

# PARENT / STUDENT HANDBOOK



**HERITAGE  
XPERIENTIAL  
LEARNING SCHOOL**

**This handbook is a tool for bringing us together as a professional learning community around the ideals we share, as well as the policies and procedures we follow. It serves as a guidebook to ensure that we are moving forward towards realizing our goals and remaining true to our vision.**

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## OUR VISION

*“A Learning Community where each is free to be and grow towards the realization of his/her highest human potential through a harmonious integration of spirit, heart, mind and body.”*

### **A Message to Students**

Dear Students,

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

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

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

### **A Message to Parents**

Dear Parents,

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

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

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

## **The Dharmic Principles: Our Values**

### ***Freedom to be, learn and grow:***

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

### ***Attentiveness:***

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

### ***Respect:***

The Heritage community will always respect what one is and can become. We will endeavor to instill respect for the work we do, the people we engage with, the things we use, and the environment we live in. Above all, we will foster and strengthen a sense of respect for oneself.

### ***Excellence:***

We will do the utmost to nurture a culture and habit of excellence and actively encourage high standards of character, behavior and action. We will equally discourage mediocrity, carelessness and negligence in thought, word and action.

### ***Inclusion:***

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

### ***Authenticity:***

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

## **2. ACADEMIC RIGOR AND EXCELLENCE**

*“The aim of education must be the training of independently acting and thinking individuals”*

*--Albert Einstein*

Heritage firmly believes that true academic excellence and success can only be achieved when students are driven by their own intrinsic desire to learn. This happens when students find meaning, make connections to prior knowledge within an authentic context, and discover purpose and joy in learning. Children and adolescents thrive when they are challenged to reach new heights of skill development and plunge new depths of insight—and this, we believe, is the true definition of rigor.

Creating this sort of learning environment starts by empowering teachers and supporting them with the resources they need to genuinely transform the classroom from a place where students are the passive recipients of “content” to an interactive workshop, laboratory, field or studio where students and teachers together uncover knowledge and discover truth through a process of experience, reflection and dialogue that leads to genuine, enduring understanding.

This necessarily requires that students are grounded firmly in basic skills which transcend individual disciplines, such as focused observation, accurate documentation, thorough assimilation of information, comparison and contrast of multiple views, analysis and synthesis of ideas and information and, ultimately, the generation of something entirely new and original. This process happens in the **Junior Program**, when we lay the foundation in such essential academic disciplines

as mathematics, reading and writing, through thematic units that tap into children’s innate curiosity and inquiring minds.

In the **Middle Program**, we expand on the thematic approach through project-based learning which again integrates these basic disciplines, along with natural and social sciences, technology and the related arts, through a real-life, hands-on approach to learning. Teachers spend hours designing these projects, preparing materials and creating a rich environment within which students work collaboratively in “crews,” growing socially and emotionally as they learn.

By the time the students make the transition to the **Senior Program**, the foundation has been established and they are ready to move into ever more complex and abstract levels of academic pursuit, as the subjects diverge into discreet disciplines and, ultimately, converge again in streams that prepare students for higher education and careers. While we recognize that we need to prepare students to “crack the boards”, we continue to believe that we must help them find connections and meaning if they are to succeed ultimately—which means that they actually retain what they have learned and can access it for future learning, far beyond short-term recall which gets them from one paper-pencil test to the next.

We recognize that, while the examination system continues to be the gateway to India’s most esteemed colleges, we must go beyond the syllabus and incorporate what are often identified as 21<sup>st</sup> century skills to truly prepare our students to take their place as productive, creative members of a complex, increasingly interdependent global society. It is no coincidence that changes advocated by the NCERT and articulated by national and international leaders in educational excellence coincide with principles we are already implementing—and that we are rapidly being celebrated for our “innovative pedagogy” and the degree to which we invest in teacher empowerment and resources.

As we complement our academic core with a full range of co-curricular offerings, such as visual arts and crafts, music, physical education and drama, not to mention field trips, Khoj, internships and service opportunities, we are confident that we are providing the best education available to our students anywhere—and we believe that the parents and students recognize this as well.

### **3. ACADEMIC HONESTY**

**(ADAPTED FROM ANAHEIM UNION HIGH SCHOOL DISTRICT and American International School WEST, EGYPT)**

Academic honesty and personal integrity are fundamental components of a student’s education and character development. The school expects that students and staff will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. The academically honest student produces work representative of his/her own efforts and abilities, whereas the academically dishonest student attempts to show knowledge and skills he/she does not possess by claiming it as his/her own. Academic dishonesty may take many forms; moreover, the practice of academic dishonesty undermines the purposes of education and denies the student his/her right to personal and academic integrity.

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

Additionally, the **IB Learner Profile** includes **principled** among its most significant characteristics, defined as “act[ing] with integrity and honesty, with a strong sense of fairness, justice and respect for

the dignity of the individual, groups and communities.... [and] taking responsibility for their own actions and the consequences that accompany them.” Emphasis on original thinking also comes through clearly when IB students are defined as **thinkers**, who “exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.” It is obvious that these character traits require that the Heritage student who is also an IB scholar would exercise scrupulous standards of honesty and integrity in all pursuits—and would exercise vigilance in avoiding malpractice in any form or context.

❖ **Definitions of Academic Dishonesty**

- Cheating is using dishonest means in an attempt to obtain credit for academic work. The following offenses, including but not limited to those below, are considered examples of cheating:
- Using/providing notes, documents, answers, aids, or helping another student on any assessment (i.e. test, quiz, exam, etc.) or assignment unless expressly permitted by the teacher.
- Utilizing communication/electronic devices to send or obtain unauthorized information.
- Taking any assessment in the place of another student, or allowing someone else to take an assessment in one’s place.
- Looking at another student’s paper, talking during an assessment, or violating any other expressed directions given by the teacher.
- Tampering with teacher materials and/or student records.

❖ **Plagiarism** is any use of another individual’s ideas, words, or work without giving him/her appropriate credit. Plagiarism includes, but is not limited to the following:

- Misuse of published material or material acquired from internet sources, and/or the work of another student. The following offenses, including but not limited to those below, are considered examples of plagiarism:
- Paraphrasing or copying any source without giving proper credit to the author.
- Not using denotation when citing sources.
- Turning in any assignment which is not based on one’s own research and writing.

❖ **Fabrication** is inventing information, falsifying research/projects, and/or using other products with the intent to deceive. The following offenses, including but not limited to those below, are considered examples of fabrication:

- Creating a false reason to receive special consideration for an assessment or assignment.
- Citing information not taken from the source indicated.
- Submitting a paper, lab report, or other academic exercise containing falsified data or evidence.

❖ **Tampering** with teacher materials and/or student records for purposes of cheating or fabrication will not be tolerated. Students who tamper with teacher materials and/or student records are subject to disciplinary action.

❖ **Collusion/Copying** is another form of dishonesty, by which a student takes credit for work done by another student, by copying it verbatim or In essence and submitting it as his or her own. This includes copying answers on a test as well as copying assignments or homework that is intended to be original work.

❖ **Other forms of malpractice:**

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

❖ **Establishing a Culture of Integrity and Honesty**

School leadership must ensure that all teachers and students:

- Understand what constitutes academic honesty, an authentic piece of work and intellectual property
- Receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources
- Understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination)
- Know the consequences of being found guilty of malpractice.

Teachers must:

- Provide students with enough opportunities to exercise integrity
- Design assignments so that they foster critical thinking and originality and discourage plagiarism or copying
- Hold students accountable for strict compliance by imposing consistent and transparent consequences for malpractice

Students must:

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

#### ❖ Investigating and responding to allegations of malpractice

- Internal assessments and assignments
- If a teacher or another student makes an accusation of malpractice, the subject teacher must conduct an investigation
- If evidence is found to support the allegation, the matter can be handled in the following manner, as consistent with our Discipline Matrix:
- Misrepresentation or copying of homework: the student(s) must do the assignment again and receive no credit for copied work
- More serious incidents, such as cheating or copying on a daily assignment or repeated minor incidents, would result in loss of credit for the assignment(s) as well as behavior probation and / or suspension
- More serious incidents, such as cheating on a test or blatant plagiarism or repeated incidents of a less serious nature, or a serious violation of our internet policy (such as impersonation or identity theft) could result in rustication

#### **4. ADMISSIONS AND INCLUSION POLICY**

At Heritage Xperiential Learning School Gurgaon, we seek to create a diverse learning community that welcomes students who bring a full range of gifts and experiences that represent the diversity of the human spectrum, including ethnicity, religion, nationality, culture and community. We also recognize that we must be equipped and prepared to support each of our students individually, as well as all of our students collectively, to achieve their full potential in this environment and within the vision and mission of this particular learning community, which is designed to be inclusive.

Heritage Xperiential Learning School Gurgaon believes that all children should be given equal opportunity to learn and play together. More importantly, we believe that as a learning community it is our responsibility to support each of our students in reaching their own goals, at their own pace and according to their own highest purpose for which their unique talents and abilities best equip them. At the same time, we expect students to respect and appreciate what is unique in each of their classmates, learning to work collaboratively to ensure that each student is allowed and expected to contribute positively to the community.

Inclusion does not mean that we treat all children the same; on the contrary, supporting each child means that, while we treat all children equally, we also recognize that children do not develop at the same rate, nor do they achieve success according to one standardized definition. We work from the fundamental belief that children reach understanding or mastery of the same concept or skill at different rates and that this is not only normal but desirable.

We are guided by these policies:

- We believe it is important for parents to understand and embrace our vision and mission, including our Dharmic Principles and our instructional practices, which are holistic and experiential by design
- We therefore focus on engaging with parents so that they can make a conscious choice
- As we have limited seats available, we have adopted a fair and transparent process designed to admit students in our foundation (Nursery School) class
- Students who transfer to our school from KG through Class 11 should expect to go through a process whereby we observe and interact with them and with their parents, in order to make the best possible decision regarding placement and support
- We reserve the right to prioritize admission, particularly of students who are already matriculating at another school in the community, on the basis of best fit

- Parents are expected to make a **good faith disclosure of any suspected or identified special needs when they apply for admissions**, to ensure that we can take these needs into account either in the regular classroom or with support for special needs

#### ❖ **Admissions Process**

- Parents initiate the admissions process when they fill out an online application according to the instructions on our website and deposit a non-refundable admissions fee
- Students in the foundation year (Nursery) are admitted according to this process:
  - Age criteria must be met according to the birth date parameters posted
  - We use a point system based on proximity to school
  - Applicants are assigned points by zone
  - Applicants who received the same number of points are assigned by lottery, carried out in front of the parents, when applications exceed seats available
- For all students applying to enter Kindergarten through Class X, admissions decisions are based on a combination of factors, including scores on the admissions test, previous academic and behavioral records and interactions with admissions staff and / or school administrators
- The admission test result or the admission paper will not be shared with the parents and the just decision is taken internally.
- At the time of the admission test, the parent should deposit the report card of the latest semester and the previous year.
  - (i) We process all applications but admission is granted based on the student's performance in the tests administered by us and also the seat availability for the grade applied. In case the student clears the admission test but seat is unavailable, the student will be added to a waiting list.
    - Kindly note that this waiting list is maintained internally and not shared with parents. As and when a seat becomes available for the successful candidate, the school will send intimation to the parent to complete the necessary formalities and deposit fees.
- The fee deposit and the necessary formalities are to be completed by the parents within the stipulated time frame, failing which the seat will be granted to the next student in the waitlist.
- Students applying for Class XI, whether internal or from outside, have two choices:
  - Applicants to the IBDP program, whether internally or from other schools, will go through a rigorous process which includes submission of school records through Class X, a writing sample and an interview
  - Internal candidates who are not admitted to the IBDP program will continue with the CBSE
  - Students continuing in CBSE, whether internal candidates or applying from another school, will go through a thorough process that includes aptitude testing and an interview to determine stream selection and course options
  - Final decisions regarding stream selection and admission to the IBDP are ultimately made by the Principal of Heritage Xperiential Learning School Gurgaon

#### ❖ **Admission and Enrollment of Students with Special Needs**

- The type of disability is not a bar for admission. The only types of disability the school may not be able to cater to at this time are children with severe neurological or physical disabilities.
  - The fees do not include the extra costs for Speech and Language Therapy, Occupational Therapy or screening tests if required and as identified by school authorities, for any intervention needs or special needs. If the parent chooses to do this therapy outside,

they are required to submit programs, assessments and reviews by certified professions to the school as required.

- New admissions will be taken **from Nursery (3.5 years) to Grade 5 (10 years)**. The placement of students is subject to the assessments and educational evaluations carried out by the school, based on which they will be considered either for Inclusive Program or Integrated Program. The entire placement process is subject to vacancies available.
- If students meet admission criteria but there is no space available for them in the appropriate program, they will be added to a waiting list which will be maintained for up to one academic year from the date of application.
- An external assessment of the child's educational and functional needs to be conducted again when the child is age 13 or in class VII, whichever is early. This is being done in order to create a transition plan for the child and to decide whether Class X (CBSE), pre vocational, or regular curriculum should be followed until the child leaves school.
- The student with borderline IQ with any of the conditions (Learning Disabilities, High Functioning Autism, Slow learners or any other neurological condition) and class IX passing certificate will be eligible to appear for class X CBSE examination.
- Students, who have short attention span, require hands-on activities and modified techniques, find it difficult to learn the concepts in a large group, and / or may have behavior management issues will follow the CBSE curriculum in a small group setting in our integrated set up. These students may be integrated partially into the mainstream for specific subject classes.
- The students who are not eligible for class X CBSE, will follow the Functional Curriculum, which comprises training in communication, IT, Sex Education, Home Management, General Knowledge, Reading, writing and functional mathematics, Visual art and teacher aide.
- The student can continue to attend the school in either of the programs (inclusive / integrated) till 31<sup>st</sup> March of the academic session in which he/she turns 16 years of age or the year in which the student completes class X; whichever is earlier.
- Students with special needs applying for Class XI will go through a thorough process that includes feedback from the teachers about the academic / behavior performance, aptitude testing and an interview with the psychologist to determine stream selection and course options

#### ❖ **Enrollment**

- Once students have been granted admission for a new term, they are expected to enroll from the first day of the session
- Parents will be expected to meet all financial obligations (fees and charges) before the students begin attending school
- If students seek enrollment on any date after the beginning of the new session, they need to inform the same at the reception or through mail on [admission@ggn.theheritageschool.in](mailto:admission@ggn.theheritageschool.in) clearly stating all details of the child including admission no. The parents are expected to pay full fees from the beginning of the session
- In the case of withdrawal after the opening of the school but before the delayed date of joining, the parent is required to pay the fee as per the rules applicable to students who have joined the school.
- Details regarding fees and payment dates, as provided to parents at the time of enrollment, are strictly followed
- In the case of withdrawal after the opening of the session but before the date of joining, parents are expected to pay the fees as per our policy
- For information on withdrawal, see the Withdrawal section of this handbook

- For more information regarding fees, check the Fees section of this handbook
- A student will be allowed to attend the class only after submitting a School Leaving Certificate, Municipal Certificate of Birth (Original along with photocopy), other relevant documents, fees and other charges as per the fee schedule.
- Parents are requested to ascertain if the school bus routes/scheduled stop is convenient for their ward before making payment of fee and other charges. No request for relocation of stop and/or change, extension, diversion in bus route will be entertained.
- Admission does not automatically mean allocation of a seat in the school bus. For this a separate application form is to be filled in and permission is to be obtained.
- Bus fee is charged for eleven months.
- Refund of fees and other charges, after admission is accepted will be made as per school policy.
- Caution money should be claimed within six months of leaving the school

## **5. ASSEMBLIES**

Assemblies are part of the general educational function of the school. They provide a unique format for the community to come together around shared values, to celebrate or to mark important occasions or milestones or appreciate performances and presentations. They also create opportunities to share concerns or to present information related to the school curriculum, or the students' general social and aesthetic development. Assemblies provide forums for reinforcing appropriate audience behavior. Assemblies make it possible to present material not easily done in the regular classroom. In addition, assemblies provide an appropriate showcase for our student and faculty performing talent. *All assembly agendas and seating arrangements must have prior approval from the Assembly Planning Committee which is ultimately responsible to the Principal.*

## **6. TEACHER RESPONSIBILITY**

- a. Teachers are expected to remain with their students at all times.
- b. In addition, teachers will be responsible for the general supervision and control during the assembly.

## **7. STUDENT BEHAVIOR**

Appropriate assembly behavior is part of the educational nature of the assembly program. It is an important courtesy for visiting performers and an essential ingredient to the goal of providing a stage for the talents of students and faculty members, as well as a forum for sharing important values and concerns. This appropriate behavior will be assured by the following:

- The teacher will guide student behavior as a natural extension of his/her class.
- Teachers reserve the right to remove an unruly student or students from the assembly.
- No books or book bags are to be brought to an assembly.
- Students should either sit cross-legged on the ground or sit in a chair with good posture and feet on the ground
- Students should report promptly to the assembly.
- General courtesy and attention is required, *including complete silence while someone is speaking or performing in front of the audience* and between performances
  - Students should become quiet when the staff member or student begins to introduce the assembly and should NOT get up and walk around during performances.
  - Appropriate expressions of applause are encouraged. Whistles or cheers are not generally considered appropriate response to a performance, though they may be

appropriate at a sports competition.

- Whenever the National Anthem is sung or performed, students must stand silently at attention, arms straight at their sides, as a sign of respect.

## **8. ASSESSMENTS**

Periodic assessment of students is a valuable and necessary part of the learning process. Assessment provides our teachers with important information regarding the mastery of course content by students, both individually and collectively. Assessment also provides the basis of reporting to parents regarding student progress.

Our assessment philosophy incorporates occasional formalized “summative” exams as well as ongoing, informal assessments of a formative nature, in recognition that students need multiple ways to demonstrate to us and to themselves what they have learned. It is imperative, therefore, that we create a range of assessments that draw on the learning strengths and preferences of our students and allow maximum flexibility.

As with any other form of learning, assessments should be authentic and meaningful for the students and, most importantly, the assessment process itself should be a learning experience for the student. Assessments therefore must be developmentally appropriate and designed to allow students to succeed by showing what they have learned.

Ideally, assessments should be used to inform parents and teachers how their students are progressing toward the learning objectives—but most importantly, they should inform the students themselves. We make it clear to students what is expected of them—what they need to know, understand and be able to do—and how they can demonstrate it at a level which will meet or even exceed the benchmarks we have set for them in the form of “learning outcomes” or targets at which the students should be aiming.

### **❖ Classes I to VII**

There is no formal system of examination in the Junior Program or Middle Program. However, assessment is an integral part of pedagogy and based on well-defined Learning Targets. The assessment happens on a continuous basis through various formal and informal tools, including standardized tests that are designed by experts to gauge student progress against objective measurements. In Junior Program, teacher observation is used extensively.

Assessment in the Middle Program focuses on classroom assessment practices that empower students to take charge of and monitor their learning and progress. Assessment begins with sharing of Learning Targets, statements of intended learning, that are clearly understood by students. Targets may be knowledge, reasoning, performance skill or product based. To set the students up for success, teachers share rubrics and checklists that contain the criteria of a task well done.

Teachers have a choice of assessment methods, ranging from students working on a performance or a product, or on time bound assignments that include MCQs and extended written responses, to teachers having a personal communication with individual students.

Formative Assessments inform students about their own progress, and enables teachers to ‘form’ effective instruction strategies. Periodic Summative Assessments measure individual achievement at a point in time, against standards and benchmarks.

Students are partners in the assessment process, and are actively involved in self assessment and providing critical feedback to peers. Each student maintains a portfolio, which is a collection of her work done over a period of time. This collection tool allows students, teachers and parents to appreciate the efforts made by the child, during the course of her learning journey.

Progress reports are shared with parents several times a year, at PTMs along with other forums for reflecting on the learning process, such as workshops, performances and exhibitions. Portfolios are presented at student-led conferences.

Even though we do not begin formal examinations until Class 8, we do identify important test-taking strategies and begin to introduce students to them as they progress through the Middle Program, so that they are prepared for the demands of an exam system when they reach senior program.

## ❖ **PROMOTION POLICY CLASS VIII**

### **Part – 1: Academic Performance: Scholastic Areas:**

1 (a) Scheme of Studies - A Candidate is required to study:

Language I: English

Language II: Hindi

Language III: any Language other than Language I and II, Mathematics, Science and Social Science.

Additional Subject (Optional): Any Language other than Language I/II, Commerce, Painting, Music, Home Science and Foundation of Information Technology.

(b) Candidate with Learning disabilities may offer:

English or Hindi and any four out of – Mathematics, Science, Social Science, other one /two language(s), Commerce, Painting, Music, Home Science and Foundation of Information Technology.

(c) Skill based Vocational subjects under National Vocational Education Qualification Framework (NVEQF) may also be offered by the candidate.

2. Each academic year has been divided into two terms:

- First Term: FA1 (10%) +FA2 (10%) +SA1 (30%) = 50%
- Second Term: FA3 (10%) +FA4 (10%) +SA2 (30%) = 50%
- FA – Formative Assessment: School based internal assessment.
- SA – Summative Assessment: School based internal assessment.

3. In respect of candidates offering an additional subject, the following norms shall apply:-

A language offered as an additional subject may replace a language in the event of a candidate not qualifying in the same, provided, after replacement the candidate has English or Hindi as one of the languages.

4. A candidate must obtain minimum Grade D in all the subjects excluding additional subject as per Scheme of Studies for admission in Class IX.

Ordinarily, we do not detain students in Classes Nursery through Eight and in fact we are not allowed to force retention according to regulations. However, from time to time, particularly with our youngest children, it is clear to teachers and caregivers that individual children could benefit greatly from the “gift of time.” Retention is also called “horizontal promotion,” as the child would be assigned a different class teacher and a new group of peers. Any decision to keep a child in the same class level for one additional year would be made in consultation and with the support of parents; taking into account the factors which research has shown will support a positive result. These factors include chronological or developmental age, among other considerations.

Students with diagnosed learning disabilities will not be retained.

**Part – 2 Co- Scholastic Areas:**

(i) 2 (A) Life Skills:

- Thinking Skills: Self Awareness, Problem Solving, Decision Making, Critical and Creative Thinking.
- Social Skills: Interpersonal Relationships, Effective Communication and Empathy.
- Emotional Skills: Managing Emotions and Dealing with Stress.

(ii) 2 (B) Work Education:

- Ceramics and Sculpture, Commercial Art and packaging, Drums, Explorer’s club, General Western Music, Journalism, Key board, Programming, Robotics, Textile Designing, Theatre, Western Dance, Western Guitar and Western Vocal.

(iii) 2 (C) Visual and Performing Arts:

- Music (Vocal, Instrumental), Dance, Drama, Painting, Craft, Sculpture, Puppetry, Folk Art forms etc.

(iv) 2 (D) Attitude and Values towards:

- Teachers, School-mates, School Programmes and Environment and Value Systems

**Part – 3 Co- Curricular Activities:**

(i) 3 (A) Suggestive activities (Any two to be assessed):

- ❖ Literary and Creative Skills:
  - Debate, Declamation, Creative Writing, Recitation, Essay Writing, Poster-Making, Slogan Writing etc.
- ❖ Scientific Skills:
  - Science Club, Projects, Maths Club, Science Quiz, Science Exhibition, Olympiads, etc.
  - Information and Communication:
  - PowerPoint Presentation, Website and Cover Page Designing, Communication, Animation, Technology (ICT) Programming, E-books etc.
- ❖ Organizational and Leadership Skills:
  - Eco Club, Health and Wellness Club, Disaster Management Leadership Skills Club, AEP and other Clubs.

3 (B) Health and Physical Education (Any two to be assessed):

i. Sports/Indigenous sports (Kho-Kho etc.)	ii. NCC/NSS
iii. Scouting and Guiding	iv. Swimming
v. Gymnastics	vi. Yoga
vii. First Aid	viii. Gardening/Shramdaan
ix Martial Arts	

4. Overall performance of the candidate is based on the achievement in the Scholastic Areas as well as Co-Scholastic Areas and Co-Curricular Activities as follows:

- Under Scholastic Areas, Grades have been upgraded to the next higher grade in one or two subjects as per the total Grade Points achieved under Co-Scholastic Areas 2(A), 2(B), 2(C), 2(D) and Co-Curricular Activities 3(A), 3(B) as given below:
  - ❖ 53 to 65: Grades in two subjects of Scholastic area are upgraded.
  - ❖ 40 to 52: Grade in one subject of Scholastic area is upgraded.
  - ❖ 39 and below: No up-gradation of Grades in subjects of Scholastic areas.
  - ❖ Up-gradation has been done from lower Grade to higher Grade. However, Grade E2 is not to be upgraded.
  - ❖ No Grade in the subjects of Scholastic area has been upgraded twice.
  - ❖ The upgraded Grade has been shown with '\*\*'.

### Grading System

Scholastic Areas: Part 1

(Grading on 9 point scale)

Marks Range	Grade	Grade Point
91-100	A1	10
81-90	A2	9
71-80	B1	8
61-70	B2	7
51-60	C1	6
41-50	C2	5
33-40	D	4
21-32	E1	----
20 and below	E2	----

Co-Scholastic Areas: Part-2

Co-curricular Activities: Part -3

(Grading on 5 point scale)

Grade	Grade Point Range	Grade Point
A	4.1 – 5.0	5
B	3.1 – 4.0	4
C	2.1 – 3.0	3
D	1.1 – 2.0	2
E	0.1-1.0	1

### ❖ PROMOTION POLICY CLASS IX-X

#### Part – 1: Academic Performance: Scholastic Areas:

1 (a) Scheme of Studies - A Candidate is required to study:

Language I: English

Language II: any Language other than Language I, Mathematics, Science and Social Science.

Additional Subject (Optional): Any Language other than Language I/II, Commerce, Painting, Music, Home Science and Foundation of Information Technology.

(b) Candidate with Learning disabilities may offer:

English or Hindi and any four out of – Mathematics, Science, Social Science, other one /two language(s), Commerce, Painting, Music, Home Science and Foundation of Information Technology.

(c) In English language, candidates are assessed in Assessment of Speaking and Listening Skills (ASL) under SA 1 and SA 2 for 20 marks. Grade indicated separately against ‘\*’.

(d) Open Text based Assessment (OTBA) in English, Hindi, Mathematics, Science and Social Science in Summative Assessment II consists of 10 marks.

(e) Skill based Vocational subjects under National Vocational Education Qualification Framework (NVEQF) may also be offered by the candidate.

## 2. Each academic year has been divided into two terms:

**First Term:** FA1 (10%) +FA2 (10%) +SA1 (30%) = 50%

**Second Term:** FA3 (10%) +FA4 (10%) +SA2 (30%) = 50%

**FA** – Formative Assessment: School based internal assessment.

**SA** – Summative Assessment: Question papers and marking scheme supplied by the Board and assessment carried out by the School.

Problem Solving Assessment (PSA) score has been reflected towards FA4 in one language (English or Hindi), Mathematics, Science and Social Science.

3. (a) It is mandatory to obtain at least 25% marks in the Summative Assessments (both SA1 and SA2 taken together). Those obtaining less than 25% marks in a subject in SA1+SA2 shall not qualify that subject.

(b) To qualify in a subject, a candidate must obtain minimum Grade D.

(c) Those candidates who have obtained Grade E1 or E2 in the subject(s) shall have to improve their performance within one month from the declaration of result to qualify in the subject(s).

4. In respect of candidates offering an additional subject, the following norms shall apply:-

A language offered as an additional subject may replace a language in the event of a candidate not qualifying in the same, provided, after replacement the candidate has English or Hindi as one of the languages.

5. A candidate must obtain minimum Grade D in all the subjects excluding additional subject as per Scheme of Studies for admission in Class X.

## Part – 2 Co- Scholastic Areas:

2 (A) Life Skills:

Thinking Skills: Self Awareness, Problem Solving, Decision Making, Critical and Creative Thinking

Social Skills: Interpersonal Relationships, Effective Communication and Empathy

Emotional Skills: Managing Emotions and Dealing with Stress

**2 (B) Work Education:**

Ceramics and Sculpture, Commercial Art and packaging, Drums, Explorer’s club, General Western Music, Journalism, Key board, Programming, Robotics, Textile Designing, Theatre, Western Dance, Western Guitar and Western Vocal.

**2 (C) Visual and Performing Arts:**

Music (Vocal, Instrumental), Dance, Drama, Painting, Craft, Sculpture, Puppetry, Folk Art forms etc.

**2 (D) Attitude and Values towards:**

Teachers, School-mates, School Programmes and Environment and Value Systems

**Part – 3 Co- Curricular Activities:**

**3 (A) Suggestive activities (Any two to be assessed):**

**(i) Literary and Creative Skills:**

Debate, Declamation, Creative Writing, Recitation, Essay Writing, Poster-Making, Slogan Writing etc.

**(ii) Scientific Skills:**

Science Club, Projects, Maths Club, Science Quiz, Science Exhibition, Olympiads, etc.

**(iii) Information and Communication:**

PowerPoint Presentation, Website and Cover Page Designing, Communication, Animation, Technology (ICT) Programming, E-books etc.

**(iv) Organizational and Leadership Skills:**

Eco Club, Health and Wellness Club, Disaster Management Leadership Skills Club, AEP and other Clubs.

**3. (B) Health and Physical Education (Any two to be assessed) :**

i. Sports/Indigenous sports (Kho-Kho etc.)	ii. NCC/NSS
iii. Scouting and Guiding	iv. Swimming
v. Gymnastics	vi. Yoga
vii. First Aid	viii. Gardening/Shramdaan
ix Martial Arts	

4. Overall performance of the candidate is based on the achievement in the Scholastic Areas as well as Co-Scholastic Areas and Co-Curricular Activities as follows:

- ✓ Under Scholastic Areas, Grades have been upgraded to the next higher grade in one or two subjects as per the total Grade Points achieved under Co-Scholastic Areas 2(A), 2(B), 2(C), 2(D) and Co-Curricular Activities 3(A), 3(B) as given below:

- ☞ 53 to 65: Grades in two subjects of Scholastic area are upgraded.
- ☞ 40 to 52: Grade in one subject of Scholastic area is upgraded.
- ☞ 39 and below: No up-gradation of Grades in subjects of Scholastic areas.
- ☞ Up-gradation has been done from lower Grade to higher Grade. However, Grade E2 is
- ☞ Not to be upgraded.
- ☞ No Grade in the subjects of Scholastic area has been upgraded twice.
- ☞ The upgraded Grade has been shown with ‘\*\*’.
- ☞ If mandatory 25% marks have NOT been obtained in the Summative Assessments in the
- ☞ subject, Grade E1 or E2 NOT to be upgraded

**Grading System**

### Scholastic Areas: Part 1

(Grading on 9 point scale)

Marks Range	Grade	Grade Point
91-100	A1	10
81-90	A2	9
71-80	B1	8
61-70	B2	7
51-60	C1	6
41-50	C2	5
33-40	D	4
21-32	E1	----
20 and below	E2	----

### Co-Scholastic Areas: Part-2

Co-curricular Activities: Part -3

(Grading on 5 point scale)

Grade	Grade Point Range	Grade Point
A	4.1 – 5.0	5
B	3.1 – 4.0	4
C	2.1 – 3.0	3
D	1.1 – 2.0	2
E	0.1-1.0	1

### ❖ PROMOTION POLICY CLASS XI

#### Scheme of Examination

Class XI is an important milestone in a student's life, laying the foundation of his or her higher education and career path. The curriculum also undergoes a drastic change in terms of increased level of complexity and abstraction. Continuous and Comprehensive Evaluation helps students to maintain regularity and consistency in their performance. It also acts as an index for students, teachers and parents to monitor the performance and work on areas of improvement or enrichment. The school will follow the same scheme of examination as in classes IX and X. Children shall continue to have their Formative and Summative Assessments in a manner similar to classes IX and X. The scores thus obtained will be computed to form Term I and Term II Examination. The cumulative result is based on the following weightage:

Scholastic Weight-age			
Term 1	Cycle 1 5%	Cycle 2 5%	Half- Yearly Examination 20%
Term 2	Cycle 3 10%	Annual Examination 60 %	

- ∞ 40% marks in aggregate i.e. total marks of all subjects in the Cumulative Result.
- ∞ 40% marks in each subject separately in theory and practical in the Cumulative Result.
- ∞ If the child secures less than 40% marks in more than one subject, he/she will not be eligible for a Compartment /retest. The student has to repeat the class.

- ☞ An opportunity to appear in Compartment/Retest is given only in case the child has not obtained minimum scores in one subject in the Cumulative Examination only if; the student has secured at least 20% marks in one subject.
- ☞ In case the student is unable to qualify for the Compartment Examination with a minimum of 40% marks even after availing the opportunity of retest, s/he shall have to repeat the class.

## 9. PAPER PEN TEST POLICY

### ❖ Weightage Criterion in Case of leave or Absence during Formative Assessments

#### CLASS- (VIII- X)

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

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

### ❖ ON-DUTY (OD)

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

CLASS VIII	
Attendance	Weight-age
85% - 100%	100%
80% - 84%	95%
75% - 79%	90%
70% - 74%	85%
65% - 69%	80%

60% - 64%	75%
Below 60%	Nil

❖ **MEDICAL LEAVE (ML) / Sanctioned leave(SL)**

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

- ❖ Sanctioned Leave: Assessment missed due to personal tragedies in immediate family or hospitalization of immediate family member will be given weight age of the rest of their performance scores.

CLASS VIII	
Attendance	Weight-age
95% - 100%	90%
90% - 94%	85%
85% - 89%	80%
80% - 84%	75%
75% - 79%	70%
Below 75%	Nil

☞ **NON - SANCTIONED LEAVE (AB)**

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

☞ **ABSENCE (AB)**

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

☞ **Absence a day before Pen Paper Test:**

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

☞ **WEIGHTAGE CRITERIAN in Case of LEAVE during SUMMATIVE Assessments**

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

## CLASS- (XI)

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

### Absence a day before Pen Paper Test:

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

### Absence on the day of Pen Paper Test:

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

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

- Only serious medical reasons as mentioned afore or unforeseen circumstances, if deemed fit by the school, will be given weight age of the rest of their performance scores.
- On Duty leave need to be sanctioned by the Class Teacher followed Senior Program Leader.
- It is mandatory to submit “Documents Supporting Medical /On Duty Leave” to the respective Class Teachers within three days of conduct of test.
- **Sanctioning of leave is the discretion of School depending upon the performance and attendance of the candidate.**

## 10. STUDENT ACADEMIC PROBATION

In order for students to succeed academically, they must receive consistent support and intervention at the earliest sign that they are struggling. This support comes in the form both of assistance and accountability. The assistance is outlined in our Student Support Policy. The accountability comes through Academic Probation, outlined here:

- If a student’s semester marks have dropped to a cumulative average that is below the level agreed upon by individual programme leaders in consultation with the Teaching & Learning Team, the student will be placed on **Academic Probation**.
- Parents will be contacted and the student will be provided with immediate, mandatory remediation outside of school hours
- If a **possible learning disability is suspected**, parents are expected to get the student assessed by a qualified educational psychologist and the results made available to the school
- If a learning disability is subsequently diagnosed, then the provisions of our Inclusion Policy will be implemented
- If the **student is not diagnosed with a learning disability**, then s/he must improve the average (i.e. raise it to above 50% cumulative) AND raise all individual marks above C2 (50%) by the time the next semester marks are released.
- If the marks have improved after one marking period, the student will be taken off of Academic Probation and reinstated in good standing

- If marks have not improved after one marking period, another conference will be called and the **probation will be extended only once, either for a consecutive semester OR for any additional semester within the period of two years**
- If the grades have not improved even after two full semesters on Academic Probation, then the student will be asked to find a more appropriate learning environment.

## 11. ATTENDANCE and PUNCTUALITY

### ❖ Punctuality

Students arriving late to school miss out on the opportunity to start their day in a relaxed and comfortable manner. This also brings about a disconnect in the child's understanding of what has been done and what is being done. To build a strong culture of ownership and accountability in the lives of our children, it is important to respect the value of their "learning time" and adhere to the school timings. **Please note that the reporting time for all students is no later than the gate close time mentioned in Table 1.**

Table 1:

DETAILS	VI-XII	I - V	Nursery, KG & SEN/ EC (All Classes)
<b>Earliest Arrival/ Gate Open Time</b>	7.00 AM	8.15 AM	8.15 AM
<b>Bell time (students expected to be in class)</b>	7:40 AM	8:50 AM	8:50 AM
<b>Main Gate (1) closes</b>	7:35 AM	8:45 AM	8:45 AM
<b>Visitor Gate Entry only</b>	7:36 - 7:40 AM	8.46 - 8.50 AM	8.46 - 8.50 AM
<b>All Gates closed - Student Entry Stopped</b>	7.41 AM	8.51 AM	8.51 AM

- **CBSE Grades 6 to 12 and IP Grade 1 and Grades 6 to 12**  
Gates will close at 7:35 am and late arrivals will not be entertained. The student will be sent back home
- **CBSE Nursery to Grade 5, IP Nursery & KG and SEN**  
Gates will close at 8:45 am and late arrivals will not be entertained. The student will be sent back home
- Silence time will be observed from 7:40 to 7:45 a.m. and at the close of the day at 2:02 p.m. for MP (Grade 6 & 7) and SP. These periods are set aside for meditation, reflection and attentiveness throughout the entire community. No movement should happen on campus during silent times. We ask that visitors also respect this practice.
- Students are to reach the class within 3 minutes after break and after periods that require them to go out of the classrooms

### ❖ Attendance

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

While it is possible for students to do make-up work, the quality of their learning experience is not the same and often leads to building up of 'conceptual-lag' baggage. Make-up work cannot duplicate the learning that takes place via lectures, discussions, demonstrations, group work, labs and student/teacher presentations.

There is a need to sensitize children toward the issue so as to bring about order and discipline in their routine.

## 12. LEAVE POLICY

- Students who have less than 90% attendance in an academic year may compromise their eligibility for promotion to the next class, will lose their eligibility for sports, activities and leadership positions, and will be called for a meeting with their parents, the program leader and the principal.
- Students whose attendance drops below 85% may forfeit their enrollment at the school
- In case any child is absent for a day, parents must inform the educators either through email or SMS to the class teacher before 7:45, so that the attendance can be recorded as an excused absence in the register. In any case you are also required to send a note next day when your child joins back stating the reason for absence.
- In case of 2-3 days of leave, students would be required to take prior permission from the class teacher.
- In case of more than 3 days of leave, the Programme Leader must sanction the leave. Parents should *personally* submit the application stating the dates that their child will be absent for the PL's approval. It is the PL's prerogative to escalate the matter to the Principal if s/he is concerned about the impact of the leave on the student's progress.
- Half day / short leave will be only granted to a student under circumstances of emergency. Parents should personally come to pick up their child.
- Class teachers are responsible for calling parents when a student is absent without permission or prior notification.
- No child will be allowed to leave the school premises on telephonic request or with servant/driver or anyone else without the parent I-card. School will not make any transport arrangement.
- Students who anticipate a leave either for emergencies, such as a death in the immediate family, or a medical procedure, or on official duty to represent the school at a sports tournament or MUN, should follow these procedures:
  - pick up a Leave Application Form from their class teacher,
  - get it signed by all subject teachers
  - file it with the class teacher.
  - make prior arrangements to take tests ahead of time or submit assignments in a timely manner, as specified below.
- In case a child is not well and is advised rest for a week or more by a doctor, the parents should immediately inform the class teacher about the same and give a medical certificate or prescription once the child continues normal schooling.

- Students whose attendance or punctuality is a consistent area of concern may also jeopardize their eligibility to participate in co-curricular activities or represent the school on teams or in contests, in addition to facing other consequences as outlined in the Discipline Matrix.

**Make-up work:**

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

**Consequences:**

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

### **13. CHILD PROTECTION POLICY**

**(adapted from various sources, edited from the full version which appears on the school website)**

**Introduction**

Heritage Xperiential Learning School Gurgaon recognizes its responsibility to protect and safeguard the welfare of children and young people in its care.

The main elements to the Child Protection Policy are:

- ❖ Prevention through the creation of a positive school atmosphere and the teaching, and pastoral support offered to students.
- ❖ Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- ❖ Support to students who may have been abused.

This policy applies to all students, staff, volunteers and visitors to Heritage Xperiential Learning School.

**School Policy**

We recognize that, in harmony with our Dharmic Principles, it is our responsibility as a learning community to support healthy self-respect, confidence, supportive friends and clear lines of communication with a trusted adult as proactive strategies to prevent abuse.

Our school will therefore:

- Establish and maintain an environment where students feel safe and secure and are encouraged to talk and where adults listen with acceptance and respect.

- Ensure that students know that there are adults within the school whom they can approach if they are worried or are in difficulty.
- Include opportunities integrated into the Life Skills curriculum, through Crew Time and Class Teacher periods, as well as in workshops and counseling sessions, which equip students with the skills they need to stay safe from abuse.
- Train faculty and staff to recognize and support issues of abuse or neglect.

The school will work with parents to ensure that children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn in a safe and supportive environment.

### **Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect them. The administration shall be responsible for ensuring that the school follows safe recruitment processes. As part of the school's recruitment and vetting process, police and criminal background checks will be sought on all staff that has access to children.

### **Reporting and Responding to Allegations of Child Abuse**

It is obligatory for parents, guardians, professionals, teachers, teacher's aides, and administrators to report incidents of physical or psychological violence, aggression, harassment, physical or sexual abuse immediately or within the next school day, to: a school administrator (e.g. principal, program leader) or any of the school's counselors who, in turn, ***shall inform the principal immediately***. Students are encouraged to report incidents for which they themselves or others may be the victim. Reporting by students may be verbal or in writing and shared with any school employee, who, in turn, shall communicate this information to a school administrator or counselor. *The Principal will authorize an investigation, conducted in strictest confidentiality*, including written documentation including the date, person or persons involved, and any additional relevant information. Following a thorough investigation, the Principal/Associate Director shall follow the steps noted in these guidelines, documenting all aspects of the investigation and resulting actions. Such actions include, but are not limited to, one or more of the following:

- conference with students involved
- parent notification
- meeting with parents
- meeting with others pertinent to the case, including alleged perpetrator(s)
- contacting school doctor
- psychological assessment
- mandatory counseling sessions
- referral to psychologist for outside counseling
- suspension and/or termination of employment (if a school employee)
- legal action as required

### **Supporting Students at Risk**

- The school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or a healthy sense of trust in themselves or other human beings—especially adults
- The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, while at school their behavior may still be challenging and defiant or they may be withdrawn.

- The school will endeavor to support students through a:
  - Student-centered program which emphasizes holistic development of the mind, body, emotions and spirit of the child.
  - Positive, supportive and secure environment that gives all students and adults a sense of being respected and valued.
  - consistent approach to discipline that assures that even though some behavior is unacceptable, nevertheless students will be valued and treated with care and respect
  - commitment to develop productive, supportive relationships with parents
  - Development and support of a responsive and knowledgeable staff trained to respond appropriately in child protection situations.
  - Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

**Abuse includes the following:**

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death
- Creating a substantial risk of physical harm to a child's bodily functioning;
- Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain and/or mental suffering
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child
- Failing to take reasonable steps to prevent the occurrence of any of the above.

**Sexual Abuse** is committing or allowing to be committed any sexual offense against a child as defined in either the criminal code of the host country or school policy, or intentionally touching a child, either directly or through clothing, for other than hygiene or child care purposes.

Sexual abuse has some different characteristics from child abuse that warrant special attention. Sexual abuse requires more planning (called "grooming") and far more secrecy than other forms of child abuse, so is more difficult to report.

Many victims, through grooming, are taught that the sex is a form of love, so children may present themselves as happy and well-adjusted with no negative symptoms because of their perception of being loved. Working with the sexual offender cannot be done by school counselors.

**Student Confidentiality**

The School at times, can override their own and (so far as they are entitled to do so) the child's rights to confidentiality, and to impart confidential information on a need-to-know basis where it is necessary to safeguard and/or promote the child's welfare and/or to avert a perceived risk of harm to the child and/or any another person at the School and/or if such confidential information is sought by any Govt. authority, court of law, statutory body from the School. In some cases, members of staff of the School and/or third parties may need to be informed of any particular vulnerability and/or

condition the Child may have and the School is authorized to disclose the same if deemed necessary by competent authorities in the School.

### **Student Information Database**

School shall be required to provide to third parties such as vendors, sport affiliates, medical staff, transport service providers etc. information, details as maintained by the School in respect of the Children as may deemed necessary by the school.

The School will take all necessary precautions to protect the information in relation to Children by ensuring appropriate confidentiality/information safety agreements with third party, vendors, agencies etc. However incase of any breach by such third party, vendor, agencies of such contracts, understanding, the same shall not be deemed to be the liability and/or a breach/default by the School.

The school shall use photographic and video images of our children to be used internally, for classroom and School communications and other School publications and also for external communications, intended for prospective students and families, including social media platforms, press releases about sports, academic, and other achievements, brochures, external School website, advertisements, hoardings and informational videos about the School. If any Parent or Student has issues with such sharing, then they may write to the Principal for exception.

### **14. SAFE SCHOOL, SAFE STAFF**

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse. This means that, in the case of a staff member reported as an alleged offender, Heritage Xperiential Learning School will conduct a full investigation and take any and all professional and legal steps deemed necessary to protect students.

### **15. CLASS GROUP ASSIGNMENTS**

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

#### **Heritage Xperiential Learning School follows a policy of “shuffling” classes from year to year.**

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

### **16. COMPETITION POLICY**

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

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

As students mature, we provide opportunities for interschool competitions in sports as well as other areas, such as Model United Nations (MUN) conferences and debates. Increasingly, we would introduce greater opportunities for school teams in different sports and performing arts. We host tournaments to promote the culture of sports and also selectively participate in inter-school events. The guidelines for team selection and auditions are made clear to students so that trials and auditions are fair—and that students who do not make the cut have other options, such as clubs and activities, for them to develop their skills and interests in a non-competitive atmosphere.

As we work as a community to establish these values of excellence, inclusion, acceptance and hard work, we will also be inculcating the character traits that our students need to succeed in a complex, interconnected world where communication skills, cooperation and teamwork are as important as expertise or technical proficiency. As we recognize achievement in others and offer encouragement to all, we move from an individualistic perspective of “me” and “mine” to an inclusive culture of “us” and “we.”

### **17. COUNSELOR’S ROLE: A BRIEF INTRODUCTION**

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

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

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

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

### **18. DISCIPLINE: WHAT IT MEANS TO US**

Discipline is about teaching children appropriate behaviour and helping them become independent and responsible people. The purpose of discipline is to encourage moral, physical, and intellectual development and a sense of responsibility in children. We believe that children have an innate moral compass that, when nurtured by positive example in an atmosphere of consistency and fairness, will guide them in making good, ethical choices. Ultimately, as children mature and develop, they will do the right thing, not because they fear external reprisal, but because they have internalized a standard

of behavior modeled and reinforced by parents, teachers and other caretakers. In learning to rely on their own resources and to reflect on their attitudes and behaviors, children develop judgment, discernment, confidence and self-respect.

- Discipline is about giving children the tools to succeed in life.
- Discipline is based on building the right relationship with a child more than using the right techniques. It is for helping children develop inner controls that last a lifetime.
- Discipline is about teaching, not about punishing. According to Dr. Jane Nelson in her book *Positive Discipline*, “Discipline is a word that is often misused. Many people equate discipline with punishment—or at least believe that punishment is the way to help people achieve discipline. However, discipline comes from the Latin word *discipulus* or *disciplini*, which means a follower of truth, principle, or a venerated leader. Children and students will not become followers of truth and principle unless their motivation comes from an internal locus of control, that is, until they learn self-discipline.”
- True freedom comes from true self-discipline. It leads to freedom from anxiety and fear, bringing about self-reliance in individuals.

#### **19. DISCIPLINE: CODE OF CONDUCT FOR STUDENTS**

- We will reach school on time, so we are prepared for the day
- We will reach class or assemblies on time, so that we can fully participate
- We will submit all assignments on time, to develop the right work ethic
- We will participate fully in all classes, events and trips.
- We will pay attention and cooperate with our teachers at all times
- We will speak politely and respectfully with our teachers, peers and others
- We will behave with integrity and accountability
- We will eat during the break time in designated areas only and will throw garbage in bins
- We will walk quietly in a queue in the corridor and on stairs in order
- We will switch off all the lights and fans when not in use, in order to save energy.
- We will maintain cleanliness in the classroom and school as it is a sign of healthy living.
- We will always be ready to lend a helping hand and accept whatever work is assigned to us graciously.
- We will take good care of our I-cards and wear them each day to increase security and a sense of community
- We must carry our almanac each day, as it is an essential document for communication.
- We will enter or leave the classroom only with the teacher’s permission.
- We will bring all necessary equipment to class, including books and stationery
- We will be peacemakers, acting with self-control in all situations.
- We will take good care of school property so that others can use it too.
- We will speak truthful, kind words about others.

- We will only bring materials to school that will help us study, and leave cell phones, personal music devices, and electronic toys at home
- We will leave our own sports equipment, including balls and skateboards, at home
- ☞ We will play with school sports equipment only on the playground or field after prior permission
  - We will observe healthy habits on and off campus, avoiding the consumption, possession or distribution of controlled or any other illegal substances, as these are harmful to our physical and mental health.
  - We will treat each other with respect and care, avoiding spoken or written words or actions which cause emotional or physical injury or which intimidate or humiliate
  - We understand that this code will be reinforced across the school and that violation of any part of it will lead to consequences and sanctions.

## DISCIPLINE MATRIX

### Rationale:

From time to time, even in the most progressive and nurturing of school environments and among generally sincere, well-behaved students, it becomes necessary to handle issues where students have violated established rules and policies. We have therefore created a matrix which outlines categories of behavior, lists examples of violations and specifies how these violations are likely to be handled, depending on the level of severity and/or the pattern of misbehavior that emerges for individual students.

It is helpful to think of violations in terms of their consequences, which generally include harm to self, harm to others and harm to property—including shared facilities but also intellectual property (i.e. internet violations, cheating, plagiarism). The outline below is meant to be illustrative and instructive rather than exhaustive and, from a philosophical perspective, should be consistent with the rationale and definitions which are included elsewhere in this manual—including our IT Acceptable Use policy, field trip policy, dress code and policy on academic honesty, among others.

### Level One Offense:

Includes minor or first-time offenses, which are *handled by the classroom teacher and recorded in the discipline management system*. ***Consequences include reprimand / apology/ detention, removal of privileges, fines / restitution, school service or loss of access (see IT policy).***

### *Examples:*

**Harm to Self:** including but not limited to:

- distortions of the truth, copying homework or other violations of academic honesty
- inattentiveness or minor disruption in class
- tardiness
- dress code violations
- forgetting study materials or I.D. tag

**Harm to Others:** including but not limited to:

- disturbing others in the classroom or other shared spaces, including the bus
- minor physical encounters (shoving, play-fighting)
- “borrowing” without asking permission
- name-calling or other misuse of language (i.e. inappropriate words or expressions)
- disrespect or “cheekiness”

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

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

### **Level Two Offenses**

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

#### ***Examples:***

**Harm to Self:** including but not limited to:

- cheating on a minor assignment or quiz; copying homework
- late assignments, lost or forgotten materials
- skipping a class
- refusal to accept assigned homework help or tutorials

**Harm to Others:** including but not limited to:

- fighting, especially on the bus but also in classrooms, corridors or on fields
- disrupting class or study time
- stealing or intimidating (e.g. “whacking” food or property or sports equipment, with or without “permission” if it is judged that coercion was used)
- teasing or using harsh or insulting language

**Harm to Property / Abuse of Access or Privilege:**

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

### **Level Three Offenses:**

Includes more serious offenses or repeated Level Two offenses, *handled by Principal and program leader, recorded in school discipline record system; conference with parents, principal and program leader; loss of marks or points; removal from teams or activities; possible request for withdrawal or expulsion, legal action if necessary; required outside counseling; placed on Behavior Probation*

#### ***Examples***

**Harm to Self:** including but not limited to:

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

**Harm to Others:** including but not limited to:

- Bullying or harassment: physical, emotional, social, sexual, through direct contact or social media

- Serious fighting on school property, including school transportation
- Disrespect or insubordination

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

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

### **Amnesty Provision**

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

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

Here is how the provision works:

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

## 20. BEHAVIOR PROBATION

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

- Students who commit a SECOND Level 2 violation, which is actually considered a Level 3 violation, will be placed on Behavioral Probation
- This means they are assigned to a counselor
- They are also required to meet periodically with the Program Leader, Class Teacher and Parents for monitoring
- Behavior Probation is extended only once
- If even after an extension the behavior still does not improve, the student may be asked to find another school

## 21. DISCIPLINARY ADVISORY COUNCIL

The purpose of the school's Discipline Advisory Council is to promote the social and emotional development of students, foster respect for one another, and appreciate diversity in order to promote a safe and harmonious environment free of abuse. One purpose of this group is to investigate allegations of abuse, as outlined in our Child Protection Policy.

It also acts as an advisory forum in case of serious discipline issues involving students or between students and teachers, as in Level Three discipline offenses. It ensures due process and a balanced perspective on complicated issues involving the emotional and social well-being of the community.

**The Committee shall be composed of the following:**

- Head of Counseling (Chairperson)
- JP, MP and SP Program Leaders
- Principal / Associate Director
- JP, MP and SP Counselors
- Psychologist as consultant, in advisory position
- Medical personnel (School Doctor or outside consultant) in advisory position
- Legal authority, in advisory position

## 22. DRESS CODE POLICY

One of our core education principles at Heritage is that each child is unique and different and we want our children to live their uniqueness. Our whole curriculum and approach to learning are focused on uncovering the child's uniqueness as well as empowering our students from an early age to make responsible choices. For us, this belief is reflected in our dress code policy. ***Letting the child wear regular clothes is a symbolic gesture of accepting and appreciating one's uniqueness,*** which is why we **do not require uniforms. We make it clear that, while we are not prepared to debate this policy,** we are prepared to help students, parents and teachers understand, articulate and uphold this policy.

While we fully recognize that outward appearance is only one aspect of a child's personality, we maintain that when children choose the clothes they wear, they are ***exercising creativity that***

*reflects an evolving sense of Self through preference for color and style*, projection of mood and even expression of pure whimsy and imagination. Children are also developing an **appreciation for the creative expression of others as well as an understanding of what is practical and appropriate** for a range of activities and events. Last but not least, through our guidance they will become aware that *it is a privilege to have a choice of nice clothing that not all children enjoy*.

Our policy also reflects *an awareness of the sensibilities and expectations of the broader community and culture that provide the context for our school*. While we genuinely believe that children, as adults, should be free to choose clothing that expresses their individuality and uniqueness, we also want older students in particular to be conscious that *they are representing their school everywhere they go, particularly when they participate in school-sponsored activities or interact with students from other schools*. On those occasions, such as a sports tournament or MUN conference or debate, students should comply with the clothing requirements specified by their coaches or advisors. (See dress code below.)

### **The Dress Code:**

- Shirt of practical, appropriately modest design (see above) OR uniform shirt
- Knee-length shorts or long pants of practical, appropriately modest design
- Limited use of accessories or cosmetics (i.e. that do not draw attention to themselves—for example, deodorant, small ear studs, hair clips)
- Good grooming, hygiene, neatness and cleanliness at all times, including skin, hair, nails, clothing and footwear
- Appropriate dress as required for special occasions (i.e. sports uniform, blazer or suit and tie for formal occasions)
- Business Casual for in-school presentations or visits to other campuses, Smart for functions such as MUN, Formal for ceremonies
  - Business Casual: neat trousers, shirt with a collar OR school uniform
  - Smart: Black or dark-colored dress pants (not jeans or track pants) or skirt of modest length OR suit; white or light colored shirt; dark dress shoes
  - Formal: saris / achkan, kurta pajama / salwar kameez, dresses / blazers or suits; dress shoes or sandals

### **Consequences for violation of the Dress Code:**

- Reinforcement of the guidelines for dress follow the Discipline Policy in a fair and consistent manner:
  - **First or minor violations:** the Class Teacher will speak to the student
  - **Second or more serious violation:** the student will be asked to contact parents, in the presence of a counselor or program leader, and ask that a suitable alternative be sent to school immediately
  - **Subsequent violation or deliberate serious violation:** student will be sent home immediately, as an unexcused absence, and will only be readmitted when accompanied by parents
- Violations include the following:
  - **Clothing that is distracting or immodest** (i.e. length of skirt or shorts, tight jeans or shirts, prominent display of brand names and logos, inappropriate words or decorations on garments, flashy make-up, body piercing or tattoos)
  - **Clothing that is impractical** (i.e. stiff fabric or tight fit that restrict movement, slippery or dangerous footwear)

### **Junior and Middle Programmes**

#### What we expect from students:

- Freedom of expression through choice of color and style
- Empowerment and accountability reflected in consideration of what is practical and appropriate for a variety of activities, including:
  - Outdoor play requiring unrestricted movement and flexibility
  - “Messy” activities using materials such as paints, dirt or food
- Awareness of the privilege of having nice clothes to wear
- Evolving understanding of the limited role of clothing as a superficial reflection of personality rather than a lasting indication of character

What we expect from parents:

- Support for our policies, particularly in communicating them to children
- Model through your own attitude that clothes should be fun and practical but should not become a source of vanity or obsession
  - As much as possible, brand and label-free
  - Inexpensive, to free children from guilt if they stain or tear their clothes
  - Appropriately modest and low-key to avoid self-consciousness
- Ensure that children choose clothing that they can manage by themselves:
  - Soft fabrics in styles which allow unrestricted movement and activity
  - Easy to take on and off without help:
    - Velcro closures on shoes for children who have not learned to tie
    - Bottoms that are quick and easy to pull up and down in the toilets

What you can expect from us:

- Acceptance and celebration of the unique character of each of our students and of their creative expression of their individuality in myriad ways
- Assurance that their true characters are NOT reflected in their clothes
- Discretion and individual follow-up with parents regarding clothing that we deem inappropriate, including the following:
  - slippery shoes or open sandals
  - stiff fabrics, tight pants, skimpy shirts, short skirts or shorts
  - clothes with inappropriate images, brands or slogans
- Advance notice regarding special events (i.e. festivals, field trips or performances) that require particular clothing

**23. ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES AND SPORTS**

In addition to our academic program, Heritage School offers a range of options for students to develop talents and interests through participation in activities and on sports teams. In some cases, they have the privilege of representing the school at interschool competitions, performances and exhibitions, including sports tournaments as well as such activities as debates or MUN (Model United Nations).

Along with demonstrating talent and skill, students must also uphold the values and standards of the school, reflected both by their behavior as well as in their academic record.

Here are the requirements for maintaining eligibility to participate in sports and co-curricular activities and for representing the school in competitions and events:

- Students must meet the selection criteria as specified by the coach, director or advisor of the team or activity

- Students must attend practices and rehearsals on a regular basis, before and after selection for the team or activity
- Students must remain in good standing with the school in terms of behavior as well as academic performance
- Students must be regular in their attendance and punctuality at school, maintaining a minimum attendance of 90%

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

#### **24. EMERGENCY EVACUATION**

Emergency plans have been developed and will be distributed to each staff member. Drills will be held throughout the year to familiarize students and faculty with problems and necessary procedures. Teachers will give specific instructions to students throughout the year.

##### **Students should know and follow these rules:**

- Upon hearing the alarm, students proceed in a single line without talking, always under direct supervision of the teacher.
- Students will proceed to an assigned location outside the building. All students should remain with their teacher whose classroom they are in at the time of the evacuation.
- Junior Program children should be taught that when they are out of their classrooms and separated from their teachers, they should stay with the “special” teacher whose classroom they are in and leave the building by the nearest exit.
- Once students are safely gathered outside, Class Teachers are responsible for attendance

##### **Emergency Procedures**

Evacuation plans should be posted in all classrooms. It is the responsibility of every teacher to understand clearly these plans. Drills will be held throughout the year to familiarize students and faculty with necessary procedures and problems. In the event of a crisis the Principal is the primary coordinator and the schools spokesperson. The Principal’s Office will serve as the control center.

##### *Teacher Evacuation Procedures*

- Make sure your classroom is empty and the door is closed but unlocked.
- Accompany your students to their assigned areas on the athletic field making sure that students proceed in a quiet and orderly manner.
- Have your roll sheets and communication cards in order to account for each student.
- JP specialists (music, sports, art teachers, etc.) should escort classes to their class teacher in the designated safe area.
- Once you have your class to the designated area, place them in an orderly line next to the class, which arrived before you.
- Take roll and immediately report the names of anyone who is missing
  - Remain with your students until the all clear has been sounded or an administrator releases you.
  - Accompany your students back to your classroom.

##### *Fire*

- If you detect a fire, get a teacher to activate the alarm.
- Do not fight the fire yourself.
- Follow the Teacher Evacuation Procedures listed above.

### *Earthquake*

- At the first sign of a tremor and you are inside the building:
  - Drop and take cover under a desk or beside a heavy object like a sofa, desk or wall.
  - Turn away from windows.
  - Move as close as possible to the exterior wall.
  - Extinguish all burners and remove any pots of hot water.
  - Remain in the sheltered position until the shaking subsides.
- After initial quake and aftershock, evacuate as directed in the Evacuation Procedures
- At the first sign of a tremor and you are outside the building:
  - Move to an open space and drop down.
  - If you are in a vehicle, stop away from bridges, power lines and buildings and remain in your vehicle.

### *Important Tips About Earthquakes:*

The most dangerous thing to do during the shaking of an earthquake is to try to leave the building because objects can fall on you.

- No one should leave or re-enter the building until an administrator gives the “All Clear”.
- No one is to leave the campus until the administration declares dismissal.

## **25. ENERGY CONSERVATION: BEING A GREEN SCHOOL**

Thanks to the awareness and efforts of our faculty and students, Heritage Gurgaon has been recognized as a Green School. We must not take this designation for granted or jeopardize it by losing our focus on the need to conserve and observe sustainable practices in our use of resources. The following is a list of energy conservation measures for your information and action where appropriate. Please be aware that this list is not necessarily complete, and we will all need to work together to save whenever possible.

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

## **26. FEES**

### **Payment of Fees and Other Charges:**

It is the responsibility of parents to deposit the fees and other charges to the school on time. Fees should be deposited quarterly in the months of April, July, October and January by the 10th of the month. A late fee fine of Rs. 50/- per day will be charged from the 11th of the relevant month in the particular quarter. Please write the student's name, admission No., class and section on the reverse of the cheque/draft. The fee can also be paid online through a payment gateway (net banking, debit cards, credit cards)

The fee can be deposited at the school office from 9.00 a.m. to 1.30 p.m. on all working days.

In case the fees (One-time, Recurring and Optional charges) due to the school together with the fine, thereon are not paid by the last working day of the month, the school reserves the right to initiate one or more of the following actions:

1. Appropriate Legal Mechanism for fee recovery.
2. Strike off the name of the student from the rolls of the school on the last working day of the month and will inform the appropriate authorities of the actions it has initiated.
3. The child may be readmitted on payment of all dues including the fresh admission fee.

In the event of the cheque being dishonoured by the bank due to any reason, a penalty of Rs. 500/- will be levied and the dues must be deposited by Demand Draft. Fees will not be accepted in the form of cash or outstation cheques under any circumstances.

In case the fees and other charges due to the school together with the fine due thereon are not paid by the last working day of the month, the name of the student shall be struck off the rolls of the school on the last working day of the month. The child may be re-admitted on payment of all school dues including fresh admission fee at the sole discretion of the school.

The school at its discretion would increase the fees on a year-on-year basis in the range of eight - twelve percent except for classes where the fee slabs change and/or some additional charges are introduced. Over and above this routine increase, there may be an additional increase on account of any increase and/or introduction of a new pay commission, revision of minimum wages/ pay scales by the government and/or imposition of any taxes or levies currently not accounted for in the fee structure. The school will make every effort to keep parents informed in a timely manner.

School fee does not include any meals, transport, tours and or excursions, stationery, sports equipment, additional specialized clubs and/or work-experience or internship, after/before school activities and/or any extra facility/activity and/or change of any special need like Speech/ Occupational therapy or special educator support, which shall be payable additional as provided by the school.

## **27. WITHDRAWAL**

One clear calendar month's notice in writing or a month's fee in lieu of such notice must be given before a student can be withdrawn. Those who leave the school in the month of May must in all cases pay the fee for the month of June. No fee other than caution money is refundable at any stage.

Transfer Certificates will not be issued until all dues of the school are settled.

If any assessment report is required in the case of a mid-term withdrawal, an application is to be given at least one month in advance. At least seven days are required to process withdrawal applications and issue transfer certificates.

The **school registrar**, working with the program leaders, assessments department and guidance department, will issue all official school documents, including letters of recommendation, certificates of achievement and assessment reports. Parents should contact the registrar's office by e-mailing [registrar@ggn.theheritageschool.in](mailto:registrar@ggn.theheritageschool.in) for further instructions.

## **28. FIELD TRIPS & MANDATORY EXCURSIONS OFF CAMPUS**

### **❖ KHOJ**

Heritage is an Experiential Learning School. This means that, in addition to finding inspiration from seminal Indian educational reformers and thinkers such as Tagore, Aurobindo, Krishnamurti and Gandhi, we are also heavily influenced by the work of Kurt Hahn, co-founder of Outward Bound, the world's leading program in outdoor education. Hahn employed challenge, adventure and service not merely as ends in themselves, but as a method of inculcating such qualities as skill building, teamwork, leadership, compassion and responsibility into his students. At Heritage, we call these expeditions "KHOJ" and we offer this experience to students in Class IV to XII.

KHOJ trips are not merely an opportunity to encounter the wonders of nature in all its varied splendor across India—though that is certainly one significant aspect. KHOJ is an integral part of our overall program, where we integrate academic disciplines from core subjects as well as important life skills. **We therefore consider that these trips are as essential as any other program we offer and count them as mandatory both for staff and for students.** They also provide opportunities for **teachers to assess students in the areas of character development and co-curricular participation.** We are confident that parents will offer full support for the program by encouraging their child[ren] to participate actively in KHOJ each year.

### **❖ Field Trips and Excursions**

From time to time, in addition to KHOJ, students go outside of the campus on educational field trips that extend learning to the real world and bring authentic learning into the classroom experience as well. Like KHOJ, these trips are considered essential components of our educational program, incorporating skills and content from core subjects. These trips are pre-taught as extensions of the curriculum and are also assessed based on learning targets and enduring understandings, just like the rest of our curriculum.

#### Student Responsibilities on Field Trips

- Students are reminded that a field trip is an extension of the school day and all policies and rules apply.
- Students are required to wear appropriate clothing as specified by teachers
- Students are expected to participate fully in all activities and to submit pre-trip and post-trip evaluations, journals and other assignments
- Students must sign and turn in to the trip sponsor the Field Trip Permission Form and Medical Release Form signed by their parent or guardian or they will not be allowed to participate in the trip.
- The School undertakes these activities/events etc., taking appropriate safety and security measures on best effort basis and assume all risk and hazards incidental to these activities and events and accept complete responsibility and liability to any kind of eventful or uneventful consequences resulting from such participation.
- Thus the school staff and management and all its representatives are absolved from any such kind of eventful/uneventful consequences resulting from such participation/s which

includes, but is not limited to, loss/damage/theft of any personal property, any injury including leading to temporary/permanent disability or fatality etc. All claims, liabilities, suits against the School, its officers, employees, directors and representatives are waived.

## 29. FESTIVALS AND CELEBRATIONS

Celebrations form an integral part of any culture. However, these have now become synonymous with pomp and ostentation rather than being a reflection of our traditions. Celebrations should provide opportunities to experience and explore the diversity that exists in our society.

Every region, every community has its own festivals spread across the year. It is very important to educate our future generation about this diversity and give the message that we are united in our humanity despite of all differences. The spirit of love, happiness and good will that characterizes festivals brings people together from all walks of life. Celebrating festivals together brings communities closer.

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

### Birthday Celebrations

Birthdays, being important days in our lives, are looked at as an occasion of coming together and sharing. We traditionally teach children that a kind deed done on this special day could sow seeds which will reap fruits later in our lives. Let us encourage our children to look beyond parties, which are mirrors that flash wealth. Here are some suggested alternatives:

- distributing a toffee or sweet to their classmates
- sowing a sapling on their birthday
- spending some valuable time sharing and enjoying with the old and young in the family together

Thus, to inculcate all these essential values, we request parents not to send any cakes or return gifts but to send toffee or chocolate of a maximum of Rs. 10. Birthdays would be celebrated during circle time where all the classmates will give their best wishes to the birthday boy/ girl, who makes a birthday resolution, and each child makes a wish for the kid. The class teacher and students will collectively make the birthday card for the birthday boy/girl.

Consistent with these values and to prevent any misunderstandings with regard to favouritism or comparisons, we **discourage students from giving gifts to teachers or organizing parties for them**. Much more appropriate would be hand-made cards presented at a Circle Time, just as we would do for a child. While we do not like to embarrass children or discourage their good intentions, **it is against our policy for teachers to receive gifts that have material value beyond a negligible amount**. We ask that parents support us in this regard to avoid putting anyone in the awkward position of having to return or refuse a gift.

## 30. GUIDELINES FOR PARENTS

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

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

- Parents are requested not to go to the classes directly during school hours
- Parents should sign in at the front gate to receive a PARENT identification card
- Parents should not send items to school to be distributed to students during school hours, except in medical emergencies. Forgotten lunches or homework assignments will *not* be delivered from the front office
- Parents are requested to support their child[ren]’s progress by paying attention to their regularity, punctuality and discipline and by showing interest in their work.
- Parents are asked to follow all written policies, particularly regarding regular occurrences such as leaves, tardiness and absences
- Parents are requested to check the Almanac regularly and sign the home assignments and remarks meant for their information.
- Parents are also requested to carefully read ALL school circulars and to check the website regularly for updates and important announcements
- Parents are requested to inform the school immediately about the change of address, telephone number, e-mail address or designation.
- For problems relating to school transport, parents are requested to contact the transport manager instead of approaching driver, conductor or matron.
- Parents should avoid criticism of a teacher or the school in the presence of the child, as this undermines the strong, positive relationship between student and teacher, which is so essential for true learning to take place
- Parents must refer to the School Calendar, date sheets and other circulars instead of making inquiries on phone.
- Parents are requested to meet the class teacher on the scheduled day when the class teacher of that class has made herself or himself available.
- Parents should advise their wards to be careful about personal belongings, discouraging them from bringing valuable items to school
- Parents should ensure that their wards do not bring mobile phones or personal music devices to the school, as these items will be confiscated by teachers, turned over to program leaders and returned directly to parents at a later date

### **Communicating Concerns**

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

1. Parents should communicate with all school employees in a respectful manner.
  - 1.1. If the tone of an e-mail or SMS is disrespectful or confrontational, the Department Head or Programme Leader will intervene and call a meeting immediately
  - 1.2. If the tone of the meeting becomes disrespectful or confrontational, it will be ended immediately and rescheduled for a different time
  - 1.3. If the disrespectful behavior continues, the Principal will convene a meeting to resolve the issue
2. Parents should first deal with the person who is directly responsible for helping to identify a solution.

- 2.1. This means that for most issues, the first point of contact is the classroom teacher
- 2.2. For matters of logistics or support services such as transportation or facilities, it would be the person in charge of the specific service.
3. Parents must make individual appointments regarding their own child[ren]'s issues
  - 3.1. Delegations representing group causes do not generally result in solutions
  - 3.2. Each student's needs are different and need to be addressed individually
  - 3.3. Students, parents or teachers will not be discussed *in absentia*
4. When parents call the school or stop by the reception area, they are expected to treat whoever answers the phone or greets them with respect
5. Parents must have an appointment ahead of time in order to meet with a teacher or an administrator
  - 5.1. Appointments should be made in advance by phone, SMS or e-mail.
  - 5.2. Teachers have limited meeting time during school hours.
6. If the problem cannot be solved at the level of the classroom teacher or the person in charge of the area of concern, then that person, together with the concerned parent, should take the issue up to the next higher level.
  - 6.1. In the case of the classroom teacher, this would mean making an appointment with the teacher AND the parent (plus the student, if required) with the program leader.
    - 6.1.1. The Program Leader must agree to escalate the problem to the Principal.
    - 6.1.2. It will be necessary for the parent, the teacher and the program leader to attend the meeting with the Principal.
  - 6.2. If it is a support issue, then the head of function (such as transportation) along with the parent should make an appointment with the Chief Administrative Officer (CAO), whose job is to oversee all support functions.
    - 6.2.1. The Chief Administrative Officer must agree to take the matter to the Principal
    - 6.2.2. Again, it will be necessary for the parent, the head of support function, and the CAO to meet together with the Principal
7. The Principal should not be expected to overturn a decision made by the person directly responsible for the area of concern unless:
  - 7.1. there are new circumstances which must be taken into account OR
  - 7.2. The Principal deems that there has been unprofessional or inappropriate conduct—in which case s/he will take the matter up as a grievance, following the procedure outlined in our Teacher / Staff Policy Handbook.

#### **GUIDELINES FOR SOCIAL MEDIA:**

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

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

- ❖ Share articles and expert advice, news and innovations on content related to education.
- ❖ Please do not use this forum for:

- Voicing political opinions
- Raising personal concerns and issues (these should be resolved with a one-on-one dialogue with the concerned educators at school.)
- Sharing unrelated forwards and jokes would also be a waste of a valuable resource like this.
- ❖ Maintain a respectful tone in responding to others as a reflection of our values, whether in a face-to-face interaction or on this forum.
- ❖ Extend the same courtesy in your comments and reviews towards your child's educators and support staff that you would expect these educators and staff to extend to your children, who are entrusted daily to their care
- ❖ Embrace child-rearing as a shared responsibility between the community and the parent, which is especially applicable to social media platforms. Although the school will monitor content and activity on "The Friends of The Heritage Schools" social media platforms, as parents please take full responsibility for monitoring your [eligible] child's activities on social media.
- ❖ We encourage you to actively participate in the campaigns/ activities conducted on the Facebook page of the school and contribute actively to this community.

### **Guidelines for Documentation:**

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

The School in under no obligation to accept any request for change of name of my/our child/ward or change in name in relation to me/us and/or change in name/deletion of name with respect to any parent unless the same is supported with appropriate documents from a statutory authority and/or court of law and further the same is satisfactory as per the School authorities.

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

### **31. HEALTH SERVICES / DISPENSARY**

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

This medical room is open for students who may need health services from 8:00am to 4:30 pm. When a doctor and nurses are on call. Students going to the dispensary during class time must have a pass from the teacher whose class they are missing. An admission slip signed by the nurse on duty must be submitted to the teacher when a student returns to the classroom. If the nurse determines that the student is too ill to continue with classes, parents will be notified and requested to take the student home. The nurse records the details of every student referral in a record book. Students who are sent home by the nurse will need to be checked out in the main office as usual. The health service staff cannot keep sick children at school, so parents are expected to come pick them up immediately.

While they may refer students for vision testing, personal hygiene, or other problems related to health, school staff are not available for consultations on personal health issues—nor are they in a position to make diagnoses or prescribe medication. Parents must always follow up with a visit to their family physician after their children have been referred to the dispensary.

The School is authorized to administer any first aid, if so deemed necessary to my child/ward in case of any untoward incident during School hours. The school provides this first aid on good intent and based on professional advise but is not liable for the condition of the Child in any manner whatsoever.

Parents should inform School of any illness, disease, allergy, infections etc. that my/our child bears in advance for precautionary purposes. The School shall not be held responsible for any mishap due to concealing such information from the School.

All parents are expected to have on file before the first day of classes immunization and health records as prescribed in the “School Health Record”. Parents are expected to read the School Health policy as published and amended from time to time.

### **32. HOMEWORK**

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

Students should do their work independently, in an environment that suits their temperament, learning style and energy curve. Parents can assist their children by ensuring that the appropriate setting exists. Generally, teachers do not assign work that they believe a child cannot do alone. If parents find that their help is needed, they should encourage their child to indicate this to the teacher the next day. If problems continue, they should contact the teacher themselves. When teachers assign a project that, by its very nature, requires parental participation, they will communicate this.

The purposes of homework are as follows:

- Practice: to reinforce learning and help students master specific skills.
- Preparation: introduces material presented in future lessons. These assignments aim to help students learn new material when it is covered in class.
- Extension: asks students to apply skills they already have in new situations.
- Integration: requires students to apply many different skills to a large task, such as reports, projects, and creative writing.

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

Based on current education research, the nightly homework norm for students should be 10 minutes of work per grade level. The recommendation is based on the norm for the age range; some students will work faster than others, while some will work for longer periods of time to accomplish the same task.

Grade Level

Total Homework Time

KG & 1 <sup>st</sup> Grade	Ten minutes
2 <sup>nd</sup> Grade	Twenty minutes
3 <sup>rd</sup> Grade	Thirty minutes
4 <sup>th</sup> Grade	Forty minutes
5 <sup>th</sup> Grade	Fifty minutes
Middle School	Approximately 60 – 80 minutes
High School	Approximately two hours

### **How Parents Can Help:**

- If parents note that their child is consistently taking longer to complete his/her homework than the time indicated, they are encouraged to contact the teacher so that adjustments can be made OR expectations can be clarified.
- The School requests parents' full support in supervising homework time and in reinforcing due dates and deadlines.
- It is inappropriate and completely counterproductive for parents to do the homework or to get anyone else to do the homework for the child. This includes summer homework and projects, which are now a requirement and must be assessed based on particular criteria handed down by the CBSE, along with tests and other types of assignments.
- Students should never be allowed to "purchase" their projects in the market, download their assignments from the internet or copy their homework from classmates as losing out in the long run in a number of important ways.
- Parents should seek clarification from the class teacher, if instructions are unclear, or simply ask your children to do their best and ask for help the next day, or even to "own up" if they have forgotten or failed to complete homework and assignments.

### **HOMEWORK POLICY**

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

### **HOMEWORK FEEDBACK AND MARKING**

- Homework must be assigned according to our policy regarding purpose, amount and feedback
- All assignments, whether in-class or out-of-class, should "count" (i.e. have relevance and receive feedback)
- Student / Teacher should note the homework / class assignments details in the log book on daily basis.
- Students write homework in their diary on daily basis, along with submission dates
- If the student has not done the homework/class assignment then teacher should write a note in the diary and apply consequences for late submission (i.e. after school detention until the work

is complete)

### **33. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ACCEPTABLE USE POLICY**

(excerpted from the complete policy, available on the school's website)

#### **❖ Primary Usage**

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

#### **Internet Usage**

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

The student and staff must learn to discern between facts, perceptions and opinions as they seek information from the internet. The ability to reach and effectively use research site[s] will be developed in the student in the course of the education at THS. The habit of giving credit to authors responsible for research will also be instilled and the student and staff will be discouraged to do a copy/paste job. There has been a rise in the incidents of Social Networking Site registrations by under-age children. There have also been incidents of cyber bullying and writing of unkind remarks on the walls of unsuspecting friends, sharing of pornographic material. The School Management strongly discourages the violation of the Usage Policy of these Social networking sites and email abuse by children through constant dialogue, workshop sessions, and circulars to parents. The hacking and attempts at hacking the school personnel email accounts, network and any other school assets have been and will continue to be dealt with the necessary seriousness.

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

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

### ❖ **Emailing**

- Students will be expected to communicate with teachers through established forums and therefore are *provided with school e-mail accounts, which are intended primarily for school business.*
- Students are also expected to check these communication forums regularly and are accountable for information shared on them regarding homework, upcoming events or examination dates and protocol
- Students and staff should refrain from sharing personal information known about colleagues with a third party without permission from person[s] concerned.

### ❖ **Copyrighting**

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

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

**Please also refer to the section on Academic Honesty**

### ❖ **Unacceptable Usage**

Unacceptable usage, violation of protocol or abuse of IT resources can, of course, range from unintentional damage or violation due to carelessness through deliberate misuse or misappropriation or resources which are tantamount to theft, bullying, forgery or other serious crimes and misdemeanors. Consequences will be consistent with the school's overall approach to discipline, as specified in our Discipline Matrix, which specifies that sanctions should fit the nature of the infractions and proportional with the level of harm that results from the incident. Sanctions can range from temporary loss of access to IT resources, in-house or out-of-school suspension for relatively minor infractions to expulsion for "cyber crimes."

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

- Leaving a mobile device such as a laptop or tablet, turned on in class, unless it is being used for a designated purpose
- Taking unauthorized pictures with a mobile device or, particularly, publishing them without permission, particularly of minors
- Posting/downloading/sharing for non-educational related reasons
- Eating, drinking or behaving carelessly around IT equipment in labs and classrooms
- Distribution of unsolicited advertising or commercial electronic messages, electronic "chain letters", nuisance text messages
- Accessing of malicious, offensive or harassing material
- Usage for personal financial gain, religious or political lobbying, non-work related streaming audio or video
- Usage of non-approved file sharing technologies

- Usage of unauthorised equipment and unauthorised/ unlicensed software on any THS ICT facilities. Any equipment or software identified as unapproved and/or unlicensed must be removed immediately.
- Damaging or Vandalizing the IT equipment and software
- Causing Interference or disruption to other networked or shared-system users, services or equipment and propagation of any form of malicious software (viruses, worms, etc).
- Usage of the network to make unauthorised entry into other information systems, communications devices or resources.
- Stealing someone's identity to send out messages in his/her name or under his /her authority
- Using social network sites, e-mails, text messages, phone calls or any other form of electronic communication, private or public, to harass, bully or intimidate another member of the community

### **System Monitoring and Audit**

While the school works on the principle of trust and respect for all, precautions are taken to safeguard the IT landscape of the school. This is particularly true since students have been given school-sponsored e-mail addresses and are accessing mail and the internet through our server.

The filtering and monitoring strategy is reviewed by Senior Management to ensure that it is effective and reasonable.

### **Reporting of Violation**

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

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

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

### **References**

- [http://www.decd.sa.gov.au/policy/pages/OSPP/policy\\_index/?reFlag=1](http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index/?reFlag=1); A-Z of Policies, Procedures and Guidelines
- Wikipedia on Copyright law of India: [http://en.wikipedia.org/wiki/Copyright\\_law\\_of\\_India](http://en.wikipedia.org/wiki/Copyright_law_of_India)
- Kent County Council Schools E-Safety Policy 2007
- Anniston City Schools IT Policy 2010-2011
- St. Patrick's GNS Acceptable Usage Policy
- I Safe Acceptable Use Policies
- DECD Standard – Acceptable Use Policies for School, Pre-Schools and Children's Service Sites of Government of South Australia

### **34. LANGUAGE POLICY**

At Heritage Xperiential Learning School, we believe a language is a vital tool for learning, communicating and being an active member of a global society. Our Language Policy communicates

to all stakeholders the teaching-learning philosophy, processes and practices along with a balanced approach towards learning of the languages acknowledging the range of abilities and diversities within the school community.

### ❖ Guiding Principles

Every learning experience is a literacy experience. We think through language. We speak and listen through language. We read through language and we write through language. Every aspect of our lives is governed by language.

It follows, therefore, that language teaching and learning are key components to the development of our students. We also believe in the idea of inclusivity in culture and language, including the importance of providing opportunity to learn mother tongue/ local language within the curriculum.

We believe that language acquisition is best supported by a language-rich environment, that teachers are role models for using and learning language, and that they can foster a positive attitude to language and literature.

The language of instruction used to deliver the curriculum at Heritage Xperiential Learning School is English, one of the official languages of India. The language of the region is Hindi and in fact Hindi is also the **mother tongue** or **first language** of many of our students and staff, though other mother tongues also include French, Spanish, Assamese, Bengali, Naga, Tamil, Gujarati, Malayalam and Marathi, among others. The *mother tongue language* is the one that is most strongly linked to the culture with which an individual identifies as his or her culture of origin, and often is the language used in the home. The *first language* is the one in which the individual is most proficient.

We recognize that a strong level of competency in the mother tongue or first language of students can be an important ingredient in their success as learners of additional languages. *Extensive brain research has also proven that fluency in two or more languages has a positive impact on cognitive development. In particular, researchers have found that learning languages leads directly to the "growth" of the hippocampus - the deep structure of the brain responsible for the development of new knowledge, orientation in space and the consolidation of short-term memory into long-term memory.* Additional benefits, including cultural understanding and the ability to communicate in an increasingly interconnected world, make a compelling case for language instruction. Therefore, in addition to offering instruction in English and Hindi, Heritage Xperiential Learning School introduces a third language in Middle School—either Sanskrit or French.

We recognize that, since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication. **The primary medium of instruction is English**, keeping in mind the importance of English as the most widely used language in education and in global communication. Teachers should encourage students to speak English in class but should be aware that students may benefit from help from another student in their mother tongue in which they are not only linguistically more competent but can also think in more easily.

### ❖ Differentiation, Remediation and Enrichment

- ❖ Most importantly, we recognize that **students acquire language skills at different rates and through a variety of methods** which must be employed regularly
- ❖ This means that **reading instruction must be differentiated at all times**, using diagnostic tools to determine individual reading level, strengths and weaknesses
- ❖ **Enrichment and remediation must be continuous and ongoing**, so that gaps and weaknesses are addressed at the earliest possible opportunity through ongoing assessments and appropriate interventions

- ❖ This also means that **if any student has an identified learning disability in the area of language acquisition, the focus of language development for him or her will be English.** Class periods set aside for the study of additional languages, including Hindi, will be used for additional instruction and remediation in English.

### **35. TRANSPORTATION POLICY**

The school provides transportation for the convenience and the safety of students. The school operates its own buses on specific routes, depending on the number of students on the route. Though we try our best, it may not always be possible to drop students at their doorstep or to accommodate requests for changes. Once a route has been finalized no changes/diversions will be entertained, and parents are requested to co-operate. If any student is found violating the code of conduct for the bus, the bus facility may be withdrawn. The onus of deciding the gravity of the situation is on the teacher in charge of the bus.

The transportation policies and procedures for parents are given below:

- The list of stops is prepared keeping in view the convenience and safety of all the commuters. Therefore, buses will not stop according to individual convenience.
- Parents are required to pick up the child from the designated stop. In case the parent/guardian/caretaker is not there to receive the child with the I-card, the driver is instructed to bring back the child to the school.
- In case of a change in route or destination, please inform the school transport authorities in writing to facilitate efficient planning. Please inform us in advance because drivers are not authorized or permitted to take these decisions. Please avoid calling drivers directly as the mobile phones given to them are for emergencies only and they are not permitted to use them while driving.
- Students in Class V or above will be allowed to enter their homes or compounds without being met by a parent / guardian / caretaker ONLY IF a signed authorization letter is on file with the school.
- Students will be held responsible for any damage caused to the bus by their negligence or vandalism and fine will be incurred.
- On receiving a complaint against a student causing in-discipline or being disobedient to the bus staff, his/her bus facility is liable to be withdrawn.
- Parents should drop their children outside the bus and should not board the school bus.
- Parents are requested not to complain to the bus driver, conductor or security guard but report the matter to the transport in charge / section educator in writing.
- Please ensure that you understand the transport rules and encourage your child to follow them to enable the smooth running and safety of the transport system.

### **Withdrawal**

- Bus facility can be withdrawn at short notice at the discretion of the school.

### **Bus Rules for Students**

- All the students using the school bus are expected to be at the bus stop at least five minutes before the arrival time of the bus.
- Buses will not wait for latecomers.
- Children should stay away from the main road until the bus arrives.
- No student should come near the entry door of the bus until it comes to a complete halt.
- All students should occupy the vacant seats immediately after boarding the bus.
- The front door of the bus is the only authorized entrance and exit.
- Students are to occupy only one seat in the bus.
- Talk in a quiet voice to the person next to you.
- Sit with your bottom on the seat, your back against the seat, and your feet on the floor.
- It's mandatory to wear seat belt.
- Keep your head, hands, arms, and all other objects to yourself and in the bus
- Do not litter on the bus, damage or destroy property.
- The driver bhaiyyas are authorized to stop buses at the designated stops only, unless otherwise directed by the teacher in the bus.
- Be courteous to the staff on the bus and follow instructions. Always obey and respect the bus monitor/ conductor and the driver.
- Students should board and exit the bus in an orderly and safe manner.
- Students should not leave their seat/stand without permission from the driver.
- Students should not get on or off the bus while it is in motion.
- Students should not lean out of the window and should keep all body parts inside.
- Usage of cell phones or any other electronic gadgets is not allowed.
- Students and other staff members will be respectful and listen to the didis and bhaiyyas in the bus.
- No student should disturb or harass any other student, teacher, didi or bhaiyya in the bus.
- When disembarking from the vehicle, ensure that you are carrying all your belongings and look out carefully for the road traffic.
- Objects or eatables of any kind must not be discarded inside or thrown out of the bus.
- Students will not indulge in any form of physical or verbal abuse.
- Students should treat the bus and other private property with care.
- Students should not play games within the bus that cause physical harm to other students.
- Do not disturb others, especially the driver travelling in the school transport. Inappropriate behavior can cause accidents.

- Students should not distract or interfere with the bus driver. Inappropriate distractions can cause accidents.
- No student will tamper with bus controls or emergency equipment.
- Students should not use unassigned bus or unassigned bus stop without permission.
- Any damage caused to the vehicle will be charged to the person responsible or when not owned up divided equally amongst passengers. This is your transport and for your comfort. Take care of it.
- Parents are requested not to complain to the bus driver/guard in case of a problem but report the matter to the Transport In Charge/Section Educator in written.
- To pick up the child at the bus stop, it is mandatory that the I-card is presented to the bus guard.

### **Bus Discipline Procedure for Students:**

- **Level One** - First or minor offense, verbal warning by bus conductor
- **Level Two**- Second or more serious offense, written warning by transportation manager, Class Teacher notified, form sent home for parent signature or parents are called, recorded in ERP system.
- **Level Three**- Program leader contacts parents; student loses transportation privileges for one week (5 days), student placed on Behavior Probation.

### **Subsequent Offense:**

- Student loses bus privileges for the rest of the year, subject to additional discipline as appropriate.
- When students misbehave on the bus, they put themselves and others at risk of serious injury. As a result, we take repeated offenses very seriously and will assign consequences accordingly. It is imperative that students respect and obey the bus coordinator and the driver

### **Parents Using Private Transportation:**

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

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

- The telephone numbers of driver and cab details to be provided to the transport manager as well as the concerned class teacher.

### **Dispersal of the Children Using Personal or Private Transport**

- Students who come to school on their own should arrive at the school before the bell rings. No student is allowed to come to school in a self-driven scooter/motorcycle/car. The school gates will close at 7.45 am.  
**Please note that no request seeking permission to allow the child to go to friends/relatives houses shall be entertained.**
- For students using private transport, it is advisable that parents carry out due verification of the cab driver and road-worthiness of the vehicle. Details of the vehicle and driver's license number are to be provided to the school for our records.
- Each student will be issued 1 student and 2 parent Identity Cards. It will be mandatory for the parent or any nominee to show the duplicate I-card of the child to the bus guard or school guard in order to pick up the child. As per the school rules the child will be handed over to anyone who shows the duplicate I-card of the child. The loss of an I-card must be reported to the school immediately.

### **TRANSPORT REQUEST FORM**

**(Completed form to be e-mailed to [transport@ggn.theheritageschool.in](mailto:transport@ggn.theheritageschool.in))**

The Principal  
Heritage Xperiential Learning School  
Sector-62, Gurgaon (HR)

Dear Sir,

1. I/We request that my ward \_\_\_\_\_ of class \_\_\_\_\_ Application # \_\_\_\_\_ may be permitted to use the school bus as per the route allotted by the school at my own risk and responsibility.
2. I/We will pay the transport fee according to the rate now in force and amended from time to time by the school authorities.
3. My/Our residential address and telephone No(s) are given below:

\_\_\_\_\_

\_\_\_\_\_

Tel No.(Off) \_\_\_\_\_ (Res.) \_\_\_\_\_ (Mobile) \_\_\_\_\_

4. I/We understand that the school management is under no obligation to provide the bus facility to me/us as it may not be possible to run bus routes to all locations.
5. I/We understand that the bus facility may be discontinued at any time at the discretion of the school management with one-month notice (except in case of disciplinary/special cases).
6. I/We understand that the bus will stop at the designated bus stop which will be finalized and sometimes due to unavoidable circumstances may have to be varied by the management of the school.
7. I understand that the School will not be able to entertain any requests of change of bus stop or route.
8. I/we understand that the school requires one calendar month notice for discontinuation of the bus service. Bus fee for the month of serving the notice will also be payable.
9. I/We have read and understood the contents of the above declaration and undertake to abide by the same.

Thanking you

Your's Faithfully

Signature of Parent

Name \_\_\_\_\_ Date \_\_\_\_\_

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To be filled by the Transport in charge

Bus Stop: \_\_\_\_\_ Bus Route No. \_\_\_\_\_

### **36. CAFETERIA AND MEALS POLICY**

The School provides optional catering /canteen facilities for all students through a third party service. The School follows all reasonable safety and hygiene precautions and regular checks. It is the responsibility of Parents to intimate the School in case your ward has any dietary restriction

and/or allergies of any nature whatsoever. In case of any failure on Parent's part to provide all relevant information to the School with respect to any dietary restriction, dietary requirements, allergies etc, then the Parent shall be solely responsible for any untoward incident and/or mishap that might be suffered by the Child/Ward.

### **37. VISITORS**

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