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**PARENT  
HANDBOOK  
2017-2018**

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## **WELCOME FROM THE PRINCIPALS**

Dear Parents:

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

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

Mr. Bill Parent will be returning as Head Principal for the 2017-2018 Academic Year. For any communication with the school concerning JK to Grade 12, please contact Mr. Bill Parent.

Ms. Julie Alfred will be returning as Vice Principal for the secondary school. For communication with the school concerning grades 7 to 12, please contact Ms. Julie.

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

For daily or weekly communication with your son or daughter's teachers we encourage you to use email and the student agendas.

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

Yours in education,

MR. BILL PARENT – HEAD PRINCIPAL

MS. JULIE ALFRED – SECONDARY VICE PRINCIPAL 7 TO 12

MR. SYLVAIN NAUD – ELEMENTARY VICE PRINCIPAL JK TO 6

## SCHOOL CONTACT INFORMATION

Address	Heritage International School Al-Yasmine Greenland, Second Touristic Village 6th of October City, Giza, Egypt
Mailing address	Heritage International School PO Box 38 – 12568, 6th of October City Giza, Egypt
Telephone numbers	3825 3689 / 88 / 92 / 93 / 95 / 97
Fax number	02 – 3825 3698
E-mail address	info@heritageinternationalschool.com
Website address	www.heritageinternationalschool.com
School office hours	8:00 am – 3:30 pm Sunday to Thursday

## SCHOOL ADMINISTRATIVE STAFF

### School Board

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

### Administration

Head Principal	Mr. Bill Parent
Secondary Vice Principal	Ms. Julie Alfred
Elementary Vice Principal	Mr. Sylvain Naud
Assistant to the Head Principal	Mrs. Amal Nawar
Administrative Manager	Mr. Hesham Abbas
Financial Auditor	Mr. Yasser Hakeem
Head of the Financial Department	Mr. Mohamed Sabry
Staff Visas	Mr. Mohamed Hamdy
Marketing Manager	Mrs. Ina Ramez
Registration and Student Affairs Manager	Ms. Yasmine Khairat
Educational Advisor – Arabic Programs	Mrs. Mona Ackad
Activities Coordinator	Ms. Rania Aziz
Foreign Staff Relations Officer	Ms. Eman Heiba

### Secretarial / Support Staff

Executive Secretary to Director	Ms. Abeer Markham
Executive Secretary to Co-Directors	Ms. Eman Badawy
Executive Secretary to Head Principal	Ms. Mimi Kuo
Executive Secretary to Elementary Principal	Ms. Marwa Mohsen
Executive Secretary to Secondary School	Ms. Nirvana Essam
Marketing Assistant	Ms. Ghada El Abd
Receptionists	Ms. Hanan Nabil, Ms. Eman Radwan
School Pediatrician	Dr. Heba Eid
Library Resources	Ms. Doaa Abd El Naby
Resources	Ms. Samah Aboalela

## **MISSION STATEMENT**

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

### **Mission**

The mission of the Heritage International School is that through a challenging Canadian-based curriculum and strong staff-student relationships, we provide a caring environment with a global perspective that inspires each student to excel and to reach their full potential to become compassionate, creative, competent, and internationally-minded young people who are dedicated to making a positive difference anywhere in the world.

### **Vision**

- To be the school of choice for parents, students and staff who are looking for excellent accredited education programmes.
- To provide educational excellence and Western culture and values within the context of Egyptian society.

## **HERITAGE VALUES**

### **Student Centeredness**

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

### **Respect**

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

### **Integrity**

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

### **Responsibility**

Be reliable and accountable for our decisions and actions.

### **Compassion**

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

### **Continual Improvement**

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

## SCHOOL HOURS

### Grades 1 to 6 Regular Bell Schedule

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

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

NOTE: The Junior and Senior Kindergarten recess times differ from the grade 1 to 6 students.

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



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

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

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

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

## **ACADEMIC ASSESSMENT, EVALUATION, AND RESPONSIBILITY**

### **Homework**

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

Generally, there will be no homework in the Kindergarten. Faculty who teach in grades 1-12 are encouraged to assign a variety of homework that offers practice, application, and extension of the work done in the classroom. The idea is to provide a structured opportunity for reflection, even by young students. The frequency of homework should be determined by the teacher in consultation with the Principal but should provide at least two assignments during the regular week. The estimated amounts of time required by the homework should increase with grade level to the point that the average is 90 minutes per night by grade 12. Parents are asked to provide a quiet place for the children to do their homework. All children should be read to or read themselves for approximately 20 minutes daily. There is a large body of research that shows that reading improves language learning faster and better than any other method. If you would like to read more, start with this interesting site: <http://multilingualmania.com/reading-the-witch-doctor-of-language-acquisition>.

### **Grades and Grading**

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

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

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

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

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

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

Reports are given as follows throughout the year:

#### Elementary Reports

Interim Reports	Term 1 Reports	Term 2 Reports	At Risk Reports – Issued to students who are not achieving at Grade Level	Term 3 Reports – Final Academic Year Reports
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#### Secondary Reports

Interim Reports	Mid-Semester 1 / Term A Reports	End of Semester 1 / Term B Reports	Interim Reports/Grade 7-8 At Risk Reports	Mid-Semester 2 / Term C Reports	End of Semester 2 / Term B Reports – Final Academic Year Report
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### **Different Methods of Assessment and Evaluation**

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

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

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

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

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

### **Assessment “for” and “of” learning**

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

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

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

### **Levels of Achievement – Grades 1 to 6**

The following “Levels of Achievement” shall be assigned to indicate your child’s performance on the Early Years Progress Reports from Grades 1 to 6:

Level 4	Students who attained an assessment of level 4 have <u>consistently demonstrated</u> the expected knowledge, understanding, and application of skills.
Level 3	Students who attained an assessment of level 3 have <u>usually demonstrated</u> the expected knowledge, understanding, and application of skills.
Level 2	Students who attained an assessment of level 2 have <u>demonstrated some</u> of the expected knowledge, understanding, and application of skills.
Level 1	Students who attained an assessment of level 1 have <u>demonstrated limited</u> expected knowledge, understanding, and application of skills.

### **Progress Reports (Grades 1-6)**

Progress reports are given to parents at the end of each term: 1, 2 and 3. The Progress Report focuses on the student’s development of understanding - what has been achieved, what must now be addressed, and how this next step can be reasonably accomplished.

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

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

### **Promotion and Grade Placement of Early Years Students**

All children develop in different stages and at different rates. Children within an early year’s classroom or grade level may vary in age by nearly 12 months. Some children acquire literacy and numeracy skills at an early age but then move along the developmental learning continuum at different paces. Other children may acquire these skills later but may acquire further skills at a faster pace. Still other children may be at different

places on the English as a Second Language continuum. Therefore, when grade placement for a child may be in question, the Principal will make the decision on the child's placement as per Manitoba's Ministry Regulations.

### **Levels of Achievement – Secondary School**

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

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

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

For example in a course it may be:

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

An assessment method such as this requires that students work to the best of their abilities throughout the complete year. Thinking that a student may pass the course by doing well on the final examination will not be acceptable if the student does not concentrate on daily and weekly assignments and quizzes.

Individual Secondary School Class grades are based on the following Scale:

<b>Numerical Grade</b>	<b>Percentage Grade</b>	<b>Letter Grade</b>	<b>Grade Point Average</b>
4	90 – 100	A+	4.5
	80 – 89	A	4.0
3	76 – 79	B+	3.5
	70 – 75	B	3.0
2	66 – 69	C+	2.5
	60 – 65	C	2.0
1/Not Demonstrated	50 – 59	D	1.0
	< 50	F	0.0
S	N/A	S	Null

**Honour Roll**

Students whose average mark (arithmetic mean) on all courses studied during the term is 90% or higher with no mark below 75% shall be considered as "High Honours Students." The list of "Honour Students" shall be posted on the school website and displayed in a distinguished place in the school's reception area. Student will receive an Honours Certificate if they achieve an average between 80-89% with no mark below 67%.

**Academic Probation**

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

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

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

**Students Academically "At Risk"**

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

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

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

### **Absent on a Test, Presentation or Project Due Date**

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

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

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

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

### **Incomplete Grades**

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

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

### **Incomplete Assignments**

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

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

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

### **Failing to Pass a Course in Final Term**

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

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

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

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

### **Report Cards**

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

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

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

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

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

### **Eligibility for Athletic and Co-Curricular Activities**

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

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



## **Heritage International School Athletic Policy**

### **Mission**

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

### **Goals**

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

### **Expectations for Student Athletes**

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

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

### **Expectations for Parents**

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

## **Academic Integrity – Plagiarism and Testing Violations**

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

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

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

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

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

## **Attendance Policy**

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

## **Absences in Grades 9-12**

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

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

## **CRAM (Credit Recovery & Maintenance Program)**

In order to assist students who are running the risk of losing their credit due to incomplete work or have missed the equivalent of 10 classes, Heritage has instituted a program called CRAM. The student who is approaching or has reached 10 absences will have his/her name submitted to the Guidance Counselor and Secondary Vice Principal's Office by noon of the last school day of the week.

The student will be notified to attend mandatory lunch hour class make-up sessions. The student will be required to attend 5 lunch classes from 12:15 to 12:45 to make up for 1.5 missed class instructional time. During the lunch class students must bring work or reading associated with the class for which they are trying to make up the instructional time and be actively engaged in their learning. Attendance and participation will be marked by the supervisor.

Note the following is not acceptable:

- Asking to leave the lunch class to talk to the student's subject teacher.
- Asking to leave the lunch class to get supplies.
- Arriving after 12:15pm

Violating these in any way will result in the student not receiving attendance or participation marks for the day. Furthermore, students who do not report to these mandatory sessions or do not successfully complete the lunch hour classes will be referred to the Vice Principal of Secondary for further follow-up to ensure course completion and attendance.

## **Ketchup Lunch**

A program similar to CRAM is also in place for the middle years. Ketchup Lunch is a place where middle years students have the opportunity to catch up on missing homework, assignments, or projects during the first half of the secondary lunch period. Students are welcome to go on their own free will or the teacher will direct the student to go based on individual circumstances. It is set up in such a way that a core subject teacher will be available every day. For example, a Math teacher may be available on Sunday, English on Monday, Social Studies on Tuesday, etc. Ketchup Lunch runs from 12:05 – 12:30. Students are then dismissed to go eat lunch.

## **Bus Rules**

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

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

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

## **Code of Conduct**

### Golden Rules

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

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

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

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

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

STUDENTS are responsible for their own actions. Once instructed by their teachers and parents regarding appropriate behaviour at school, they are responsible for the decisions they make. When a student decides to ignore school behaviour rules, he/she must accept the consequences of his/her actions. Failure to acknowledge

responsibility for one's actions or to accept the consequences for them is regarded as "opposition to authority" and can result in suspension and/or behaviour probation.

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

### **Positive Reward/Behaviour Plan**

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

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

Other methods of positive rewards may include:

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

### **Behaviour/Consequence Plan**

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

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

Level 1 behaviours should be referred to the classroom teacher. The parents will be contacted if the school sees a need to do so. If the problem becomes an issue, it will be dealt with as a Level 2. However, if the

student's behaviour is viewed as harmful to the physical well-being of that student, other students, and/or the school, then the student is sent to the office. All Level 2 behaviours should be immediately referred to the homeroom teacher and the principal's office who in turn informs the parents of the child committing the offence and the parents of the other children involved.

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

### **IMPORTANT NOTE**

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

### **HEALTH CARE**

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

- General routine checks of hair and nails
- Dental hygiene
- Screening of vision and hearing

- Supervision of obligatory vaccinations
- Monitoring the normal growth and development
- Monitoring students with special medical conditions or undergoing special therapy dealing with any accidents or injury.

Dr. Heba is the staff member that any parent should call regarding health concerns for your children.

### **HERITAGE CAFETERIA**

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

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

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

### **LOST AND FOUND**

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

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

### **PARENT CONCERNS**

Parents who have any concerns over the material being taught in the classrooms or student behaviours within classrooms are asked to address their concern by first contacting the classroom teacher through the student planner, the staff e-mail registered on the school website or by telephoning the school receptionist and requesting a meeting with the teacher. If parents are not satisfied with the manner in which the concern is dealt with by the teacher, they are then advised to contact the correct level Associate Principal. For other non-academic concerns, parents are required to go through the following channels:

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

## **PARENT RESPONSIBILITIES**

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

## **SCHOOL POLICY REGARDING PORTABLE ELECTRONICS**

Heritage International School maintains a strict policy regarding cell phones, laptops, as well as recording and music devices. It is the school's intention to hold firm to the expectations and consequences listed below if the rules and guidelines for responsible use of technology is not followed.

No student shall be permitted to use cell phones, laptops, as well as recording or music devices during the school day without the express consent of Heritage School staff and prior approval by school administration.

Any student deemed to be using these devices between 8:00am and 3:00pm without meeting the guidelines of responsible use will have those devices confiscated by Heritage School staff members. The devices will be kept by the Heritage School administration, according to the following consequence guidelines:

- Upon a first recorded offence, the student will have their device confiscated and returned to them at the end of that school day.
- Upon the second recorded offence, the student will have their device confiscated for one week (7 days) and it shall be returned only through a meeting with one of the School principals and a parent.
- Any recorded offence with any device which goes beyond the initial two warnings will see that device confiscated by Heritage School until the end of the school year in June. Such circumstances will see the devices returned only to the custody of the student's parents, through a meeting with Heritage administrators.

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

Under the guidelines listed below and with the supervision of a teacher there are two principle categories of technology that students will be permitted to use: laptop computers and cell phones.



The first and most important policy consideration when considering technology in the classroom is and will remain teacher preference. Therefore, teachers at Heritage International School will have the right to set a more restrictive but not a more liberal technology policy for their classrooms than what is prescribed below.

The use of cellular and smart phone technology (including tablets) and computers will be restricted to the following parameters. We consider these parameters to be what we term responsible use. The use of cellular and smart-phones shall be permitted in classrooms, under the following conditions:

1. Cellular and smart phones shall be permitted if and only if the classroom teacher has given an explicit instruction that permits their use.
2. Cellular and smart phones use shall be permitted only for relevant learning-based activities, examples of which range from internet based research, email, image search, or other clear and explicit teacher-directed uses.
3. Teachers shall reserve the right to withdraw permission for and use of this technology if misuse occurs.
4. In the event of the misuse of this technology, the current consequence protocol (1st, 2nd, 3rd infraction) will remain in effect and be administered by the Secondary office.
5. Students will risk loss of privilege if they are found to be misusing the technology. This includes but is not limited to taking inappropriate photos, videos, sending messages or any form of cyber-bullying. Students caught participating in these or other inappropriate activities risk the most severe consequence allowable.
6. Teachers will be given a Professional Development seminar at the beginning of each school year which focuses on helping them understand, implement and adapt this policy for their classrooms.
7. All technology items mentioned here will continue to be banned outside of the classrooms. Students are not permitted to use cellular phones, smart phones, tablets or computers in any other school area during school hours. If they are found to be in contravention of this rule, their phones will be confiscated as they would be under our current policy. Students are not permitted to listen to music on their personal device well at school.
8. Any student caught or suspected of filming or otherwise capturing any image on school grounds without permission will be subject to having their technology privileges revoked for one school calendar year.
9. All students will read, discuss and sign the Responsible Technology Use policy before being permitted to participate in this procedure.
10. Students assume absolute liability for any and all technology-based items that they bring to school, use or borrow. Heritage International School and individual teachers take no responsibility for the private property of students in this regard.

Copies of this policy will be posted in highly trafficked and visible areas of the school at all times.

### **TECHNOLOGY USE POLICIES**

Acceptable use policies for information technology access are in effect in Heritage International School. Students and parents should read and be familiar with these acceptable use policies (see Page 35 of this handbook). All students accessing the Internet from school facilities must have signed and turned in the “Technology Use Behaviour Contract” and Parent Permission Form, which is handed out at the start of the school year. Use of the computers in the school with or without a signed form is subject to the rules in the acceptable use policy as all students are provided with the information at various points throughout the year.

### **SCHOOL MATERIALS REQUIRED**

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

- A bottle of water clearly labeled with the student's name on it
- A dictionary
- A ruler
- A calculator
- A protractor
- An eraser
- A sharpener
- A glue stick
- A packet of coloured pencils
- A clearly labeled pencil case
- 3 or 4 good quality HB pencils

#### **Junior Kindergarten (JK) and Senior Kindergarten (SK)**

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

#### **Grades 1 to 12**

A hand-out sheet will be provided to list the items that students are expected to have with them. Please note that the Grade 7 to 12 students will have binder packages prepared for the first day of classes. All students are asked to bring in money on the first day of class to pay for the packages.

## THE CANADIAN KOSHK

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

## SCHOOL UNIFORM AND UNIFORM POLICY

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

### **Class Uniform**

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

Acceptable **top** options are:

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

The hooded sweatshirt is available with and without a zipper.

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

Acceptable **bottom** options are:

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

Acceptable **shoe** options are:

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

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

### **Physical Education Uniform**

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

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

### **Consequences for Violating the Uniform Policy**

Consequences will occur as follows:

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

**Have not shaved** - Upon the first offense Students who fail to be clean shaven will be asked to come to school the next day shaved. Students who fail to shave will be sent to The Canadian Koshk to purchase a shaving kit and shave before reporting to class or will be sent home until they comply with school policy.

## **STUDENT LIFE – POLICIES AND REGULATIONS**

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

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

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

## **POLICY FOR ORGANIZED EVENT – RULES AND CONSEQUENCES**

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

- School dances
- Prom
- Karaoke nights
- Talent Show

### **Rules**

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

### **Consequences**

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

## **UNIVERSITY APPLICATION PROCESS**

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

- Informing parents and students of major requirements for university. This includes where information can be found and general knowledge about how to apply and when to apply. This is done through informational seminar that is announced to the parents by a letter sent home with the students.
- Informing students and parents of general or common high school requirements for university faculties. This will be done in the credit selection process for next year completed in the spring.

- Review student credits on a regular basis. This is done by the secondary team at several points during the school year and reviewed with parents and students at course selection time.
- Will review university applications. This includes helping edit and checking to help ensure all questions on the application have been answered.
- Informational letters will be sent to students and parents on university requirements, credit selection and university applications.

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

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

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

Students must take personal responsibility for the following:

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

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

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

### **COMMUNICATION WITH SCHOOL**

Our school is well equipped to communicate with parents, guardians and the community at large and uses such methods as internet E-corner, e-mails as well as the student daily planner. The student daily planner is used by the teacher to write items of importance to parents, often on a daily basis. Correspondingly, parents are advised to check this planner to ensure open and frequent dialogue between home and school.

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

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

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

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

Parents are encouraged to check the school website weekly for events and classroom instruction. Projects, homework assignments and major test dates in upper grades are listed by the subject teachers to ensure parents are aware of due dates for their students. You are also encouraged to ensure the school has your proper e-mail addresses for teachers to communicate with you, and for the school to send out special messages to parents.

### **ACCEPTABLE TECHNOLOGY USE GUIDELINES**

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

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

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

Unacceptable use of the Internet includes:

- Access by minors to inappropriate materials on the Internet, including pornography, spreading hate speech, virus activity, profanity, nudity, and/or obscenity
- Endangering the safety and security of minors through the use of electronic mail, chat rooms, and other forms of direct electronic communications
- The unauthorized access of systems, including so-called 'hacking', and other unlawful activities online
- The unauthorized disclosure, use, and dissemination of personal information
- The unauthorized dissemination of photographs, video or threats against other students, or staff
- The use of the internet for the purpose of plagiarizing materials or the violation of copyright laws.
- Cyber bullying

Violations of the above guidelines may result in a grade of F, suspension, and complete loss of computer privileges at HIS.

To ensure that students understand and adhere to the following guidelines students, and parents, are expected to sign, and return to the school, the following contract outlining acceptable technology use at Heritage International School. Students, and parents, who sign the contract, will be held accountable for the misuse or abuse of any school materials or resources. The technologies are provided for students to conduct research, enrich educational experiences, and communicate with others in relation to school work. Access to technological services is only given to students who agree to act in a considerate and responsible manner.

### **PARENT/GUARDIAN PERMISSION REQUIRED**

Access is a privilege, not a right. Therefore, based upon the Acceptable Use Guidelines outlined in this document, the system administrator and/or staff will deem what is inappropriate use, and their decision is final. The administration or staff may deny, revoke or suspend specific privileges. Individual users are responsible for their use of the technologies available to them. Please review the following Technology Use Behaviour Contract with your child(ren) and ensure that they understand the rules, responsibilities and consequences of the contract.

After reading the above Technology Rules and Responsibilities please complete the form Technology Use Behaviour Contract for Heritage International School and indicate that you and your child agree with the terms and conditions outlined. The signature of both the students and parent / guardian are mandatory before access may be granted to the technologies available.



**TECHNOLOGY USE BEHAVIOUR CONTRACT FOR HERITAGE INTERNATIONAL SCHOOL**Student name  
(please print)\_\_\_\_\_   
First Name\_\_\_\_\_   
Last Name\_\_\_\_\_   
Homeroom

Students at Heritage International School (HIS) are expected to abide by the following rules of technology etiquette:

- Be polite. Do not write, or send, abusive messages. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Be respectful with regard to others' work; users will not view, alter or otherwise modify someone else's data. This includes documents opened or contained within work folders.
- Altering the operating system, as well as general visual appearances to a technology is prohibited. Such changes may include but are not limited to screensavers, background, sounds, passwords, display settings, network settings, etc.
- Transmission of obscene materials is prohibited. Sending or receiving offensive messages or pictures from any source will result in immediate suspension of privileges with an administrative review.
- Do not reveal personal information about yourself or other students.
- Electronic mail is not guaranteed to be private. Users should only access personal mail with appropriate permission from staff, and no other users need the technology for school use.
- Malicious attempts of vandalism to harm or destroy data or equipment will not be tolerated.
- Use of personal data or equipment will not be allowed without prior approval. Additionally proof of current and regular updates on Anti-virus protection, as well as regular disk scans, is required prior to use once approval is obtained.
- Downloading or uploading of any kind requires prior approval. Such loading includes items from the Internet, Flash Drives, CDs, etc.
- Games are strictly prohibited.
- Downloading or copying documents without citation of sources is considered plagiarism and will not be tolerated.
- Removal of technology including; diskettes, CD-ROMS, keyboards, mouse, or any other piece of technology, without specific permission, is strictly forbidden. Students will be removed from class if they do so.
- The computers provided are not to be used for permanent storage, students are required to bring USBs, which they are responsible for, to contain files or documents required for classes.
- The use of personal e-mails, messaging systems or personal web-sites or communication sites, like Facebook, is not appropriate and can result in the loss of computer usage.

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

I, \_\_\_\_\_ agree to the above rules and the regulations outlined in the Parent Handbook.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a parent/guardian of the student signing above, I grant permission for my child to have access to the technologies marked below. I have read and agree to the Use Procedure, and I understand that I may be held responsible for damage done by or the results of misuse by my child. I understand the expected behaviours, and I agree to accept responsibility for guiding my child and conveying to him/her appropriate standards for selecting, sharing, and/or exploring information and media.

Please check the boxes that you wish to pertain to your child:

- Please grant my child access to the Internet
- Please refuse my child access to the Internet
- I permit the school to post images/pictures.
- I refuse to permit the school to post my child's or work, of my child on school or class web picture or work on the school or class web pages.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

Street Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Daytime Phone: \_\_\_\_\_

**HERITAGE INTERNATIONAL SCHOOL**  
**PARENT FEEDBACK REPORT**

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

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

Name of parent presenting the issue: \_\_\_\_\_

Grade: \_\_\_\_\_

Reason for suggestions, concerns or comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Required Follow up:

	YES	NO
Appointment	<input type="checkbox"/>	<input type="checkbox"/>
Phone call at _____	<input type="checkbox"/>	<input type="checkbox"/>

Conclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

Parent Signature \_\_\_\_\_

Received by: \_\_\_\_\_

Signature \_\_\_\_\_