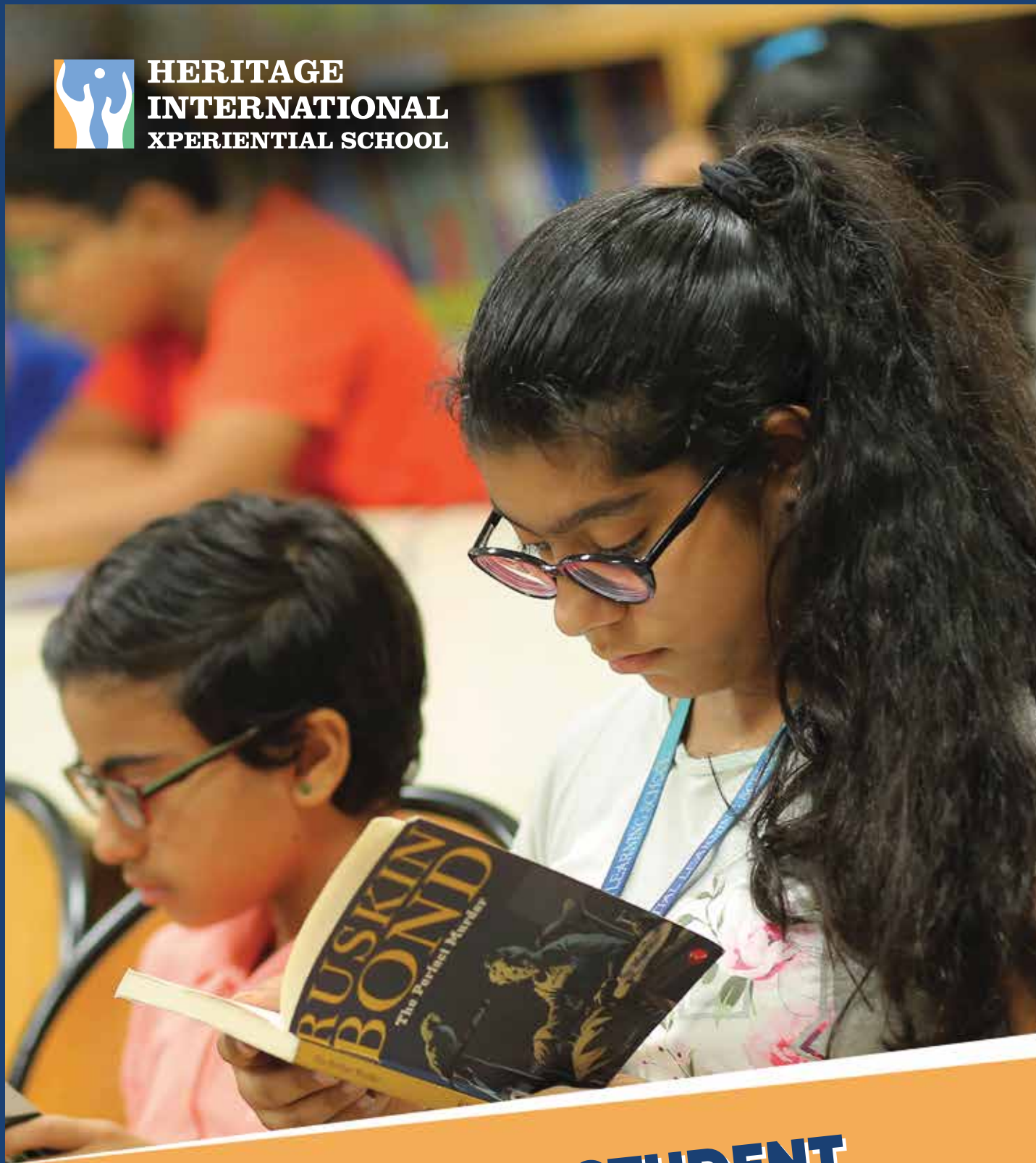




**HERITAGE
INTERNATIONAL
XPERIENTIAL SCHOOL**



PARENT AND STUDENT HANDBOOK

THE PRESENT PARENT AND STUDENT HANDBOOK IS AN EVOLVING DOCUMENT AND THE SCHOOL MAY FROM TIME TO TIME AMEND THE SAID HANDBOOK. THE UPDATED HANDBOOK WOULD BE AVAILABLE ON THE WEBSITE OF THE SCHOOL AND ALL PARENTS ARE REQUESTED TO KINDLY KEEP THEMSELVES APPRISED AS TO ANY CHANGES, WHICH WOULD BE BINDING UPON ALL PARENTS/GUARDIANS AND MEMBERS OF THE SCHOOL COMMUNITY.

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A MESSAGE TO STUDENTS

Dear Students,

Welcome to your handbook for AY 2024/2025.

The purpose of this handbook is to give you a starting point for understanding how our school thinks and operates. It contains helpful principles, philosophy and guidelines to allow the whole community to collaborate with a shared understanding.

Our policies are already sound but we are always open to further discussion and discourse to provoke and refine our thinking. At times, the global situation changes and we adapt our thinking quickly to reflect similar practices to those in other international schools.

We hope you find this handbook helpful as you continue with your journey with us through Heritage International Xperiential School.

A MESSAGE TO PARENTS

Dear Parents,

Welcome to your handbook for AY 2024/2025.

As partners in your child's journey through Heritage International Xperiential School, it is vitally important that we are all aware of the principles, philosophy, and guidelines that allow your child's academic and social-emotional development to flourish.

As our school moves into the next chapter of its story, our handbook will also evolve to reflect fresh thinking from the world of education, from our cultural roots and from our international programmes.

We hope you find this handbook helpful as you and your child continue your journey with us through Heritage International Xperiential School.

THE HERITAGE SANKALPA (OUR VISION)

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

The Heritage community 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

We 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.

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



We will commit to practice 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.

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.

We 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.

SCHOOL INFORMATION

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

Telephone : + 91124 2859200 (Primary campus) +91124 6327000 (Heritage Avenue)

Email : is@hixs.org

Website : <https://www.hixs.org>

: <https://www.hxls.org>

Head of School office : principal@hixs.org

Primary School related queries (Nursery – Grade2) : primary@hixs.org

Upper Primary related queries : upperprimary@hixs.org

Middle School related queries : mp@hixs.org

Senior School related queries : sp@hixs.org

Sports queries : sports@hixs.org

Performing Arts queries : pa@hixs.org

Visual Arts queries : va@hixs.org

Makerspace Primary/Upper Primary : makerspace.pyp@hixs.org

Makerspace Middle/Senior : makerspace@hixs.org

Transport related queries

-For Senior campus (Grade 3 to 12) : transport.senior@hixs.org

-For Junior campus (Grade N to 2) : transport.junior@hixs.org

University Counsellor : college.counselling@hixs.org

Accounts

- For Senior campus(Grade 3 to 12) : accounts.senior@hixs.org

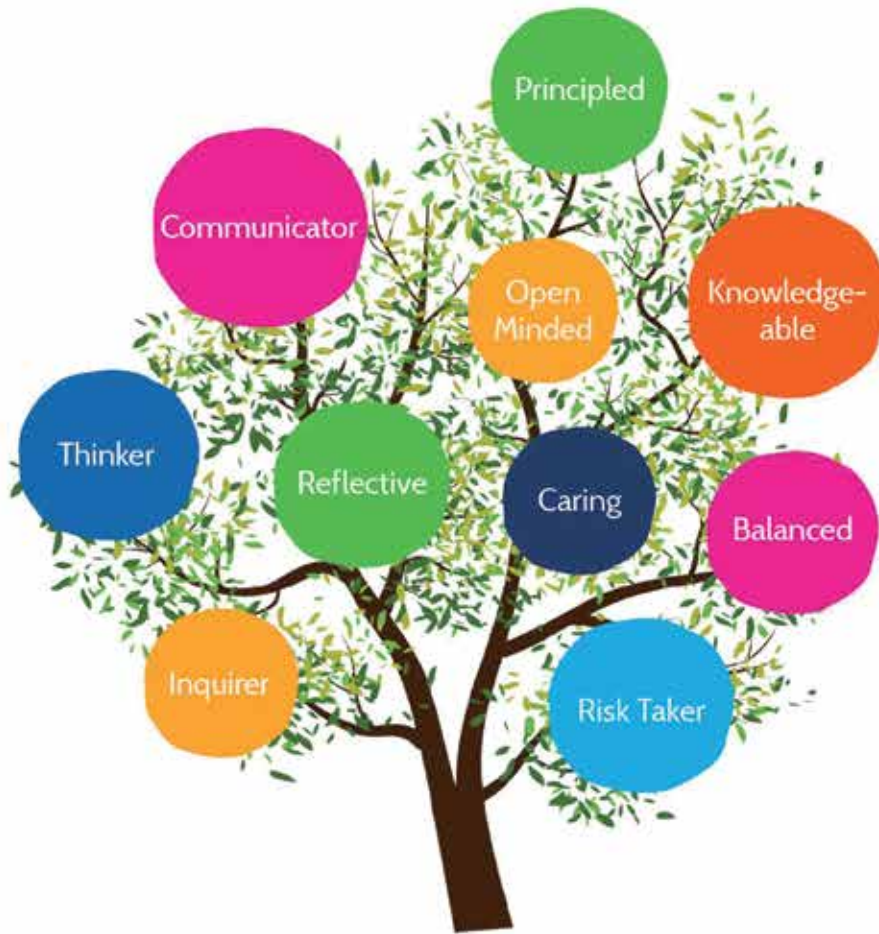
- For Junior campus (Grade N to 12) : accounts.junior@hixs.org

Note

- Meeting with Teachers, Programme Leaders and Head of School (with Prior Appointment)
- The school will remain closed as per the school calendar

LEARNER PROFILE

Visual representation of HIXS Learner



**IB - PYP
LEARNER PROFILE**

IB LEARNER PROFILE



UN 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, peace and justice. 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 to achieve this goal 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.

Our identified goals are: No poverty, Zero Hunger, Good health and Well-being, Quality Education, Clean water and sanitation, Affordable and clean Energy, Sustainable communities/ Climate change (reduce carbon emission).



INTERNATIONAL CURRICULUM

At HIXS, we follow the Primary Years Programme ("PYP") curriculum for Primary.

From Grade 5 to Grade 10, we follow the Cambridge curriculum. At Grade 11 and 12, we have the International Baccalaureate Diploma Programme ("IBDP").

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 Co-curricular 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 students are constantly challenged to be principled, open-minded and caring as they move out of their comfort zones.

Our Primary school facilitates the PYP curriculum from Early Years to grade 4. IB focuses on six transdisciplinary 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 developed as inquirers and take responsibility for their own learning. These values continue into the Middle Years Program, where students learn the usual middle school subjects, plus technology and a foreign language. At the end of the programme students complete a personal project based on their interests.

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

The PYP transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond.

The PYP students' academic, social and emotional wellbeing, focusing on international-mindedness and strong personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning.



The programme incorporates local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. The themes include 'Who we are', 'Where we are in place and time', 'How we express ourselves', 'How the world works' and 'How we organize ourselves.

THE CAMBRIDGE CURRICULUM- LOWER CAMBRIDGE AND IGCSE

Cambridge International Examinations (CIE) is an arm of the 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 Assessment International Examinations (CAIE) is a provider of international qualifications, offering examinations and qualifications in more than 160 countries.

In the Middle School, Grade 5 to 8- HIXS offers the Cambridge Lower Secondary in its Middle Years Programme. Cambridge Lower Secondary builds on the learning from the Primary Year Programme and prepares learners for Cambridge Upper Secondary study. Subjects taught in the lower secondary programme include English, Math, Science, Global

Perspectives, Hindi, Modern Foreign Language options - Spanish, French, Digital Literacy & Makerspace. Experiential learning comes alive in the middle program as Learning Expeditions (LEs) that integrate concepts of Natural and Social Sciences, along with Socio-emotional learning, thinking and collaboration skills, languages and digital literacy in the context of the real world around.

GRADES 9 TO 12- SENIOR SCHOOL.

In Grades 9 and 10-We offer the International General Certificate of Secondary Education (IGCSE) qualification which is a natural progression from the Cambridge curriculum in the Middle school and guides students towards the IB Diploma programme in grades 11 and 12.

GRADE 11 AND 12- HIGH SCHOOL

We offer the International Baccalaureate two-year Diploma Programme. High schoolers complete courses in six subject groups, three at a higher level and three at the standard, which must include Mathematics, one 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, which requires engagement in the arts, physical education and community service, and studying Theory of Knowledge, which tests students on different types of knowledge through an exhibition and a 1,600-word essay.



ACADEMIC RIGOUR AND EXCELLENCE

Learning 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. 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 to respond 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 in 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 stretch and challenge is a basic expectations. 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 for 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 Primary School (Nursery to grade 4) 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 that link learning to the real world. The units of inquiry bring together multiple disciplines in the form of transdisciplinary themes, free from the boundaries of isolated subjects. The literacy programme develops reading and writing skills in an experiential and play-based format, that 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 a deep understanding of mathematical concepts. Once students have a deeper 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 learning expeditions, 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 School, 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 engage in sophisticated research, engage with the community in authentic ways, and present their high-quality products to legitimate audiences.

In the Senior School, the students of Grade 9 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 Grade 9 and 10. At the start of grade 9, students are required to make choices and take 9 subjects for the IGCSE board. Students begin with the IB Diploma programme in Grade 11. The International Baccalaureate Diploma Programme is a two-year educational programme that provides an internationally accepted qualification for entry into 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 must write based on a topic of interest.

ASSESSMENTS

In the International School, assessment is primarily 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 across grades from Nursery till 12 with a fundamental difference in the fact that students



appear for an End of Year Exam from Grade 8 onwards 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 and Passage Portfolio Presentations at the end of grade 8 post which students enter into the senior section. 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.

The school makes use of ongoing and carefully planned assessments to drive the curriculum and provide a framework for learning. While assessments are used for evaluating, recording and reporting student progress, their primary objective is to enhance the learning experience. The educators use varied assessments in order to enable students to demonstrate their developing skills, knowledge and understanding. Effective and relevant assessments enable students to analyse, reflect, refine and celebrate their performance. At HIXS, assessments are not limited to pen and paper assessments but include oral presentations, project work in groups, Internal Assessments based on research that value the drafting process, expeditions and many more.

At HIXS, Assessments are used to:

- Provide evidence of student performance
- Provide evidence of student's ability to apply the relevant skills
- Enables students to demonstrate critical thinking
- Provide evidence that students can apply their skills in a variety of situations
- Provides motivation
- Provides opportunities for the student to reflect through the feedback provided and set further learning goals.

Assessments can be categorised as:

- Diagnostic
- Formative

The formative assessments include individual assignments, group projects, quizzes, oral activity, tutorials, investigation tasks, case studies and simulations

- Summative

The summative assessments include End Semester exam, Year end exam, Mock examination, and Oral Commentary

ASSESSMENTS IN THE PRIMARY PROGRAMME

Assessments in the Primary Programme are first and foremost in service of deepening students' learning. Through continuous, ongoing observations and assessments, we gather data and insights about students' learning journey and are able to understand individual strengths and progress. Our curriculum and assessments are centered around 4 domains of learning: Inner and Social, Cognitive, Creative and Physical. A variety of tools and strategies give us a comprehensive understanding of each students' abilities and needs in all the domains of learning and help us carve a way forward by constantly adjusting our teaching practice. Well defined standardised checkpoint assessments for Literacy and Numeracy provides us an in depth understanding of students' strengths and needs.

Students' self assessment and reflections on their learning are ways for them to have a shared ownership in the learning process. Age appropriate Self and Peer Assessments in our programme enable children to develop reflective and critical thinking capacities that enrich their learning journey and make them more self directed. Our assessment philosophy

incorporates 'summative' assessments as well as ongoing assessments of a formative nature, in recognition that students need multiple ways to demonstrate to us and to themselves what they have learned. A range of assessments help us to draw on the learning strengths and preferences of our students and allow maximum flexibility.

ASSESSMENTS IN THE MIDDLE SCHOOL PROGRAMME

The Middle School uses assessment practices that motivate students to lead their own learning. Students continuously assess and improve their knowledge and skills through self and peer critique and reflection on the feedback. They set goals and improve the quality of their work through multiple drafts, revising in response to feedback and working with experts. Continuous formative assessments are built into the everyday instructions followed by unannounced summative assessments at the end of the concept. Grade 8 being a transition year is introduced to a formal assessment structure with announced summative assessments, and term-end and end-of-year assessments scheduled in the academic calendar.

Cambridge provides diagnostic tests for the end of the Lower Secondary programme for English, Mathematics and Science. HIXS undertakes the checkpoint exam for Literacy and Numeracy at the end of grade 8. Cambridge marks the tests and provides feedback on the strengths and areas to work for each learner. Cambridge Lower Secondary Global Perspectives is assessed through a Research Report. For tracking student reading levels and aligned classroom intervention, we use Fountas and Pinnel Reading benchmark assessment for grade 5 - 7. The purpose of benchmark assessments is mainly for diagnosis and to inform our instructional practices.

ASSESSMENTS IN SENIOR SCHOOL-

In Senior School, Assessment can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a few hours. Assessments will be judged by the students's teacher, while other times they are evaluated by an external examiner. "- Assessment Principles and Practices

Marks and grades are two different things. In marking, students are given credit for the work they have produced against a mark scheme whereas in Grading, teacher's judgment on the quality of student's work against a defined standard is measured.

FACE-TO-FACE ASSESSMENT

- Weightage Criterion in Case of leave or Absence during Formative Assessments

CLASS- (IX- 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, the 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.

- Student would be awarded weightage
- If they are participating in events approved by the school.
- In case of Medical Leave, the leave application is submitted on the same day and the requisite certificate is submitted on the day when the student joins the school after availing of 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 grounds.
- Sanctioned Leave: Assessment missed due to personal tragedies in immediate family or hospitalization of an immediate family member will be given weightage of the rest of their performance scores.

NON - SANCTIONED LEAVE (AB)

Weightages against leaves will only be awarded if the rules are adhered to.

- No weight age 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:

Confirmed either by the Class Teacher or the SPL will be considered as absent.

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 Students to appear for Summative Assessments. In case of Leave due to unforeseen circumstances, the student has to reappear for the Summative Examination and he/ she will resume classes only after taking the Exam.

CLASS- (XI)

- It is mandatory to appear for the Paper Pen Test as per the schedule given by the 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 of Medical Leave / On Duty Leave, 75% weightage of the marks scored in other Assessments of the same kind in the Unit Tests will be awarded.

CLAUSES TO AVAIL WEIGHTAGE IN LIEU OF ML/ON DUTY LEAVE:

- Only serious medical reasons as mentioned afore or unforeseen circumstances, if deemed fit by the school, will be given weightage 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 the conduct of the test.

Sanctioning of leave is at the discretion of the School depending upon the performance and attendance of the candidate.

ACADEMIC INTEGRITY

The ownership of one's education comes from within; one needs to own it through 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 the website; which needs to be cited or mentioned in the assignment. Acknowledgment of any work the student has used from any external source 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 to any kind of work, be it an oral presentation, a project or a written assignment.

SENIOR 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 behaviors 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 Programme; 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 need and seriousness of submitting plagiarized work is crucial. Students of IGCSE and IBDP are penalized severely and even given an '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 regard to academic integrity.
- all stakeholders to understand and appreciate what constitutes academic integrity and what amounts to plagiarism.
- students need to acknowledge the words, ideas, scholarship and intellectual property of others.
- students regarding what is considered a breach of academic integrity.
- educate the school community regarding the sanctions – step-wise that would be set into motion if a student submits a plagiarized piece of work.

STUDENT'S 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

- understand that different sanctions will be imposed depending on the seriousness of the case.
- 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 School has stepwise sanctions to enable students to understand the importance of academic honesty.

- At the first inst. The same is communicated to the parent.
- A second instance of plagiarism will require a case conference of plagiarism; a clear verbal warning is given within twenty-four hours to re-do the assignment. The next step outlining the consequences, if such actions were to be repeated, is made explicit 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 resubmit the assignment.
- In case of a third instance, the case will be referred to the Principal /Vice Principal 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 should 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 Principal 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 or pictorial 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 INVESTIGATING AND RESPONDING TO ALLEGATIONS OF MALPRACTICE AND REPORTING

INTERNAL ASSESSMENTS AND ASSIGNMENTS

- 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.

USE OF AI CHATGPT

The advent of Generative Artificial Intelligence (AI) tools, particularly Large Language Models (LLMs) such as ChatGPT, BingAI, Bard, etc has provided us with opportunities for enhancing teaching and learning. LLMs are AI models that can understand and generate human-like text, capable of having conversations, creating written content, and even tutoring in a variety of subjects. At HIXS, we believe that such models will become a part of our lives like spell checkers, Grammarly, and calculators. We understand that LLMs can offer numerous opportunities for students and teachers to support learning, improve efficiency and encourage creativity and thereby providing opportunities to set higher expectations for themselves

Just like we have developed an understanding of when should we use calculators and when not, we need to develop that understanding for the AI models too. Students from Grades 6 onwards may use the LLM models under parental/ teachers' guidance. They must be thoughtful about when the tool is useful and should check with teachers/ parents in case they need clarity.

While these models can generate human-like content, it is important for students to understand that the outputs may not be accurate. Educators and parents need to emphasize the importance of fact-checking, and cross-referencing information obtained from large language models to ensure accuracy and reliability. It is critical that students develop an approach to utilizing the outputs of such models so that they can develop the necessary skills to assess and verify information effectively in an AI-driven world.

Students must use AI tools ethically, responsibly, and with academic integrity and the school's code of conduct policy. Texts created by AI models should be acknowledged by citing the AI model and the date of text creation. Students hold responsibility for their own writing, and any form of plagiarism is forbidden. Students are encouraged to reflect on the usage of AI and the prompts used by adding it at the end of the assignments. Students should understand that personal information should not be shared with AI tools without explicit consent.

Students should be aware that LLMs, while powerful, have limitations and may sometimes show bias in their responses. They should be used as a supplement to, not a replacement for, traditional learning and research methods.

The school will work with the students to support them in using AI tools appropriately and ethically, without banning their use, aligning with principles of academic integrity.

AWARDS AND RECOGNITION

At HIXS, we believe that all students excel in some field or the other and hence, do not believe in awarding students for only academic achievement. At the same time, we appreciate that some of these awards might provide students with an added value when they apply to colleges. Our team has tried to ensure that these awards, while recognising student strength in varied fields, do not discriminate against or undervalue any student who might not receive an award.

THE PURPOSE OF THESE AWARDS IS TO:

- recognise, celebrate and encourage students;
- widen our students' understanding of the world and the opportunities available to them to contribute towards a better, safer planet;
- respect themselves and others;
- extend their learning;
- encourage community building and wellbeing;
- celebrate creative intelligence.

Awards @ IBDP (Grade 12)

IB Learner profile – Teacher feedback on all 10 attributes confirmed by a panel of teachers based on evidence. CAS – Creativity, Activity & Service – Teachers provide information based on evidence and confirmed by a panel of teachers, including the CAS Coordinator

Batch Representative – Criteria are sent to students for them to nominate themselves and provide evidence. The panel of teachers makes the final selection based on the evidence provided.

Subject specific awards -

Valedictorian – Highest scorer over two years for each subject.

Subject Awards – Highest scorer in every subject over the two years of the IBDP. Students need to achieve a minimum Level of 6 to be eligible for this award.

SPECIAL AWARDS AND RECOGNITION

CIS AWARD FOR INTERNATIONAL UNDERSTANDING HIXS is accredited by the Council of International Schools. The CIS promotes international understanding as it recognizes that being a global citizen and being open and accepting of other cultures is the way forward. The CIS Award for International Understanding is designed to recognize students in an international school who are actively involved and committed to promoting international understanding.

This CIS Award can be awarded to a student from any grade. The school nominates the student based on his/ her work in this area.

STUDENT LEADERSHIP AND ENRICHMENT OPPORTUNITIES

At HIXS, we work with the belief that every person has the potential to be a leader in some area of their life. The qualities, values and skills invested in them during their formative years enable them to build leadership traits that stand them in good stead all through life. The objectives of our Student Leadership programme is built around providing students with the following outcomes:

Cognitive Complexity

Knowledge Acquisition

Humanitarianism and Civic Engagement

Interpersonal and Intrapersonal Competence

Practical Competence

All our Enrichment initiatives are centred around developing the skills of Communication, Collaboration, Critical Thinking, Compassion and Creativity or the 5C's that will together foster the School Culture.

The enrichment programme is vertically aligned to ensure that students across the school are exposed to initiatives that will enable them to develop these key skills.

We believe that students who exhibit strong leadership skills need to be recognised and supported through ongoing training to help them become leaders who are accountable and responsible. With this objective in mind, we are introducing the Core Student Leadership Group. Selection to this group will be based on an application, expressing interest and an interaction with a panel comprising staff and alumni. Students selected to this group will oversee all other enrichment initiatives and will be equipped with leadership skills through regular training from inhouse facilitators as well as experts.

Our Enrichment opportunities focus on Sustainability, Student Congress, Service initiatives, Clubs and Membership to organisations like IAYP that will provide students with a range of opportunities to hone their skills and talent.

Students are provided with leadership opportunities that resonate with their interests and skill set. While some might lead on Academic Enrichment initiatives, others might focus on STEM, Public Speaking and MUN, Journalism, Sports or the Visual and Performing Arts.

Academic writing and research articles- Students who are keen researchers are mentored to present their academic writing on a topic they are passionate about as a research paper. These are published in international academic journals if they meet the rigorous standards set by them. Students also get the opportunity to present their articles at IIT.

IAYP - The International Award For Young People, India (IAYP), Member: The Duke of Edinburgh's Award International Association.

HIXS launched the IAYP awards in 2023. The award programme is the most adaptable and successful youth empowerment programme. Over a hundred and thirty countries use this model for positive youth empowerment. The Award Programme enables the participants to enjoy the outdoors, serve the community and be passionate and fit for life. HIXS offers this award programme to its students above 14 years, at all three levels – Bronze, Silver and Gold. The programme is non-competitive and anyone with perseverance and enterprise can earn an Award. Heritans will choose activities that are appropriate to their environment and best suited to their own personal interests and talents. They have to demonstrate an interest in skills, adventure, community service and physical fitness. After the completion of each award, the students are awarded certificates and medals. These certificates are accepted worldwide. 55 students registered for the award on 15th March 2023. The group consists of forty nine bronze and six- silver participants. We hope to grow in numbers in the coming years.

PUBLICATIONS

Over the last year, the student editorial board has been busy creating various publications to keep the school community informed and engaged.

One of their main publications is a bimonthly newsletter, which covers school events, student achievements, and important announcements. The newsletter is written and edited entirely by students, providing them with a platform to develop their writing and communication skills. The newsletter has been well-received by students, parents, and teachers, who appreciate the insights it provides into school life.

In addition to the bimonthly newsletter, the student editorial board also produces a school magazine. This publication showcases the best of student work, including artwork, photography, and creative writing. It gives students a chance to share their perspectives and voices.

The student editorial board has also created brochures and newsletters to promote various school events. For example, they produced a newsletter for the school's annual summit, which highlighted the keynote speakers, workshops, and activities planned for the event. They also created a brochure for TEDx, which provided information about the speakers and

their talks. These brochures were sent to students, teachers, and parents, helping to increase attendance and engagement with these events.

Overall, the student editorial board has made a significant contribution to the school community through their publications. By giving students a platform to express themselves and share their ideas, they have helped to foster a sense of community and engagement among students, parents, and teachers alike.

Educational trips are an integral part of the learning experience at HIXS. The Head of School, Programme Heads and Heads of Department are responsible for using the Trips Policy to embed effective practice across the school. School trips have a specific educational and social value and hence all trips arranged by the school are required to have a clear learning objective. While local trips arranged by any curriculum area are mandatory unless there are extenuating circumstances, no overseas trip can be made mandatory.

Risk Assessment forms a crucial part of organising any trip. It is an expectation that all overnight trips will adhere to this.

Required documentation needs to be procured from all students before they are taken on an overnight trip. This includes:

- Copy of Aadhar card
- Passport copy with required Visa stamp in case of overseas travel.
- Signed copies of all the Parental Approval forms for the trips
- Updated Medical form of the student

The ratio of Staff to Students will be 1:10

MODEL UNITED NATION

Model United Nations (MUN) is an educational simulation and academic activity that provides students with a unique opportunity to learn about international relations, diplomacy, and global issues. Modeled after the real United Nations, MUN conferences bring together students from different schools and universities to role-play as delegates representing various countries and engage in debates and negotiations on a wide range of topics.

The primary goal of Model United Nations is to promote understanding of global issues, enhance critical thinking and public speaking skills, and foster an appreciation for diplomacy and multilateral cooperation. Participants, known as delegates, research and analyze the policies of the country they represent, with the aim of formulating effective strategies to address the challenges being discussed.

The structure of a typical MUN conference mirrors that of the United Nations. Delegates are assigned to specific committees, such as the General Assembly, Security Council, or specialized agencies like the Human Rights Council or the World Health Organization. Each committee focuses on specific topics or themes, such as climate change, nuclear disarmament, or refugee crises. Throughout the conference, delegates engage in lively debates, negotiate resolutions, and work towards finding consensus among the represented countries.

MUN conferences follow a formal set of rules and procedures, often based on the rules of procedure used by the United Nations. These rules ensure orderly conduct, allow for equal participation, and encourage diplomatic discourse. Delegates must adhere to diplomatic language, raise their placards to be recognized to speak, and negotiate with other delegates to form alliances and build support for their proposals.

The benefits of MUN:

- **Public Speaking: A Valuable Skill** that will aid you in your future endeavors. MUN teaches you how to speak on the spot, and respond to complex lines of questioning.
- **Formulation of Arguments:** To succeed and win at an MUN conference you need to have a well-structured argument that appeals to logic, emotion, and factual information, hence MUN naturally teaches you to do so.
- **Solution oriented thinking:** The objective of the UN is to solve issues of international peace and security, and to solve issues in a way that the delegates of the UN have never thought of, you must transcend the agenda, bring in knowledge from all areas. In a sentence: MUN forces you to think creatively.

The HIXS MUN Team, along with the MUN Coordinator, is responsible for training budding MUN'ers. Depending on the student's prior experience in Model UN, the level and intensity of the training will vary. However, most training programmes will include the following:
An Introductory Module on the functions and history of the United Nations

- A Module on the Rules of Procedure of Model UN Conferences
- Assigned reading material for the students to develop an aptitude for International Relations
- Webinars aimed at teaching students how to speak diplomatically and persuasively
- A general research guide, which will allow students to research in a stepwise and coherent manner
- An opportunity for students to interact with a seasoned MUN'er to refine their research
- Feedback on Position Paper

The various MUN's that the school participates in – Heritage Xperiential MUN, Harvard India MUN, Pathways MUN, Lotus Valley, The Heritage School Rohini.

THE WORLD SCHOLAR'S CUP

It is an international team academic programme for students aged 10 to 18 with more than 15,000 students participating from over 65 countries.

To qualify for the global round, teams must exceed a point threshold in a regional round. The aim is to inspire in every scholar a love of learning and confidence in new skills like debating and problem-solving. Students undergo training in various fields in order to thrive in this competition. The final round is held at Yale and HIXS students have always made it to the global championship.

Student Congress - Student Congress has the capacity to engage large and diverse student populations in their projects, activities and events. It includes participation and community activities which are essential parts of building a positive school climate. At HIXS, we provide training, recognition and support to the Student Congress and foster the development of leaders. We believe that empowered students are catalysts for positive change in their school and community and that student leaders have the responsibility to be positive role models. Student Congress opens doors for students to experience and practice democratic principles and learn the value of participatory citizenship.

F1 in Schools-F1 in Schools is an international STEM competition for students aged 11 to 19. Students are engaged in formation of a team, business and sponsorship; Design, Analysis,

Evaluation of the most efficient machinery to make the car; Testing of the Aerodynamics in wind and smoke tunnels; Scrutineering by Specialists; Verbal Presentation; Portfolio Judgement and finally the actual race. The teams compete at the national level where they are shortlisted based on performance to face the global round.

Clubs- Students sign up to be part of a club once every semester. Clubs are skill driven and the focus of all clubs is the 5 C's- Critical Thinking, Creativity, Collaboration and Communication and Compassion. Clubs are offered to students from Grade 3 upwards. These clubs cater to a variety of interests and are led by Grade 11 students, supervised by their mentors. Clubs include STEM, Film Making, Slam Poetry, Music, Cooking and many more. Club sessions are held once in 10 days and have a culmination at the end of each semester, wherein students showcase their learning.

The HIXS Annual Summit- The HIXS Summit is an annual event that sees participation from more than 15 international schools from across India and overseas. A theme based collaborative event, it is a great learning platform that addresses a pertinent, current world issue. Students work in areas like STEM, Art, Theatre, Media and Publications, Slam Poetry and Economic forum to address the theme through multiple lenses.

TEDx Youth - The school hosts the TEDx Youth event every year. This forum enables students to hear powerful change makers share their stories and journey on a theme selected for the year. It is empowering in how it allows members of the audience to look inward and respond to the thoughts of the speakers. Students from HIXS go through a selection process to represent the school as a speaker in this forum.

MUN - Model United Nations- Students participate in a range of MUN's , be it those hosted by local schools or the Harvard and Oxford MUN. They undergo rigorous training on the MUN protocols before being selected to represent the school. MUN is a great opportunity for students to learn the skills of arbitration, negotiation and communication as they delve deep into the world of international politics.

IDL - Indian Debating League - Our students are trained to participate in the Indian Debating League, which is a pan India competition. This is a rigorous competition and the finalists get to represent the school at Cambridge. We take pride in the fact that our students have achieved this accolade and made a mark at Cambridge.

WORK EXPERIENCE AND INTERSHIPS

Students of Grade 10 and 11 are provided with the opportunity to do an internship in an organisation that matches their interests and aspirations.

This opportunity provides students with a platform to integrate their academic learning in the real world. We prefer to work with organisations that have our parent body working in them to ensure the health and safety of our students.

The internship is offered for a period of three weeks in the month of June.

BEING A SUSTAINABLE SCHOOL

These challenges, such as climate change, water scarcity, inequality and hunger, can only be resolved at a global level by a shared understanding of the importance of ecological sustainability, so that current and future generations may enjoy a better world life.

In line with the UN sustainability goals, we have identified certain areas where we want to work at the school level and contribute towards sustainability. We have floated student-led major projects like the Biodiesel Project for School buses, Textile recycling /

Organic Fibre for Students, E-waste / Paper waste recycling, Waste food management, Energy, Water Management and Smart building projects, in addition to awareness activities on sustainability.

Smart Building Project

One of the mediums through knowledge of science towards innovative steps to save our environment, is the concept of smart building / green buildings. With a new school building, our students have a chance to work on live projects.

We had an active participation of students during the first phase of this project presentation. The main areas of work were smart lighting in buildings, smart architecture designs, smart building materials, smart heat ventilation and air conditioning devices, smart Energy management systems, smart networking and control devices systems, smart security and surveillance systems, smart water management system, smart waste management system, smart interiors: paints, organic fabrics for curtains, furniture and stationery.

Our students got a chance to interact with the concerned architects and designers of the new school buildings and they shared their ideas and got feedback from them. This gave a good exposure to students to work on live projects and experiential learning. In this way our students are applying and investigating their scientific skills in real world problems / situations.

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 inter school 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, Head of School 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.

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 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 the Primary School, assemblies begin in the first semester and are spread out through the second semester. They follow a rhythm of a fortnight where parents of the particular Home Room section are invited to experience the performances of their children. Early Years students do not participate in assemblies but share their work and talent through various culminations and events. In the Middle and Senior Schools, assemblies are scheduled once in a month at a specified time. We conduct it 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 International culture.

In India, every community celebrates the 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.

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 organising 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 the interest of the student/s and the whole school community at large.

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 (minimum of 90% attendance)
- 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, modest, 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, keeping in mind the nature of activities conducted in laboratories or the Sports field.

The School will be entitled to recommend and insist to a student, change in clothing, if the choice of clothing adopted by the student goes against the ethos of the School. Kindly also note that as a school we encourage students not be brand conscious.

MISDEMEANOURS

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 and adhere to the disciplinary committee's proceedings and recommendations.
- attend all orientations, mandatory workshops and PTM's and mandatory workshops.

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 Offence:

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 (pushing, 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 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

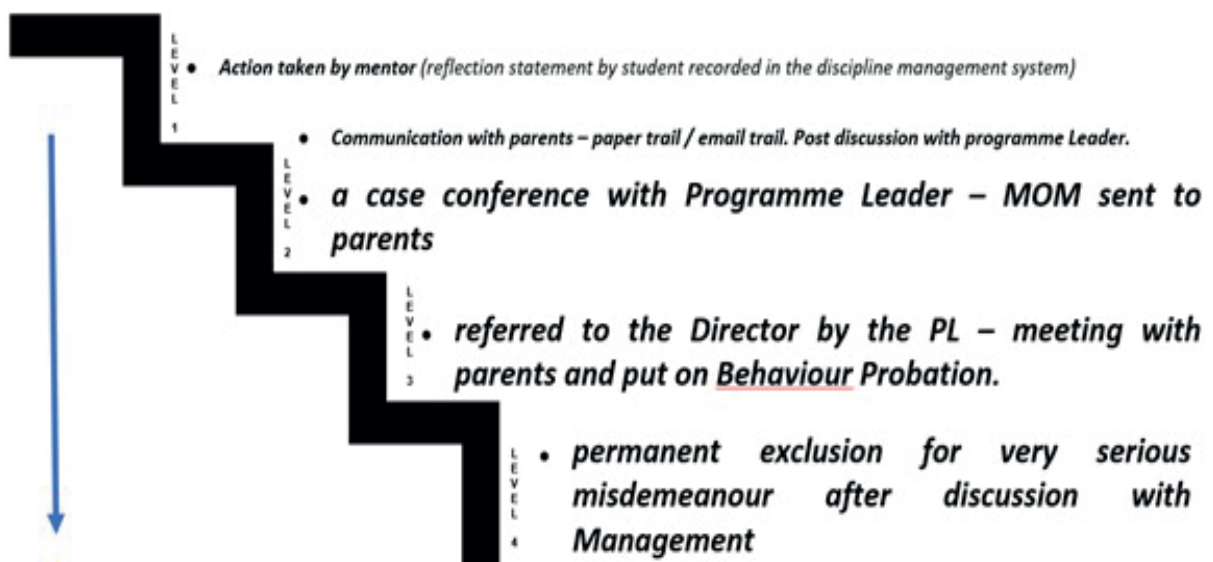
Harm to Property / Abuse of Access or Privilege:

- 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 the Head of School and programme leader, recorded in the school discipline record system; conference with parents, Head of School and programme leader; loss of marks or points; removal from teams or activities; possible requests 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 (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

Following is the protocol for this provision:

- A student can tell an adult or a friend that s/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 acknowledgment, 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.
- 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.
- Behaviour Probation may include, at the discretion of the school, prohibition of the student from attending physical classes in the school for such time period as may be deemed fit by the school.
- The final decision is taken on a case to case basis at the discretion of the school keeping all circumstances in mind.

BEHAVIOUR IN 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 well-being 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:

- Head of School(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 a consultant, in an advisory position (as and when required)
- Senior external cyber expert as a consultant, in an advisory position (as and when required)
- Senior external medical practitioner as a consultant, in an advisory position (as and when required)
- Legal authority, in an advisory position

ATTENDANCE AND 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.

Grades 3 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 /Head of school.

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 2

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 leads 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 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 the student'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 Head of School.
- Students whose attendance drops below 85% may forfeit their enrolment at the school
- In order to apply for leave parents have to apply on ISAMS Portal 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 ISAMS Portal 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 s/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.

- o make prior arrangements to take tests ahead of time or submit assignments in a timely manner, as specified below.
- o 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.
- o No child will be allowed to leave the school premises on telephonic request or with servant/driver or anyone else without the authorized escort 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:

- o Make-up work is required for all work missed due to absences.
- o It is the student's responsibility to contact teachers to clarify any questions regarding the work.
- o Students are given one school day for each day absent plus one extra day to submit their work.

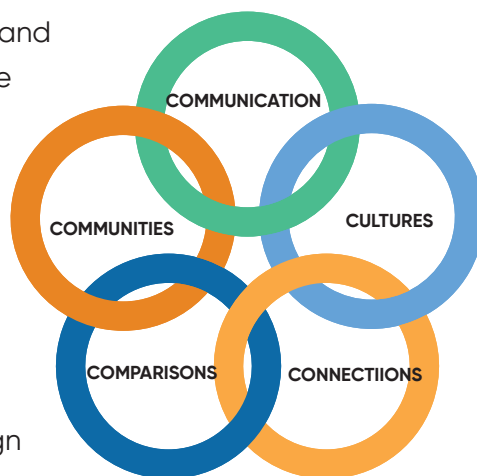
Consequences:

- 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 Head of School.
- 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.

LANGUAGE POLICY

HIXS believes that language is key to interpersonal and cultural understanding. With this guiding principle, it seeks to make its students international 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 international-minded citizens as well as develop an understanding of their own identity and host culture
- enable the school to have a clear vision of 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

CLASS ALLOCATION

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 program 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 every two years as per the need of the school. 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 RATIONALE AND ADDRESSAL OF TARDINESS

At HIXS, we believe that learning occurs at all times and in all places and is not limited to time spent in school. We believe that homework can help reinforce skills and knowledge if it is meaningful and relevant.

The homework could range from reading a given section of the text, researching a topic, working on a group project or practice work to reinforce concepts. Students are given enough time to complete the given work.

Being regular with one's homework ensures certain life skills like time management, responsibility, critical, creative and collaborative thinking skills, while ensuring that the student is ready for the next lesson.

The high schoolers are provided with an Assessment calendar that includes all their Internal Assessments or IA's that clearly indicate all the assessments due over the two years along with the drafting process. Students are required to take these deadlines for submission seriously as their IA's contribute a considerable amount towards their final grade in a subject.

HOMework EXTENSIONS

Students are provided with extensions to a deadline if they are On Duty and representing the school in any competition or event. If a student requires a work extension for a legitimate reason, he/ she is required to seek permission from their teacher 48 hours in advance.

TARDY HOMework

Students are responsible for making up for any work they might have missed because of an excused or unexcused absence. Teachers are there to support them and provide them with individual support depending on the requirement.

Irregular submission of homework will be addressed as follows:

Middle: Students who submit homework late or do not submit on a consistent basis will receive a combination of: Verbal warning and dialogue and Communication with the parents.

Senior

Teachers might ask students to stay back after school and complete the work on an assigned day. It will be the responsibility of the parents to arrange the transport if this were to happen.

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.
- Is done on the day allocated in the homework timetable for a particular subject.

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

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

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 that 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 a Parent pick up 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 a Parent pick up 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, may not 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. 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 Head of School /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 (for parents and visitors)-

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 on or before the 15th July, October, January and April. A late fee fine of Rs. 50/- per day will be charged from the 16th 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 (One-time, Recurring and Optional charges) due to the school together with the fine, thereon are not paid by the last working day of the month, the school reserves the right to initiate one or more of the following actions:
 1. Appropriate Legal Mechanism for fee recovery.
 2. Strike off the name of the student from the rolls of the school on the last working day of the month and will inform the appropriate authorities of the actions it has initiated.
 3. The child may be readmitted on payment of all dues including the fresh admission fee at the sole discretion of the school.
- 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, external examination charges, 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.

ANNUAL FEE INCREASE POLICY

- a) Fees notified for the applicable academic session, will not be changed or increased at any time after the notification up to the date of the next annual notification unless any government regulation or order necessitates an additional charge and/ or increase, in which case written notice will be given.
- b) The terms of this policy and the fees stated herein are subject to annual revision and the revised terms will be applicable from the date of the notified revision.
- c) In order to keep the educational offerings and facilities current, relevant, and of comparable international standards, annual fee revisions typically range in an increase of 8% to 12% year-on-year in line with the government norms; provided any government policies not accounted for in the current fee structure and introduced from time to time such as the implementation of the new pay commission, increase and/ or the introduction of a new pay commission, extra-ordinary revision of minimum wages/ pay scales by the government and/or imposition of any adverse revision of taxes e.g. GST or levies, and force majeure conditions as listed in point 7 of this policy, etc. do not impose a financial constraint that may necessitate a further increase beyond the range as provided hereinabove.
- d) The fee structure of HIXS is organized in slabs of grades. Each slab of grades has a fee structure which is different from next slab of grades; the fee increases as your child moves to the higher grades. In the years of transition to a higher slab of grades, the overall increase may be much more than the indicative 8%-12% annual increase. For example, the fee structure slab of Nursery to KG is lesser than fee structure slab of Grade 1 to 3. So when a child moves from KG to grade 1, the overall increase will be more than the normal 8-12% increase in this year of transition because the increase that would become applicable would be the increased fee on the grade 1 fee slab over the previous year.
- e) The fee structure for any individual student applies in the year of admission and not on the grade level alone. This essentially means that 2 children in the same class can have different fee structures depending on their year of admission. This is done to ensure that any existing parent is protected from any extraordinary fee hike in the event of upgrades of infrastructure or services or any change in educational or organizational strategy or compulsions. This provides the space to have a higher fee structure for new incoming students and since the same is declared before admissions, we expect parents to make an informed choice and hence this transparency at this stage helps everyone involved.

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.
- All funds related settlement will be cleared within 30 (thirty) days after the Transfer Certificate is provided.
- During the change of the academic session, the Application Form for withdrawal of an existing student must be submitted before or on 1st June, in case the student will not be continuing in the new Session commencing from 1st July. If such an Application Form for Withdrawal is not submitted by 1st June, then the fees for the first month (July) of the next session will also become payable by the parent.

Parents should contact by e-mailing at mp@hixs.org (for grade 5 to 8), sp@hixs.org (for grade 9 to 12) and primary@hixs.org (for grades Nur to 4) for any support.

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 times including but not limited to change in the 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 in 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.

SCHOOL COMMUNICATION

- Important school wide communication will be sent centrally from the Head of School'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.
- A weekly communication from the Head of School to parents in the form of a Weekly Newsletter occurs.
- A regular communication from the Programme Leaders to parents.
- The Newsletter post events, shared with the parents, has been initiated.

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, address on the Parent Portal (iSAMS).

Issue Resolution

The Heritage International Xperiential School works closely with its parent community and has 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:

- Set up a meeting with the form tutor
- Set up a meeting with the relevant programme leader or Coordinator if the issue is not resolved.
- Set up a meeting with the Head of School.
- Final meeting with the Management if the 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.

Parents are requested to be mindful to contact teachers , staff, coordinators and PLs only during school working days and during working hours unless in case of an emergency. On weekends, all members are required to respond to only mails marked URGENT.

As part of our Heritage Dharma we request parents to be respectful while communicating with the school staff.

In case a mail requires some investigation before a response can be furnished, a holding mail must be sent out within the stipulated timeline 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.

School Newsletter: Poonam, Ruchi, Prerna

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 escort 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.

COMMUNICATION PROTOCOLS

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 Head of School 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. The protocol can be inserted here.
 - 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 form room 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 form room 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 Head of School 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 Head of School 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 Head of School 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 Head of School 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.

Posting photos, videos etc. of self and others could breach the privacy of people concerned and should be avoided. Behaviours like tagging, forwarding content which may lead to bullying, defaming or putting down in any form is illegal.

We are present on Facebook as 'The Heritage Schools' 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:

Share 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

- The reporting time for students is 7:35am for the senior campus and for Primary 8.00 am
- There is no supervision available before the earliest arrival time and post the last pickup time as per the schedule below. The children will have to wait outside in case they arrive early.

PARENT PICK UP CARD

All parents/guardians have been provided with Parent pick up card 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 the escort ID 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 Escort Card.

In case you are not carrying the Parent pick up 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. In case of loss of ID-Card

1. Parent should intimate the class teacher via an email.
2. Parent need to apply for new ID card from iSAMS parent portal
3. Each ID card reprinting is on chargeable basis.

Security and Parental access

Parents use their Parent pick up cards to enter the school premises. Parents will be required to wear their Parent pick up cards for access to the school and their presence inside the premises. In case they do not have their card, they will be issued a visitor card upon 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 guidance 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 pick up cards/ID Card the parent/guardian must immediately inform the School in Writing.

TRAFFIC & PARKING PROTOCOLS

- o School periphery area is no honking zone.
- o Speed limit is maximum 10 KMPH near and around school periphery.
- o Kindly be polite with guards, they are there to help the school community having safe & secure movement.
- o Parking outside the school is not possible. Parents and drivers may use the dispersal bays for picking up and dropping off children.
- o 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.
- o Please note that no car will be allowed to wait outside the school beyond the pickup and drop off times.
- o 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, 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 the facilities provided onboard and is mainly to transport the child/ward to the pre-designated hospital. This medical room is open for students who may need health services from 7:30 am to 3:30 pm.

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 diagnoses 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 of the facilities by writing an application through iSAMS If the parents avail of the meals in mid of a quarter, the payment will be on a pro-rata basis.
- Meal menu is available on the school website/ iSAMS 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 guidelines 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 seats in the vehicle and residence falling on the designated routes. Decision of the school will be binding.

Guidelines for parents

- Parent/Guardian Parent pick up 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 escort card, the driver is instructed to bring the child back to the school.

- Students of grade 6 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 & below email id-

transport.senior@hixs.org - For Senior campus

transport.senior@hixs.org - For Senior campus

- 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 the transport.senior@hixs.org (For Senior campus) ; transport.junior@hixs.org (For Junior campus) 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.
Level 3	Third or repetitive series of incident	Students lose transport privileges for one day. Class Teacher notified. Email sent to the parents or parents are called. Program leader contacts parents. Students lose transportation privileges for one week (5 days). Student placed on Behaviour Probation. Email sent to the parents or parents are called.

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 for the 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 the responsibility of the School in any manner whatsoever. Some of the suggested guidelines for parents using privately 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.senior@hixs.org (Senior Campus) and transport.junior@hixs.org (Junior Campus))

The Director
Heritage International Xperiential School
Near Sector 58 / 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. If code of conduct is not followed, the student is at risk of losing their place on the school bus.

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. 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.

STUDENT SUPPORT SERVICES

Library and Learning Centre

The focus of the library programme is for students to access information efficiently and effectively, to evaluate information critically and competently, to employ an understanding of information accurately and creatively, and to read for pleasure. Students will acquire the following skills:

- Select appropriate resources and be able to evaluate them.
- Demonstrate their ability to access information
- Collaborate with others to exchange ideas, develop new understanding and become problem solvers.
- Follow all protocols of Academic Integrity
- Be open minded to varied perspectives while gathering information, collaborating with others, and participating as a member of the community.
- Organise their research appropriately
- Share their research with others, both face to face and through technology
- Read widely and fluently to make connections with self, the world, and previous reading.

To accomplish this, a wide range of resources, technologies, and services are made available to meet students' learning and information needs. Currently the library collection holds more than 6,000 items with a range of fiction, nonfiction and reference sources, as well as having subscriptions to several print periodicals and online databases, making the library a sizeable collection for any school.

Students will have scheduled sessions wherein they can issue books from the library as well as engage in research and collaboration with their peers. Students are also welcome to use the library during their break time and after school till 3.30 p.m during recess, lunch, and after school.

EBSCO: EBSCO is the top provider of research databases, e-journal and e-package subscription management, book collection development and acquisition management, and library technology for universities, colleges, hospitals, businesses, the government, K-12 schools, and public libraries around the world.

They have worked with top companies in the industry for more than 70 years to enhance research and outcomes with the use of high-quality content and technology.

EBSCO is short for EBSCO Information services which provides information resources and tools to libraries. Their product EBSCO is a very popular interface used by many different database that allows users to easily search the database for articles and other material.

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 the responsibility of the Parents/Guardian of the student and the School discourages 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 seek a simple explanation from the 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 strictly 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-face meeting is arranged with a person that a student knows only through emails/ internet.
- The students are advised to read the Acceptable Usage Policy (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 purposes.
- 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 email 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 any other protocols.
- Students and staff should refrain from sharing personal information known about peers/colleagues with a third party without permission from the person[s] concerned.

COPYRIGHTING

Copyright is a right given by law to the creators of literary, dramatic, musical and artistic works and producers of cinematographic 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 protocol 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 content for non-educational related reasons
- Eating, drinking or behaving carelessly around IT equipment in classrooms or any other areas of the school campus
- Distribution of unsolicited advertising or commercial electronic messages, electronic "chain letters", unnecessary 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 HIXS 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 the 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

MOBILE PHONE POLICY

Please be aware that mobile phones are not permitted on campus. If students have taken special permission to bring the mobile phone for a specific activity, the phone must be deposited with the form tutors and teachers will hold the phone until the end of the day.

In case any student is found with a phone without permission from the concerned teacher(s), their phone will be confiscated by the Programmer Leader / Coordinator of the respective section of the school for one month. The school's policy on this issue has always been clear and will be strongly enforced without exceptions. Additionally, student bags can be randomly searched for mobile phones, and students found concealing a mobile phone will face immediate consequences.

Additionally, any misuse of the mobile phone on the school campus during school hours will immediately trigger investigatory and disciplinary proceedings. This includes (but are not limited to):

- Phone use during class time and other school-related activities without prior permission from the concerned teacher(s).
- Using phones to cheat on tests or exams.
- Using phones to harass, bully, or intimidate others.
- Taking photos or videos of others without their consent or for any non-educational purposes.
- Any other points mentioned in the IT policy above regarding misuse of devices that may lead to disciplinary action.

COUNSELLING AND MENTORING

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 assists students through four primary interventions: counselling (individual and group), large group guidance, consultation and coordination. Their primary objective is to foster positive changes in students' lives by creating a safe environment to explore their thoughts, feelings, and behaviors. They also offer psychoeducation, teach coping skills, and provide referrals to other healthcare professionals or community resources who offer interventions, expertise and perspectives which fall outside of the purview of the school.

The ultimate goal of a school counselor is to empower students to make informed decisions, enhance their well-being, and achieve their academic and personal goals while maintaining ethical and professional standards, respecting boundaries, and protecting their confidentiality and privacy.

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 room teacher or any other adult who knows the student(s) well and can give insight.

Students are referred to counsellors by their teachers or parents and they are also encouraged to approach the counsellors directly. The counselling team is committed to keeping parents informed as appropriate.

SOCIAL EMOTIONAL LEARNING AND MINDFULNESS

The Heritage International Xperiential School prioritizes the holistic development of our students. To achieve this goal, we have implemented a comprehensive Social Emotional Learning (SEL) and Mentoring program.

Our Social-Emotional Learning (SEL) curriculum equips students with the essential skills needed to succeed in life. SEL is an integral part of our regular subject lessons, and we also conduct separate SEL modules at each grade level. These modules incorporate the attributes of both the IB learner profile and the Heritage Dharmas and help students develop self-awareness, self-control, and interpersonal skills necessary for success in school, work, and life.

Research indicates that students with strong social-emotional skills can better manage daily challenges and benefit academically, professionally, and socially. Our curriculum is tailored to be age-appropriate, catering to the specific needs of each age group. The curriculum covers a wide range of areas that are essential for the all-round development of our students. In addition to self-awareness, emotion management, gender awareness, resilience building, and time management, we also focus on developing students' critical thinking and problem-solving skills. We also encourage expert and parent participation in our classes, providing opportunities for them to share their experiences and key learnings with students.

Our focus is creating a community where students develop into well-rounded individuals equipped with the skills necessary to lead fulfilling lives.

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. We place a strong emphasis on mindfulness, with intentional work around SEL occurring during our daily Morning Meetings with students.

In the Middle grades, 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 Pastoral care department.

In the Senior grades, the SEL curriculum is delivered by the form tutor through one hour sessions per week. SEL sessions are supported by the pastoral care department.

The SEL curriculum is a well defined and age appropriate curriculum that caters to the social and emotional needs of the students.

MENTORING PROGRAMME

Mentoring plays a crucial role in our senior programme (Grade 9 to 12), where every student is assigned a mentor. This one-on-one mentoring system provides robust support to our students, who have the opportunity to choose their mentor based on their comfort level with the staff member. The bi-weekly mentoring sessions offer academic, emotional, and social assistance, enabling students to develop effective strategies and techniques to manage their time and work efficiently. By gaining practical advice, encouragement, and support from their mentors' experiences, students can boost their social and academic confidence.

Our school nurtures a positive environment that equips students with the skills to handle the social and emotional demands of their lives effectively. We encourage our students to seek help whenever required and use appropriate appraisal methods to foster a school environment that promotes positive mindsets and behaviors. Our direct and indirect services support students' social and emotional development, propelling them towards success.

The college counselling programme is a student centered programme based on the latest trends existing in the college admissions paradigm. We start meeting students as early as Grade 8 and continue to meet them till they graduate from school. Grade 8 students start choosing their subjects that they are interested in and start streamlining the activities that they have been doing in their younger years. Students also start to choose summer programs or any other competitive platforms to get a global exposure. It is a must for a student to be able to reflect on their own journey as that helps us to support the students in the best way possible. As students transition to each grade after Grade 8 they are in the

process of creating their academic and non-academic records that are submitted to the universities for admissions. Therefore, it is imperative that the students stay focused and are guided by the school and college counselling department in their high school years. Each year of high school gets a student closer to the university or college that they are aiming for. We share yearly plans and conduct group sessions and one on one sessions with all students. The process of meeting the college counselling department is more rigorous in grades 11 and 12. However, we do encourage students of the younger grades to come and meet the college counselling department as and when they want. Parents are also an integral part of the process in the college counselling department.

The college acceptances that we receive each year from our graduating Grade 12 class are always phenomenal. Heritage students get accepted to premiere colleges across the world. To name a few; London School of Economics, Imperial College London, University of St. Andrews, University Arts London, King's College London, Dartmouth University, Carnegie Mellon University, Northwestern University, Duke university, Claremont McKenna College, Colgate University, Boston University, University of Michigan Ann Arbor, University of Texas Austin, UC's, Parsons The New School, California College of Arts, RISD, University of British Columbia, University of Toronto, University of Waterloo, National University Singapore, Nanyang Technical University, EDHEC, ESCP, University of Sydney, University of New South Wales and many others. We have students going to top 50 universities across the globe each year. Our emphasis is on finding a right fit university or college for a student so that they feel happy and motivated when they are doing their undergraduate degree.

The College counselling department aims at helping students and parents to identify and know the opportunities that will help the student to achieve their desired goals in life.

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JUN 2024

SU	MO	TU	WE	TH	FR	SA
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

8 IGCSE - Final IGCSE Examination ends:
Grade 10 (TBC)

JUL 2024

SU	MO	TU	WE	TH	FR	SA
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28	29	30	31			

11-16 Orientation Gr Nur, KG, Gr 1, Gr 2
 11-12 Orientation Gr 9, Gr 10, Gr 11, Gr 12
 15-16 Orientation Gr 5, Gr 6, Gr 7, Gr 8
 17 Orientation Gr 3 and Gr 4
 18 Muharram / IB PYP - New Session begins for Students:
Nur & Gr 3 till Gr 12
 19-22 New Session begins for Students: KG, Nur, Gr 1, Gr 2

AUG 2024

SU	MO	TU	WE	TH	FR	SA
				1	2	3
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11	12	13	14	15	16	17
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25	26	27	28	29	30	31

15 Holiday - Independence Day
 16 School Holiday
 19 Holiday - Raksha Bandhan
 26 Janmashtami / Regular Instructional day



SEP 2024

SU	MO	TU	WE	TH	FR	SA
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29	30					

- 3 Chairman Sir Remembrance day
- 5 Teachers Day / Regular Instructional day
- 7 Ganesh Chaturthi / Vinayaka Chaturthi
- 15 Onam or Thiru Onam Day
- 16 Milad-un-Nabi or Id-e-Milad (Birthday of Prophet Mohammad) / Regular Instructional day

OCT 2024

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
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27	28	29	30	31		

- 2 Holiday - Mahatma Gandhi Jayanti
- 11 Holiday - Maha Navmi
- 12 Holiday - Vijayadashami / Dussehra
- 20 Holiday - Karva Chauth
- 28-30 Mid Semester Break
- 31 Holiday - Diwali

NOV 2024

SU	MO	TU	WE	TH	FR	SA
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24	25	26	27	28	29	30

- 1 Holiday - Diwali Break
- 2 Holiday - Govardhan Puja
- 3 Holiday - Bhai Dhooj
- 4 WS - School Opens for all Students and Staff
- 15 Holiday - Guru Nanak Jayanti
- 30 WS Working Saturday



DEC 2024

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
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- 23 WS Winter Break starts for students and staff
- 25 Holiday - Christmas Day

JAN 2025

SU	MO	TU	WE	TH	FR	SA
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- 1 New Year's Day
- 14 U. Pri, Cambridge, IGCSE, IBDP - School Opens for Gr 3- Gr 12 students
- 20 PYP - School Opens for Nur - Gr 2 students
- 14-31 WS - Physical School opens for students - Winter Timing: 9:00 am (Students)
- 26 Holiday - Republic Day

FEB 2025

SU	MO	TU	WE	TH	FR	SA
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23	24	25	26	27	28	

- 15 WS Working Saturday



MAR 2025

SU	MO	TU	WE	TH	FR	SA
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23	24	25	26	27	28	29
30	31					

- 13-18 WS Mid Semester break
- 14 Holiday - Holi
- 19 WS - School opens for students and staff
- 31 Holiday - Eid-UI-Fitr

APR 2025

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 6 Ram Navmi | Regular Instructional day
- 14 Holiday - Ambedkar Jayanti
- 18 Holiday - Good Friday
- 23 IBDP - Final Exams begin
- 26 WS Working Saturday

MAY 2025

SU	MO	TU	WE	TH	FR	SA
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 29 WS - Last Working Day for Students
- 30 WS - Summer Break begins for Students
- TBC YEE Report Published