We will pay the transport fee according to the rate now in force and amended from time to time by the school authorities by or before the due date for payment.
3. My/Our residential address and telephone No(s) are given below and I will inform the school in writing if there is any change to the details provided below:

Contact No.(Off) _____ (Res.) _____ (Mobile) _____
4. I / We understand that the school management is under no obligation to provide the bus facility to me/us as it may not be possible to run bus routes to all locations.
5. I / We understand that the bus facility may be discontinued at any time at the discretion of the school management with one-month notice (except in case of disciplinary/special cases).
6. I / We understand that the bus will stop at the designated bus stop which will be finalized and sometimes due to unavoidable circumstances may have to be varied by the management of the school.
7. I understand that the School will not be able to entertain any requests of change of bus stop or route other than the one that is designated.
8. I/we understand that my ward/s will be dropped at the designated stop without any escort (applicable for grade 6th and above) unless informed otherwise by me/us in writing.
9. I/we understand that the school requires one calendar month notice for discontinuation of the bus service. Bus fee for the month of serving the notice will also be payable. Any unpaid dues will be deducted from the security deposit.
10. I/we understand that our child/children will be required to follow the school's code of conduct while using the bus, which will be reinforced at home by us.
11. I/We have been informed by the school that the school transport services are provided by an expert agency and I/we have satisfied ourselves on the services provided and acknowledge the inherent risks involved in use of any such transportation.
12. I/we have read and understood the contents of the above declaration and undertake to abide by the same.

Thanking you
Yours Faithfully

Signature of Parent

Name _____

Date _____

To be filled by the Transport in charge

Bus Stop: _____

Bus Route No. _____

Signature of Transport Manager: _____

Personal belongings

Every Cambridge and IB student is issued a locker at the start of the school year. Students need to bring in locks to keep their assigned lockers locked. They are expected to take care of their personal belongings at all times and are discouraged from bringing in valuables into school. In case they do, they must take responsibility for their own belongings. The school will not be responsible for any loss or damage. It is important that students use the locker that is assigned to them and keep it locked at all times.

www.hixs.org

POWERED BY:

