

HERITAGE INTERNATIONAL SCHOOL



PARENT AND STUDENT HANDBOOK 2024-25

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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. Please read through this handbook and share appropriate parts of it with your child.

Mr. Darran Lorne will continue as Head Principal for the 2024-2025 Academic Year. For any communication with the school concerning JK to Grade 12, please contact Mr. Darran.

Ms. Cameron Deroo will be our new Secondary Vice Principal. For communication with the school concerning grades 9 to 12, please contact Ms. Cameron.

Mr. Mark Remington will continue as Vice Principal for the Early Years and Middle School education. For communication with the school concerning grades JK to 8, please contact Mr. Mark.

Ms. Yasmin Ashraf will join us as our Primary Head of our British Division.

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

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

Yours in education,

MR. DARRAN LORNE – HEAD PRINCIPAL

MS. CAMERON DEROO – SECONDARY VICE PRINCIPAL 9 TO 12

MR. MARK REMINGTON – ELEMENTARY AND MIDDLE SCHOOL VICE PRINCIPAL JK TO 8

MS. YASMIN ASHRAF - PRIMARY HEAD

School Contact Information

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

School Administrative Staff

School Board

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

Administration

Head Principals	Mr. Darran Lorne
Secondary Vice Principal	Ms. Cameron Deroo
Elementary & Middle S Vice Principal	Mr. Mark Remington
Primary Head	Ms. Yasmin Ashraf
Assistant to the Head Principal	Mrs. Amal Nawar
Administrative Manager	Mr. Hesham Abbas
Financial Auditor	Mr. Khaled Abd Allah
Head of the Financial Department	Mr. Wael Adel
Staff Visas	Mr. Mohamed Hamdy
Business Development and Marketing Manager	Ms. Nemat Yahia
Registration and Student Affairs Manager	Ms. Yasmine Khairat
Educational Advisor – Arabic Programs	Mrs. Mona Ackad
Foreign Staff Relations Officer	Ms. Eman Heiba

Secretarial / Support Staff

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

Mission Statement

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

Mission

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

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

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

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

Vision

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

Heritage Values

Student Centeredness

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

Respect

All staff and students demonstrate 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.

Educational Goals

- To promote a high standard of teaching and learning performance.
- To set, within teaching programs, realistic and challenging goals for students.
- To promote the all-round development of students in academic, practical, cultural, social and sporting pursuits.
- To provide a satisfying and enjoyable learning environment for students.
- To promote good interpersonal relationships and assist in students’ personal and social needs.
- To maintain regular contact and consultation with the schools’ stakeholders and wider community.
- To encourage a spirit of partnership between parents and teachers in the education of their children.

School Hours

Arrival

Students are supervised in the morning from 8:00 am until morning entrance. Please do not drop off students prior to 8:00 am. There is no supervision before this time so early students must sit in the reception area. It is the expectation that all students make consistent efforts to enter the school by 8:20am for assembly. Late arriving students must wait until the end of assembly to enter the school. Students with consistent inexcusable lateness will be referred to **Study Hall** after 3 recorded lates.

Early Departure

Students leaving school early must report to the Elementary/Secondary Office to request a phone call be made home by the respective Secretary. The Secretary will fill out an **Exit Slip** which the student will take to a Vice Principal for signature followed by submitting the form to the Reception prior to departure.

Dismissal

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

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

JK and SK Schedule

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

Grades 1 to 5 Schedule

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

Grades 6, 7 and 8 Schedule

Grades 6, 7 and 8 will be operating on a 5-day schedule with options Sunday to Thursday.

Entry	8:00 – 8:20am	Even	Odd
Assembly	8:20 – 8:30am		
Period 1	8:30 – 9:50am		
Health Break	9:50 – 10:05am		
Period 2	10:05 – 11:25am		
Health Break	11:25 – 11:35am		
Period 3	11:35 – 12:55pm		
Lunch Break	12:55 – 1:40pm		
Period 4	1:40-3:00pm		

Grades 9 to 12 Schedule

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

Entry	8:00 – 8:20am	Even	Odd
Assembly	8:20 – 8:30am		
Period 1	8:30 – 9:50am		
Health Break	9:50 – 10:05am		
Period 2	10:05 – 11:25am		
Health Break	11:25 – 11:35am		
Period 3	11:35 – 12:55pm		
Lunch Break	12:55 – 1:40pm		
Period 4	1:40-3:00pm		

Instructional Programming

KINDERGARTEN

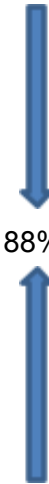
Heritage International provides JK and SK students with programmed instruction and activities during a school year, 16% of which consists of Arabic and Islamic studies.

ELEMENTARY PROGRAM

In planning for instruction in the elementary grades, the following percentage of time allocations for the school year is recommended for required and optional subject areas. Individual students may require varying times to meet the



PERCENTAGE TIME ALLOCATIONS RECOMMENDED GRADES 1 - 5

Instruction

English Language Arts French Language Arts	30%	
Mathematics	15%	
Science	10%	
Social Studies and Civics	10%	
Art and Music	10%	
Health and Life Skills and Physical Education	10%	
Other subjects: Arabic, Islamic Instruction, Options	15%	
Additional Studies: Arabic, Islamic, and Civics (Grades 1-3)	12%	



- Information and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

PERCENTAGE TIME ALLOCATIONS RECOMMENDED GRADES 6 - 8

	Instruction	
English Language	25%	
Mathematics	15%	
Science	15%	
Social Studies and Civics	10%	
Art and Music	10%	
Health and Life Skills and Physical Education	10%	
Other subjects: Arabic, Drama, Islamic Instruction	15%	
Additional Studies: Arabic, Islamic, and Civics	N/A	 10%

- Informational and Communication Technology (ICT) learning outcomes are infused within core curricula in language arts, mathematics, science and social studies at all grade levels.

PERCENTAGE TIME ALLOCATIONS RECOMMENDED GRADES 9 - 12

	Instruction (Hours)	
English Language Arts	110	
Mathematics	100	
Science	110	
Social Studies	110	
Physical Education	110	
Health and Life Skills	110	
Second Languages/Optional Courses	time may vary	
Additional Studies: Arabic, Islamic, and Civics		 8%

- ❖ Manitobian credits are based on 110 instructional hours/credit. Credits required are 17 Compulsory and 13 Optional courses. For additional Information:

https://www.edu.gov.mb.ca/k12/policy/gradreq/docs/grad_req_te.pdf

Learning Support

Policy Statement

Heritage International school does not provide services for special needs students, however, we are committed to providing the most effective methods of teaching and learning to benefit our student community to grow physically, intellectually, emotionally, and socially as per his/her learning strengths and needs.

Mission

In partnership with parents as per schooling operations and principles, Heritage International School uses all available resources to plan, implement, and monitor the provision of equal opportunity education.

Key Roles and Responsibilities

The Learning Support Team (LST) consists of the Learning Support teacher, ESL teachers, and the school Counselor. The LST will meet to review each referred student's academic and performance histories, medical histories, classroom observation reports and any and all assessments completed by classroom teachers or outside agencies as provided by the parent.

The Learning Support Teacher supports individual teachers and school teams to develop differentiated strategies, to coordinate and to monitor the development of programs for children with differentiated learning needs. They are focused on instructional leadership and building teacher capacity.

The Learning Support Teacher plays a central role in collaborating with staff so all students can achieve to the best of their abilities and the learning process of the class as a whole is to its full potential.

Procedures:

The following processes will be used to identify, assess, and program for students that require differentiated learning and/or special accommodations:

1. Throughout the school year homeroom and subject teachers will assess student's learning to identify students who are demonstrating less than optimal learning outcomes. Teacher's assessments will lead to decisions to scaffold learning, differentiate instruction, and to accommodate learning challenges.
2. Once the teacher recognizes that a student requires additional educational support beyond what the regular classroom can offer, the teachers will contact parents to discuss the exceptional need and possible learning support referral. The teacher will complete a learning support referral form that will be reviewed along with the supportive documentation by the LST.

3. The Learning Support Teacher will complete the required observations and data collection. In house and external assessments may be considered for the student. LST will meet with the student to complete an intake form and determine the student's needs.
4. LST will convene and construct a student plan (IEP) or refer students to an alternate in-house service if needed. The LST may decide to continue to monitor the student's progress within the regular classroom or meet with the parent to review the team's findings. LST will discuss possible supports and modifications that may include recommendations for additional external assessments.
5. Learning Support Teacher will keep detailed tracking documentation regarding student's progress on meeting benchmarks and self set goals. The LST will meet throughout the school year to review the preliminary program arrangements and in consultation with the parents will make any adjustments after review of student progress.
6. Parents will work in partnership with the school to support their child's learning needs. Such support will be in the form of involvement with the LST during regular meetings (at least quarterly).
7. Parents may be required to provide additional tuition in order to meet any extra-ordinary learning support needs for their children. The school will work within its available resources to support parents and students with special learning needs and will allocate resources accordingly.

Morning Assembly

Policy Statement

In keeping with the Heritage International School's mission to support the social development of all students and staff, the school will begin each day with a morning assembly. It is a time of respect, and observance, as well as one of recognition, celebration, and belonging.

Procedures

1. Each morning students will arrive and line up at their homeroom in assembly prior to 8:20am.
2. Facing the National Flag of Egypt and Canada, students will stand at attention.
3. The day will commence with the singing of the National Anthem of Egypt, followed by the Canadian Anthem. The Assembly will include announcements, awards, and recognitions.
4. Attendance will be taken in 1st period prior to 8:30 am. Students who arrive after the National Anthem will remain at Reception until the National Anthem is completed.
5. Any late bus arrivals to the school or parent drop-off arrivals will be through the front gate.

- Singing of the Anthems will be observed. All students, parents and staff will stand at attention until the Anthems are completed.

Educational Trips

The purpose of this policy is to ensure that all educational trips are undertaken to provide the students with off-site learning opportunities that are age-appropriate, linked to the programs of study, or approved leisure activity.

School's Arrival, and Dismissal Policy

Policy Statement

In the interest of creating a safe and orderly environment for students the following arrival and dismissal procedures have been outlined in order to structure attendance at school so that all students can be accounted for at all times.

The policy intent is to also ensure that communications between parents and the school are effective in ensuring that all students' whereabouts are known at all times both coming to and from school, and while in the care of the school.

Procedures

- At *Heritage International* each bus will at all times have an updated manifesto that identifies all students who are on the bus each day. Attendance is to be taken by the bus monitor both in the morning upon arrival and in the afternoon during departure. At the end of each trip, the bus monitor is to account for each student as he/she exits the bus. In the morning and after all students have been returned home, bus monitors and drivers are to complete a physical inspection of the bus to ensure that all students have been safely delivered to school or home.
- Attendance is to be taken by the homeroom teacher or the receiving teacher after the National Anthem (9:00am).
- With the exception of bus students who enter the school after 8:30 a.m., late students must enter and report to reception.
- Secondary students who arrive after 1st period will be required to report to Reception. The Reception staff will contact the parent, if a note or prior phone call is not received.
- Teachers will account for the students during attendance by marking a student as present, acceptable absence, unexplained absence, or as late for non-bus students arriving after 8:30 am.
- In order to pick students up from the school, parents are to report to the main gate to reception and request that their child be brought to them.
- Reception will work with teachers to account for all students leaving early. Reception will provide updated information to all bus monitors as applicable.
- Bus parents are requested to inform the school prior to 3:00 if they are picking their child up so that proper communications can be ensured and procedures followed.

9. Grade 1-12 students being picked up after school are to gather and remain in the Reception until their parents arrive to pick them up.
10. No student is to exit the school gates without being accompanied by a parent or approved guardian.
11. The school will provide an identification card for the purpose of identifying parents and guardians

Acceptable Use of TECHNOLOGY (Laptops, Tablets and Cell phones)

Policy Statement

Heritage International School will provide technology access for all students to the internet and school network. Internet access and the use of school owned technological devices is a privilege. Students who fail to conduct themselves in an appropriate responsible manner will lose access to school's technologies. The school retains the right to place reasonable restrictions on material that is accessed, posted or saved on any of our school's technologies, which include, but are not limited to, computers, laptops, tablets, internet, networks and servers. We require that students, with their parents/guardians, read and abide by the rules for acceptable use of technology as listed below.

Procedures

1. At the teacher's discretion, students in grades KG-3 will be given the use of school provided iPads.
2. Students in Grades 4-12 are required to bring a laptop to school for use in their classes. The laptop must be labelled with the student's name and should be kept in a protective case when not in use.
3. Extra laptop computers will be kept in the library Resource Centre for teachers to sign out if necessary.
4. Students who through neglect or abuse damage any school owned technological devices would be responsible to pay for the replacement of the device.
5. To enhance learning, students are expected to bring their own device to school each day fully charged and in good working order. These devices are to be used in accordance with the directions and under the supervision of classroom teachers.
6. Students will be allowed to utilise their own personal cell phones at each teacher's discretion for educational use. Cellular 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. *Cell phones will be placed in a box at the entrance of the classroom.* Failure to follow classroom rules will result in the cell phone being taken by the teacher until the end of class or the school day.

7. Students are forbidden to transmit test, quiz, or other information in a manner constituting fraud, theft, cheating or academic dishonesty or to access and/or share inappropriate online material.
8. Students are not permitted to use cell phones during instructional periods while in class, or during Health break and when they are in the hallways.
9. The following are considered to be unacceptable use of technology and will result in consequences ranging from removal of privileges to referral for other forms of discipline as per the school's discipline policy:
 - a. Posting information that, if acted upon, could cause damage or danger to students and/or the faculty.
 - b. Engaging in personal attacks, threats to any person, harassment, and cyber-bullying.
 - c. Attempting to access any of the school's networks, or databases to which the student has not been granted permission.
 - d. Making attempts to disrupt any of the school's technology.
 - e. Using the school network to acquire, save, install, download, illegally acquired or inappropriate files, including games, music, photos, and video game files.
10. Violations of our acceptable use of technology will result in a loss of access as well as other disciplinary or legal actions depending upon the severity of the transgression.
11. In situations of repeat violations the Vice Principal will confiscate the cell phone and will return the cell phone to a parent upon a disciplinary meeting.

Elementary students are encouraged to leave their devices at home, unless required by the teacher. Students who do bring their devices to school are required to submit their phones to their homeroom teacher at the beginning of each day for safekeeping and storage. Phones will be returned at the end of the day, or when the student leaves early with school permission.

Acceptable Use of ARTIFICIAL INTELLIGENCE

Policy Statement

Generative AI tools may be used under the following conditions:

- Specified Use: AI tools may only be used when explicitly allowed by the teacher for specific elements of coursework. Unauthorized use of AI tools is strictly prohibited.
- Exploratory and Preliminary Use: AI tools may be utilized during the preliminary stages of coursework, including but not limited to:
 - Ideation and brainstorming
 - Inspiration for creative approaches
 - Drafting outlines and summaries
 - Receiving AI-generated feedback on content

- General concept exploration and clarification However, students are not permitted to use AI tools in the production of final deliverables, such as essays, reports, presentations, or other summative assessments.
- Acknowledgment of AI Use: Students are required to clearly acknowledge and document any use of generative AI tools in their assignments. This acknowledgment must specify the nature of the AI's contribution (e.g., idea generation, summarization, or feedback) and must be included within the assignment itself or in a separate section designated by the teacher.

Academic Assessment, Evaluation, and Responsibility

“Homework”

Research has demonstrated that the teaching activity with the highest correlation to academic achievement is completed assignments that are evaluated thoroughly, returned to the student promptly, and integrated with class work. Assignments that are not submitted will be given a zero score with the score being changed upon completion. If however, the student does not submit their assignment(s) before the unit end the mark will remain a zero.

There is a small amount of reading and math activities sent home for practice in Kindergarten. Faculty who teach in grades 1-12 are encouraged to assign a variety of homework that offers practice, application, and extension of the work done in the classroom. The idea is to provide a structured opportunity for reflection, even by young students. The frequency of homework should be determined by the teacher in consultation with the Vice Principal. 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.

Grades and Grading

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

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

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

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

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

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

Reports are given as follows throughout the year:

Elementary Reports

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

Interim Reports Grade 6,7 and 8/ Semester 1 Interim Reports 9 - 12	Mid-Semester 1 / Term A Reports	End of Semester 1 / Term B Reports	Semester 2 Interim Reports Grades 9 - 12	Mid-Semester 2 / Term C Reports	At Risk Reports Grades 6 and 8 – Issued to students who are not achieving at Grade Level	End of Semester 2 / Term B Reports – Final Academic Year Report
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Different Methods of Assessment and Evaluation

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

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

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

- Observational checklists
- Work samples
- Quizzes and tests
- Assignments
- Tasks
- Performances
- Mid-term and end of term examinations (starting at grade 6 only)

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

Assessment “for” and “of” learning

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

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

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

Grading Scale

The following is the Grading scale used at Heritage International School. The JK – Grade 5 reports use the numerical grade and the Grade 6 – 12 reports use the percentage grade.

Numerical Grade	Percentage Grade	Letter Grade	Grade Point Average
4 Thorough understanding and in-depth application of concepts and skills	80 - 100	A	4
3 Very good understanding and application of concepts and skills	70 – 79	B	3.0
2 Basic understanding and some application of concepts and skills	60 – 69	C	2
1 Limited understanding and minimal application of concepts and skills	50 - 59	D	1.0
ND Does Not Yet demonstrate the required understanding and application of concepts and skills	Not completing work at grade level/Hasn't been at school		0.0
NA	N/A		

Progress Reports (Grades 1-5)

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

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

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

Promotion and Grade Placement of Early Years Students

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

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:

- | | |
|------------------------|--------------------------|
| ▪ Assignments in class | 30% |
| ▪ Spot quizzes | 10% |
| ▪ Projects | 20% |
| ▪ Unit Tests | 15% |
| ▪ Final Exam | 15% (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.

Mark Breakdowns by Course/Subject

Grades 6-8

Category	ELA	Social Studies	Science	Math
Approaches to learning			10%	10%
Knowledge + understanding	40%	40%	40%	40%
Critical thinking + creativity	40%	40%		
Critical thinking + problem solving			20%	20%
Mid Term Exam	10%	10%	10%	10%
Final Exam	10%	10%	20%	20%

English Language Arts 9-12

Category	ELA 9	ELA 10	ELA 11	ELA 12
Knowledge and understanding	35%	35%	35%	30%
Critical thinking	30%	30%	30%	30%
Reflection and creativity	15%	15%	15%	10%
Mid-Term	10%	10%	10%	10%
Final Exam	10%	10%	10%	20% (Provincial exam)

Mathematics 9-12

Category	Math 9	Essentials 10	Essentials 11	Essentials 12	Accounting
Approaches to Learning	10%	10%	10%	10%	
Knowledge and understanding	40%	40%	40%	40%	45%
Critical thinking & Problem solving	30%	30%	30%	30%	35%
Final Exam	20%	20%	20%	20% (Provincial exam)	20%

Mathematics – Pre Cal and Advanced Math

Category	Pre-Cal 10	Pre-Cal 11	Pre-Cal 12	Ad. Math
Approaches to Learning	10%	10%	10%	10%
Knowledge and understanding	40%	40%	40%	40%
Critical thinking	30%	30%	30%	30%
Final Exam	20%	20%	20%	20% (Provincial exam)

Science 9-12

Category	Science 9	Science 10	Biology	Chemistry	Physics
Approaches to Learning	10%	10%	10%	10%	10%
Knowledge and understanding	40%	40%	40%	40%	40%
Critical thinking & Problem Solving	30%	30%	30%	30%	30%
Final Exam	20%	20%	20%	20%	20%

Humanities 9-12

Category	Social Studies 9	Geography 10	History 11	Global Studies 12	Psychology 12
Problem solving	10%	10%	10%	10%	10%
Knowledge and understanding	30%	30%	30%	30%	30%
Critical thinking	40%	40%	40%	40%	40%
Final Exam	20%	20%	20%	20%	20%

Physical Education

Item	7-8	9-10	Item	11	12
Participation	60	50	Participation	50	50
Skill	10	10	Health	50	50
Effort	10	10			
Health	20	30			

9-12 Electives

Category	Business 9	Business 10	Business 11	Business 12	Economics
Problem solving	10%	10%	10%	10%	20%
Knowledge and understanding	30%	30%	30%	30%	30%
Critical thinking	40%	40%	40%	40%	30%
Final Exam / Project	20%	20%	20%	20%	20%

Category	French 9-12	Category	ICT 9	ICT 10	ICT 11-12
Comprehension & Listening	15%	Classwork	35%	35%	30%
Writing	15%	Independent projects			
Vocabulary	10%	Paired or group projects	35%	35%	35%
Oral	40%	Quizzes/Tests			
Final Exam	20%	Final Summative Project	30%	30%	30%

Honour Roll

Students whose average mark (arithmetic mean) on all core 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. Students will receive an Honours Certificate if they achieve an average between 80-89% with no mark below 60%.

Academic Probation

Any secondary student (grades 6-12) will be placed on academic probation for the following reasons:

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

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

Students Academically "At Risk"

Any secondary student (grades 6-12) 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 must be submitted prior to unit deadline, 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.

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 the student's responsibility to submit assignments on time. If an assignment is not turned in, a zero will be entered in Engage. Students may still submit the assignment until the end of the unit, at which point the grade will be updated. After the unit ends, late submissions will no longer be accepted, and the zero will remain. Parents and students will be notified of any missing assignments through Engage.

Failing to Pass a Course in Final Term

If any student in grades 6-8 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) may 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 academic year is divided into four terms. Grade 9 to 12 reports are divided by semesters and terms. Report cards are sent home at the end of each term for the middle and end of a semester. Report cards include a grade for each class that the student is taking and a comment from each teacher. The teacher comments may include a summary of the work covered during the preceding grading period and a summary of the student's areas of strength or areas that need improvement.

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

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 6 to 12 students. At risk reports will be sent only to those students having academic issues in any term.

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 accumulated in a student's file. Repeated cases of academic dishonesty are regarded as suspension-level offenses and can also result in the student being placed on behaviour probation.

Testing violations is defined to include, but is not limited to, cheating, talking, having materials that are not permitted, having a phone or other smart technology, not following the testing procedures, sharing

test questions, and clandestinely taking the test without permission. Testing violations will result in a zero for the quiz, test or exam being taken.

Attendance Policy

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

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

Absences in Grades 9-12

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

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

Bus Rules

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

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

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

Smoking, Vaping & Tobacco Products

Heritage International School is **tobacco-free**. Tobacco, electronic or vapour tobacco substitutes, in the school or on school grounds is prohibited and will result in an Out of School Suspension. This regulation also applies to all students involved in extracurricular activities for the duration of the activity, whether on school property or not.

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

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).

Code of Conduct

- 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.

Behaviour/Consequence Plan

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

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

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

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

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 offenses. It is the goal of the “Code of Conduct” to have all students make appropriate choices in their behaviors and in so doing “maximise” 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.

Complaints and Appeal Policy

At Heritage International School we welcome suggestions and comments from parents and take any complaints and concerns that they may raise very seriously. We encourage parents to bring these to our attention as early as possible so that we have the opportunity to rectify a problem before a concern becomes more serious. The school recognises that a student's education will be enhanced by the support of parents. Heritage International recognises that many concerns can be managed without the need for formal procedures, providing that the concern is taken seriously and addressed at an early stage. In many cases, the class or subject teacher will receive the first approach and the issue is resolved immediately. However, formal procedures will need to be used when initial attempts to resolve the issue remain unsuccessful and the person raising the concern remains dissatisfied and wishes to

take the matter further. Heritage International aims to be fair, open, consistent when dealing with any complaint. We give careful consideration to all complaints and deal with them as early as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues.

It is inevitable in all schools there are occasions when parents or other stakeholders are dissatisfied. This policy advises how to direct a complaint.

We will to ensure that:

1. Parents who wish to make a complaint understand the process.
2. The school responds to complaints within a reasonable time.
3. We take appropriate action where necessary, applying the approved guidance and policy approved by the Ministry of Education.

The difference between a **concern** and a **complaint**. A 'concern' may be treated as an issue considered to be important for which assistance is required. A complaint is recognised as 'an expression or statement of dissatisfaction'.

1. Parents who have a concern or complaint, should raise these in the first instance with their child's class teacher.
2. Parents can raise their concern to the Vice Principal. Concerns or complaints should be raised by email.
3. In some cases parents may contact the appropriate Office by telephone to explain they would like to make a complaint. Parents will be made aware that this step will involve the completion of a complaint form by the administrative office which will then be passed to the class teacher. Administrative staff will not provide any feedback or judgement regarding parental complaints, they will complete the complaint form and then it will be passed to the appropriate member of staff.
4. Heritage International will not set meetings or arrange for groups of parents to all raise concerns or complain in one meeting. Each parent that wishes to complain will be heard individually, as we value the input of all parents in the complaint process and respect that each child will be affected differently by any concern or complaint raised.
5. When parents request a meeting it has to be with good reason and in order to address, explain or present a concern that can not be done by email or by completing the complaint form. Parents will be made aware that following a request for a meeting an appointment will be set at a time convenient to the teacher / staff member making the appointment. It is advisable to ensure that information is correct as early as possible in the process that the initial contact is by email with all details included ahead of any set meetings.
6. Parents that visit the school without a scheduled appointment and who wish to make a complaint will need to complete a complaint form. When completing the form parents can specify who they wish the complaint form to be passed to. In most cases it will be passed via the Vice Principal who will decide the best course of action and who will organise the follow up for the parents. Parents will receive updates from the Vice Principal in an expeditious fashion.
7. In many circumstances, the staff member contacted will require time to investigate before a response can be made. The parent will be given a date by which they will receive a further response and follow up.
8. If a detailed explanation of the issue is needed, an email report will be sent to the parent informing them of the outcome of their complaint. Alternatively, the parent may be invited to a meeting at the school to explain the feedback and the outcomes of any investigation or outcome.
9. When a complaint is considered more complex and requires additional time for investigation.

10. If a parent is not satisfied with the response of the class teacher they will be advised to contact the Vice Principal.
11. Parents that wish to contact the Head Principal may do so. Complaints will be passed directly to him/her.
12. Confidentiality parental complaints or concerns will be treated in a confidential manner and with respect. Knowledge of the complaint or concern will be limited to the Vice Principal and those directly involved. It is the school's policy that complaints made by parents will not adversely affect their children in any way. Parents' complaints will not be disclosed or discussed with other parents during investigation. Anonymous complaints will not be pursued.
13. Any action taken under staff disciplinary procedures, following parental complaints, will be handled confidentially within the school. Parents will be informed that appropriate action has been taken in line with school policy. We will make every attempt to ensure that all parents feel satisfied with the outcome. If a parent is dissatisfied with the outcome then they should take the following action:
 - (i) Contact the Vice Principal
 - (ii) Vice Principal will direct the concern to the Head Principal
 - (iii) If complaints are escalated to the Head Principal, a full report from the Vice Principal along with all relevant documents will be requested. On the basis of this, the Head Principal will call a meeting from individual members of staff. As the Head Principal investigates the case the parents will be informed of the action being taken. The Head Principal may be able to offer a new approach to the matter which may satisfactorily conclude the matter for the parent.
 - (iv) Student complaints and concerns.
The principles which apply to parental complaints also apply to complaints and concerns from students. At Heritage International it is important that our pupils should be able to raise concerns with any member of staff. Students may also use the school email system to make a member of staff aware of their concerns in a confidential manner. As with parental complaints, anonymous complaints will not be pursued.
 - (v) All school records of an incident are confidential and will not be released to parents and any actions to be taken is at the school's discretion.
14. In cases where the complainant continues to contact the school on the same issue, the correspondence may then be viewed as 'serial' or 'persistent' whilst the decision to stop responding will never be taken lightly it may be taken given consideration of the following:
 - (i) Heritage International has taken every reasonable step to address the complainant's concerns and has applied the procedures in line with policy.
 - (ii) The complainant has been given a clear statement of Heritage International position.

Special School Programs

The Canadian Koshk

The Canadian KoshkThe Canadian Koshk is a store run by Business students for Heritage students. As a part of the Business Studies Program, it provides students with hands-on learning about inventory control, cash flow, pricing strategies, etc. The Koshk offer a variety of healthy snacks, drinks, pens, pencils, erasers, art supplies and some novelty and seasonal items. The Kosk operates mainly at noon hour, 12:55 to 1:25 PM.

Model United Nations (MUN)

The Model United Nations (MUN) program at Heritage is one of our proudest student extracurricular activities. It includes students from Grade 7 to 12 and it offers them the opportunity to participate in real, competitive model debates and activities. The school participates annually in four conferences in Egypt: at CAC, Hayah, BISC and one at our school. We also prepare and demonstrate a model conference for the year 7 and 8 students, and those year 7 and 8 students also get to then take part in a conference of their own in the spring term. For the 2023-24 school year we will be offering weekly after school training sessions, available to all interested students in grade 7-12.

British English Olympics (BEO)

British English Olympics (BEO) is the most prestigious English Language competition in the world. BEO was created for talented and ambitious students, between 12 and 16 years of age, participating from many countries throughout the world. Academic excellence and diverse international participation have been key factors in making the British English Olympics an outstanding and unparalleled competition.

Student Council

The Student Council is organized using the committee system. Specifically, we have five Committees that make up our Student Council: Social, Fundraising, Sports, the Koshk Student Executive, and the Model United Nations Academic Committee. Each committee is made up of 5 students who underwent a selection process based on an application and a competitive interview. Each committee self-selects a Chairperson, and the Chairperson works with the main Teacher Liaison to coordinate.

Health Care

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

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

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

Heritage Cafeteria

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

All students are encouraged to bring to school healthy snacks and lunches which DO NOT include chocolate, fizzy drinks or chips.

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.

School Materials Required

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

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

Junior Kindergarten (JK) and Senior Kindergarten (SK)

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

Grades 1 to 12

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

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. The use of make-up is prohibited. Any student who, upon entering the School's campus, is deemed to be out of uniform will remain in the Reception and parents will be called to inform them of the situation. Repeat offenses 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 with a school logo.
- Option 2 – navy blue dress shorts that reach the knees with the school logo.
- Option 3 – sweatpants with the school logo.
- Option 4 - navy blue dress pants with no visible logo.
- Option 4 - SENIORS ONLY - Black dress pant or sweatpants with no visible logo.
- YOGA PANTS OR LEGGINGS ARE NOT PERMITTED.

Acceptable **shoe** options are:

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

Physical Education Uniform

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

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

Consequences for Violating the Uniform Policy

Consequences will occur as follows:

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

Student Life – Policies and Regulations

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

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

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

Policy for Organized Event – Rules and Consequences

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

- School dances
- Graduation
- Karaoke nights
- Talent Show

Rules

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

Consequences

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

Unsanctioned Events

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

University Application Process

Heritage International School Guidance Counsellor 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 an informational and formal 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 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 than that could result in deadlines being missed and applicants being placed on wait lists. Grade 12 Marks Statements will not be available until the completion of Semester 1.

Grade 11 Marks Statements for Graduating students are available at the start of the Academic Year.

Communication with School

Our school is well equipped to communicate with parents, guardians and the community at large and uses such methods as Engage, MS Teams. The student planner in elementary and Engage is used by the teacher to write items of importance to parents, often on a daily basis.

Correspondingly, parents are advised to check this planner to ensure open and frequent dialogue between home and school.

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

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

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

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

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