



HERITAGE ACADEMY

OF LEARNING EXCELLENCE

**COURSE
CALENDAR**

**COURSE
DESCRIPTIONS**

**SCHOOL
PROCEDURES**

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Our Mission

Heritage Academy, founded in 1989, is a private not-for-profit, non-denominational school located in Ottawa, Canada. Its purpose is to provide an educational environment where students Grades 1 – 12 are excited about learning and can discover and meet their full potential, while studying at their own rate on an enriched curriculum. Developing good study skills, fully understanding earlier materials before moving on, and good citizenship are all emphasized. Heritage Academy believes that any person can learn any subject or skill in which s/he is interested enough to invest energy.

Our Philosophy

We value that every student ought to enjoy success as a learner and master the curriculum of the school.

We value that every student has unique as well as common learning needs, which require a variety of educational strategies and learning activities. Teaching programs and methodologies at the school reflect this value and are structured to acknowledge the learning needs and talents of individual students.

We value that each student should have his/her basic needs met to enhance their social, emotional, intellectual and physical well being. These basic needs comprise a sense of love and belonging, freedom to make choices, a feeling of importance or influence, and the opportunity to have fun.

We value that each student should feel worthy and competent in order to achieve positive self-esteem and a sense of physical, emotional, intellectual and spiritual well being. We value that each student ought to take responsibility for their actions and when necessary ought to develop and agree to work out a plan for managing behavior appropriately. Our rules are courtesy and safety.

We value teaching each student to think divergently and creatively at complex levels, to problem solve, and to develop habits of mind that promote success.

Students should know how to access information and should become life long learners.

Our world is changing rapidly, and our students should develop tolerance, patience, courtesy, and understanding of individual differences.

Our school is a safe place where students can learn and develop socially and emotionally in a warm nurturing environment.

Our Values

- Every child has a strong natural wish to learn, and the need to fulfill that wish.
- Each student should master each learning level before proceeding to the next level.
- The student's wish to learn must be enhanced by competent teaching, directed study environment and encouragement.
- Each student is a unique individual and ought to be able to proceed at a pace suitable to his or her own abilities, talents, and interests.
- It is the school's responsibility to observe, develop, monitor, measure, and recognize students' achievements, and maintain a positive environment for learning.
- Proper education includes learning, developing, and practicing respect and responsibility for the rights and needs of others.
- The school should support a diversity of backgrounds, values, individualities, and ideas, while maintaining the rules and requirements appropriate to achieving the objectives outlined above.

Our Classes

- Heritage Academy is committed to maintaining a small teacher/pupil ratio of 1:10.
- Classes are deliberately structured to have fewer students than regular public or most private schools.
- Individual attention is guaranteed in basic reading, writing, spelling and mathematical skills.
- Every student has access to an IBM compatible computer and printer as well as supervised access to the Internet.
- Our facility meets the municipal standards for health and safety.

Parental Involvement

- At Heritage Academy parents and/or guardians are encouraged to become involved in the education of their children. They may serve on committees or in other capacities.
- In addition, frequent consultations take place among staff members and parents/guardians concerning their child's progress.

Our Students' Parents Say

- “My son went to Heritage Academy with no liking for school. Now, he’s passionate about science and technology, history, math and even Shakespeare!”
- “Heritage Academy gave my son self-confidence. He knows how to learn, what to learn, and most importantly, he knows he can learn!”

Our Students' Say

- “Here at Heritage Academy, we have time to learn!”
- “I can learn better with alternate teaching methods.”

Our Curriculum

Grade 1 to Grade 6

The program offers a rich curriculum stressing disciplined learning. Skill development is a major goal of a demanding academic program. All classes emphasize the need to write, speak and listen effectively. Some students entering these grades already have had an history of school failure because of reading, writing and math difficulties. Heritage academy offers the SMT a remedial reading and writing program that will permit the student to eventually function in a regular class setting. Heritage academy does not consider those children as learning disabled but as students with different learning styles which if addressed properly will permit the success of the students.

Of Special Interest:

- Students who are at risk for dyslexia undertake a language re-education program, *Simultaneous Multisensory Teaching* (S.M.T.) for English speaking students and *Enseignement multisensoriel simultané* (E.M.S.) for French speaking students based on Orton-Gillingham remediation. The program has been developed to meet the needs of students, of all ages, who need a more thorough knowledge of the structure of written language, and a solid understanding of the association of sounds and symbols, before learning how to apply the concepts and rules of written language. This method has proven highly effective for students who have varying degrees of dyslexia.
- In addition to specialized language instruction, provided individually or in small groups, simultaneous multisensory approaches to instruction are utilized within the classroom environment.

Grade 7 to Grade 8

- Within the Curriculum Guidelines, Heritage Academy also stresses a continuation of the remedial process as follows:
- **Language Arts** class continues to develop the student's skills in written expression: moving from basic paragraph to essay form. Students focus on grammar, sentence structure, punctuation, proofreading, and literature evaluation. Oral expression develops improved communication skills with emphasis on speech sound, meaningful word parts, grammatical structure, vocabulary, meaning of words, and social language skills. Students acquire keyboarding skills and introductory word processing programs. This encourages students to develop their own written assignments using the computer.
- **Math** class teaches skills in the areas of basic concepts, operations, and applications. Emphasis is also placed on the student's ability to solve related word problems.
- **Social Studies and Science and Technology** classes develop study skills in note-taking, researching information, working from summaries to a completed project, preparing for exams, and making knowledge workable through written expression. These skills are developed through curriculum content at an age-appropriate level.

Grades 9 to 12

- Our high school courses lead to the Ontario Secondary School Diploma (OSSD).
- Courses offered by Heritage Academy have been developed according to the requirements of the Ontario Ministry of Education and Training.

COURSE CALENDAR

This Course Calendar is a planning tool and it is designed to help parents, students and teachers ensure that today's choices open doors for future academic achievement. This Calendar gives information about the Ontario Ministry of Education requirements for granting the Ontario Secondary School Diploma. The Calendar also gives a comprehensive listing of the academic courses offered at Heritage. Detailed course outlines are available for parents. These outlines are available by contacting the Principal.

Availability of Courses

Heritage has every intention of delivering the courses listed and described in this calendar. However we reserve the right to make final decision as to whether a course will actually be offered. This decision is based on the best use of the academic resource available to Heritage with student enrolment as a guide.

The Course Selection Process

Generally, the process for course selection for the up coming academic year starts in the spring of the previous year. Students choose their courses with the help of their parents and faculty advisors. The entry of each student into a particular course is approved by the teaching faculty of Heritage, with consideration given both to Prerequisites and any upgrading required to augment an individual student's present knowledge base.

Course Changes

Although changing courses after the school year has begun in September is disruptive to the student, there are some instances where it may be advisable. One in particular is if the student requires a different course in order to meet additional requirements for a career choice or admission to a particular post-secondary institution. Course changes must be discussed with the student's faculty advisor. The student will be required to fulfill the 110 hours requirement for the course. The last day to submit a course change request is the last day of school prior to the Thanksgiving weekend.

Faculty Advisors

Each student will be assigned a faculty advisor. The faculty advisor not only monitors the student's academic progress, he or she also aids the student with progress towards goal completion. Because the faculty advisor has an overview of the student's progress in all subject areas, as well as regarding extra-curricular activities, it is this person who is best able to provide to parents an overview of an individual student's progress towards meeting personal goals.

Type of Courses

Grade 9 and 10 Courses: Overview

In these years, students select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills base, explore their interests,

and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path. School boards must offer both academic and applied courses in the following curriculum areas: English, mathematics, science, history, geography, and French as a second language (FSL). Open courses will be offered in the other Grade 9 and 10 subjects.

Academic Courses and Applied Courses

Academic and applied courses set high expectations for all students.

Academic courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

Applied courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses that are specified in various curriculum policy documents. A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course can take a transfer course to qualify for the Grade 11 course if his or her educational goals should change.

Open Courses in Grades 9 and 10

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. (For example, open courses are offered in visual arts, music, and health and physical education, but not in English, mathematics, science, French as a second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

Grade 11 and 12 Courses: Overview

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial postsecondary goals. In these grades there are also more opportunities than in Grades 9 and 10 for learning experiences beyond the school, including cooperative education, work experience, apprenticeship, and school-work transition programs.

The four destination-related types of courses are: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses. At a minimum, school boards must offer one course in each of these four types in Grades 11 and 12 in the following subjects: English, mathematics, science, and technological education.

Open courses and transfer courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination. Transfer courses are designed primarily to provide the content needed by students who wish to transfer from one type of course to another as a result of changes in their postsecondary plans.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

University/College Preparation Courses

University/college preparation courses include content that is relevant for both university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.

Cooperative education and work experience placements within the community are important components of workplace preparation courses. Schools will involve employers and site supervisors in the planning of cooperative education and work experience placements, and will ensure that they have their cooperation and support in implementing these courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will be required to demonstrate that they have developed these skills. Workplace preparation courses in particular should also promote and stress the importance of lifelong learning.

Open Courses in Grades 11 and 12

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

Remedial Courses

Heritage may offer remedial help to students who are functioning below expectations, particularly in the areas of English and Mathematics. These courses will be offered throughout the school year and also will be made available to students in the summer prior to entrance to Heritage. These are non-credit courses.

Transfer Courses

The purpose of transfer courses is to enable students who alter their postsecondary plans to transfer from one type of course to another in Grades 10, 11, and 12. Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. In most cases, transfer courses are shorter and more focused than other types of courses, and can be delivered in a variety of ways. These courses will provide partial credits, since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements. Transfer courses are not remedial instruction provided to enable students to achieve the curriculum

expectations of a course that they have failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a *different type* of course.

Granting Credits

From Grade 9 upwards, one (1.00) credit* is granted for each full course, comprised of a minimum of 110 hours of study that is successfully completed. A final mark of fifty percent or over is considered a successful completion.

*Exemption: 0.5 credit for Civics and 0.5 credit for Career Studies.

Where a student does not achieve the curriculum expectations of a course and does not receive a credit, the Principal and teachers, in consultation with parent/guardian and student, will determine what procedure or type of program would best enable the student to meet the expectations and even earn a credit for the course at a later date.

Transfer Students

Out-of-province students entering Heritage will have their previous records assessed by the Principal who will determine the diploma requirements yet to be fulfilled. Credit equivalency will be added to the student's Ontario Student Transcript (OST). The Ontario Student Record (OSR) will also contain information regarding credits granted and required, as well as community involvement hours required.

Substitutions for compulsory courses

At the discretion of the Principal, and to allow flexibility in designing each student's program, a limited number of substitutions may be made for compulsory courses from other courses which are also compulsory, and which are offered at the school. Up to three credits may be granted in this way. However, the sum total of all compulsory and optional credits will remain at 30 for students wishing to obtain the Ontario Secondary School Diploma. A record of such substitution will be placed in the student's OSR.

Prerequisites

All prerequisites courses are identified in ministry curriculum policy documents and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information on prerequisites.

- ✓ A parent or an adult student may request that a prerequisite be waived.
- ✓ The principal may also initiate consideration of whether or not the prerequisite should be waived.
- ✓ The principal makes a decision in consultation with the parent, student and appropriate school staff.
- ✓ The school retains documentation in the OSR with respect to a request for waiver and reasons to allow the waiver.

Student Attendance and Performance Expectations

Regular attendance, plus a willingness to learn and take part in both in and out of class learning opportunities, are crucial for success in any subject area. Therefore any student who is frequently absent or who is not attentive to the completion of homework and assignments is jeopardizing his or her ability to successfully complete the course. For more detailed information on expectations of student performance, please consult the Heritage Student Handbook.

Accommodations, Deferrals, and Exemptions

Accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Exemptions are possible for students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test.

Assessment and Evaluation of Students

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers identify

students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to student's needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations. As part of the assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation is the process of judging the quality of the student's performance and assigning a value to represent that quality. The value assigned is in the form of a percentage grade. Levels or degrees of achievement of the curriculum expectations are described in detail in the achievement charts that appear in the secondary curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of achievement at each level. While they are broad in scope and general in nature, the achievement levels provide a reference point for all assessment practice. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students and parents. Learning skills, effort, punctuality and recorded absences are reported separately and are not considered in the determination of the percentage grade.

In each subject area, the student is assessed on four main categories of knowledge and skills:

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application/Making Connections

The Achievement Chart is used as a standard province-wide method of assessing and evaluating each student's performance. The following table provides a description of achievement in each percentage grade. Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

Percentage	Achievement Level	Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the

		provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is below, but approaching , the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
below 50	---	Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Procedures for Communicating and Reporting Student Achievement

Student achievement is reported formally to the parents by means of regular report cards during each term. The report card focuses both on the achievement of curriculum expectation and the development of learning skills in each subject area.

The percentage grade reported in the student report card represents the overall student achievement of curriculum expectations for each course. The final grade for each course is recorded, and credits are granted in which the student's grade is 50% or greater.

Seventy percent of the grade is based on evaluations conducted throughout the year, although special consideration is given to students who have improved in the latter portion of the school year. Thirty percent of the grade is based on a final evaluation of the student's performance. This takes place towards the end of the course, and may be in the form of a final examination, performance, essay, or other means of evaluation appropriate to the courses content.

Exceptional Students

The OST will also be used to record the achievement of students who have alternative learning expectations in an individualized, non-credit program.

Course Withdrawals

Withdrawal after a specified time from any Grade 11 or 12 course will be recorded on the student's transcript.

Extraordinary Circumstances

A student's parents, or students who are adults (eighteen years of age or older), may request that the principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability. The principal will determine whether or not a special indicator should be added.

The Ontario Student Record

The Ontario Student Record (OSR) is the official record for each student. It is maintained by every Ontario school for each Ontario student. The OSR contains achievement results, credits earned, diploma requirements completed, and other important information regarding the education of that student. Students and their parents (if the student is under 18) have the right to examine the OSR. These records are protected by the Education Act and freedom of information legislation.

The Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of a student's achievement while in high school. It will include, for Grade 9 and 10 courses, the student's achievement with percentage grades for successfully completed courses only. For Grades 11 and 12 courses, all courses taken or attempted, percentage grades earned, and the credits gained are all recorded. It will also be noted if a student is repeating a course for which credit has already been gained (One credit per course is allowed, even if it is repeated). Course substitutions for a courses which is a diploma requirement will also be recorded, as will transfer courses.

There will be confirmation in the OST that the student has satisfactorily completed the community involvement requirement for graduation, along with the student's final result on the provincial secondary school literacy test. For Grade 11 or 12 courses, an indication of any extraordinary circumstances affecting the student's achievement will be recorded.

Each student's OST is kept in the student's Ontario Student Record (OSR) which is maintained by the Heritage administration. Courses are entered on the transcript using common course codes designated by the Ministry of Education.

School Services

Computer: Each student at Heritage has access to the computers and the Internet.

Library: Students have access to a library and may request special books if needed.

Guidance and career education programs: A faculty advisor is responsible to meet the needs of students and help them make sound career choices. Short term counselling is available on a continual basis at Heritage.

Assessment and Evaluation of Programs

In addition to providing essential information about student achievement, classroom assessment and evaluation give an indication of the effectiveness of programs and teaching practices. Assessment and evaluation of student achievement thus provide teachers with an opportunity to think critically about their methods of instruction and the overall effectiveness of their program. Course content, instructional strategies, and assessment procedures should be reviewed and evaluated systematically by teachers and principals, both in relation to the learning goals in the discipline and the specific needs of the students for whom the course is designed.

Analysis of the results of board- and province-wide assessments, as well as of national and international testing, should provide additional information on student achievement and program effectiveness, complementing the program assessments conducted by teachers and principals. School boards are encouraged to develop action plans based on the results of these system-wide and large-scale external assessments to guide schools in making the program modifications needed to improve the achievement of their students.

An environment in which the critical analysis of assessment results is seen as a positive exercise leading to the improvement of student learning will encourage teachers to use information from a variety of sources to evaluate the effectiveness of their programs and teaching methods, and to make the modifications needed to better meet the learning needs of their students.

Requirements for the Ontario Secondary School Diploma (OSSD) under OSS

In order to earn an Ontario Secondary School Diploma (OSSD) under OSS, a student entering Grade 9 in the 1999–2000 school year or in subsequent years must:

- ✓ successfully complete **the provincial secondary school literacy test**.
- ✓ earn **18 compulsory credits**;
- ✓ earn **12 optional credits**;
- ✓ complete **40 hours of community involvement activities**;

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen postsecondary endeavours.

Compulsory Credits

18 credits

❖ English	4
❖ French as a Second Language	1
❖ Mathematics (at least 1 credit in Grade 11 or 12)	3
❖ Science	2

❖ Canadian Geography	1
❖ Canadian History	1
❖ Arts	1
❖ Physical and Health Education	1
❖ Civics	.5
❖ Career Studies	.5

PLUS

❖ English, or a third language, or Social Sciences and the Humanities, or Canadian and World Studies	1
❖ Health and Physical Education, or Arts, or Business Studies	1
❖ Science (Grade 11 or 12), or Technological Education (Grades 9-12)	1

Optional Credits

- ❖ Students **MUST** also earn **12 optional** credits.
- ❖ Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students, who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits:	7 credits
English	2
Canadian Geography or Canadian History	1
Mathematics	1
Science	1
Health and Physical Education	1
Arts or Technological Education	1
Optional credits:	7 credits
Selected by the student from available courses	7

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Community Involvement Activities

- ❖ As part of the diploma requirements, students must complete a minimum of **40 hours** of community involvement activities.
- ❖ These activities may be completed at any time during their years in the secondary school program.
- ❖ The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role that they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.
- ❖ Students, in collaboration with their parents, will decide how they will complete the community involvement requirement.
- ❖ Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.
- ❖ The requirement is to be completed **outside** students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.
- ❖ Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation

attesting to the completion of each activity to the principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities.

❖ The following forms are available from the faculty advisor:

“Notification of Planned Community Involvement Activities” This form list the community involvement activities that are planned by the student.

“Completion of Community Involvement Activities” This form list the completed activities.

“Acceptable community involvement activities” This form list the acceptable activities and does not include activities that are designated as ineligible by the Ministry of Education of Ontario.

The Provincial Secondary School Literacy Test

All students who enter Grade 9 in an English-language secondary school in the 2001–02 school year, or in subsequent years, and who are working towards an Ontario Secondary School Diploma (OSSD) under *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), must successfully complete the OSSD. Students will normally take the Ontario Secondary School Literacy Test when they are in Grade 10. Students who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Deferrals must be granted in accordance with the policies on deferral in this memorandum.

Students who were enrolled in Grade 9 in an English-language secondary school in 2000–2001 and who are working towards an OSSD under OSS must also successfully complete the Ontario Secondary School Literacy Test in English in order to earn the OSSD. These students will take the Ontario Secondary School Literacy Test in the 2001–2002 school year, unless they are granted a deferral in accordance with this memorandum.

Successful completion of the Ontario Secondary School Literacy Test in English is not a diploma requirement for students who entered Grade 9 in an English-language secondary school in 1999–2000 and who took the test in 2000–2001.

Courses Offered at Heritage Academy

- All courses follow the Ministry of Education and Training Curriculum Guides.
- Heritage Academy does not have any locally developed credit courses.
- Heritage Academy is a bilingual school and therefore offers its students the opportunity to learn in the language of their choice.

The Common Course Coding System

All course codes have been assigned according to the Common Courses Coding System developed by the Ontario Ministry of Education. Each Course Code has at least 5 characters. Some have an optional sixth character. Examples of the first three characters are:

CGC Geography of Canada
AVI Visual Arts
SNC Science

The fifth character indicates the course type:

U-University
M-University/College
O-Open
A-Academic
P-Applied College Preparatory

The sixth character (optional) carries additional information, such as:

E-enriched course
G-gifted course
N-non-credit course
R-independent enrichment course
W-first part, half-credit course
X-second part, half-credit course

COURSE DESCRIPTION

Grade 9

Visual Arts, Open, AVI10
Prerequisite: None

Credit Value 1.0

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

Healthy Active Living Education, Open, PPL10
Prerequisite: None

Credit Value 1.0

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

Science, Academic, SNC1D

Credit Value 1.0

Prerequisite: None

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Dramatic Arts, Open, ADA10

Credit Value 1.0

Prerequisite: None

This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres, and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Principles of Mathematics, Academic, MPM1D

Credit Value 1.0

Prerequisite: None

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Exploring Technologies, Open, TIJ10

Credit Value 1.0

Prerequisite: None

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

Geography of Canada, Academic, CGC1D

Credit Value 1.0

Prerequisite: None

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.

English, Academic, ENG1D
Prerequisite: None

Credit Value 1.0

This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

Core French, Academic, FSF1D
Prerequisite: None

Credit Value 1.0

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Visual Arts, Open, AVI1O
Prerequisite: None

Credit Value 1.0

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

Grade 10

English, Academic, ENG2D
Prerequisite: English, Grade 9, Academic

Credit Value 1.0

This course extends the range of analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

Introduction to Business, Open, BBI2O
Prerequisite: None

Credit Value 1.0

This course introduces students to information and communication technology in a business Environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Principle of Mathematics, Academic, MPM2D

Credit Value 1.0

Prerequisite: Principles of Mathematics, Academic, Grade 9

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Media Arts, Open, ASM2O

Credit Value 1.0

Prerequisite: None

This course will develop students' artistic knowledge and skills by introducing them to current media arts technologies and processes. Student learning will include the analysis, appreciation, and production of media art, using a variety of traditional techniques (e.g., photography, film, photocopy art, video, analog sound recording) and emergent technologies (e.g., computer, digital camera, scanner, multimedia, animation).

Science, Academic, SNC2D

Credit Value 1.0

Prerequisites: Science, Grade 9, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Canadian History since World War I, Academic, CHC2D

Credit Value 1.0

Prerequisite: None

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Civics, Academic, Open, CHV2O

Credit Value 0.5

Prerequisite: None

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Career Studies, Open, GLC2O

Credit Value 0.5

Prerequisite: None

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Introduction to Computer Studies, Open, ICS20

Credit Value 1.0

Prerequisite: None

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Grade 11**English, University Preparation, ENG3U**

Credit Value 1.0

Prerequisite: English, Grade 10 Academic

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

Mathematics: Functions, University Preparation, MCR3U

Credit Value 1.0

Prerequisite: Principles of Mathematics, Grade 10 Academic

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Physics, University Preparation, SPH3U

Credit Value 1.0

Prerequisite: Science, Grade 10, Academic

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Biology, University Preparation, SBI3U

Credit Value 1.0

Prerequisite: Science, Grade 10, Academic

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Chemistry, University Preparation, SCH3U
Prerequisite: Science, Grade 10, Academic

Credit Value 1.0

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Entrepreneurship: The Enterprising Person, Open, BDP30
Prerequisite: None

Credit Value 1.0

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

Visual Arts, College/University Preparation, AVI3M
Prerequisite: Visual Arts, Grade 9 or 10, Open

Credit Value 1.0

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyse art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

Understanding Canadian Law, College/University Preparation, CLU3M
Prerequisite: Grade 10 Canadian History since World War I, Academic or Applied

Credit Value 1.0

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding Canada's legal system including the criminal justice system. Students will use critical thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

Grade 12

Biology, University Preparation, SBI4U
Prerequisite: Biology, Grade 11, University Preparation

Credit Value 1.0

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Advanced Functions, University Preparation, MHF4U

Credit Value 1.0

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Calculus and Vectors, University Preparation, MCV4U

Credit Value 1.0

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

English, University Preparation, ENG4U

Credit Value 1.0

Prerequisite: English, Grade 11, University Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

Canada: History, Identity and Culture, University Preparation, CHI4U

Credit Value 1.0

Prerequisite: Any University of University/College Preparation Course in Canadian and World Studies, English, or Social Sciences and Humanities

This course examines the evolution of a Canadian national identity. Students will learn how modern Canada was shaped by the interaction among Aboriginal peoples, the French, the English, and subsequent immigrant groups. This course will enable students to evaluate major social, economic, and political changes in Canadian history from pre-contact to the present. The understanding students gain through their examination of Canada's historical and cultural roots will allow them to formulate a definition of what it means to be Canadian.

Introduction to International Business, College/University Preparation, BBB4M Credit Value 1.0

Prerequisite: Any university, university/college, or college preparation course in business studies or Canadian and world studies

This course provides an introduction to international business, including an investigation of the economic relationships that Canadian governments and Canadian businesses have developed with other nations and the effects on productivity, prices, and variety of goods. Students will learn about the requirements for competing in international markets, conducting business in other countries, and pursuing careers in the field of international business.

Food and Nutrition Sciences, College/University Preparation, HFA4M Credit Value 1.0
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition.

Challenge and Change in Society, College/University Preparation, HSB4M Credit Value 1.0
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyze cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Chemistry, University Preparation, SCH4U Credit Value 1.0
Prerequisite: Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Physics, University Preparation, SPH4U Credit Value 1.0
Prerequisite: Physics, Grade 11, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Waiver of Prerequisites and Credit for Prerequisite Courses

Prerequisites may be waived by the principal as long as the following conditions are met:

» the student possesses the knowledge, skills and requirements identified in the waived course.

Prior Learning Assessment and Recognition (PLAR)

Context/Background

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit granting process whereby students can obtain credits for prior learning. Under the direction of the principal, students can have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

The PLAR process involves two components: “**challenge**” and “**equivalency**.” The course comparison information is for use in the PLAR “equivalency” process; the process for assessing credentials from other jurisdictions.

The “**challenge**” process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The “**equivalency**” process is the process of assessing credentials from other jurisdictions.

PLAR Credit Equivalency for Regular Day School Students

Students, enrolled in Ontario secondary schools as regular day school students, who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal in the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

Basis for Comparison

The comparison of senior-level credit courses in other Canadian jurisdictions to Ontario courses is based on overall expectations/outcomes for the knowledge and skills presented in each course. Some courses from other Canadian jurisdictions correspond to more than one Ontario course.

Assessment Strategies

- a) Formal Tests – 70% of final percentage grade
- b) Other Assessment Strategies – 30% of final percentage grade

SCHOOL PROCEDURES

Opening or Closing Exercise in Public/Private Elementary and Secondary Schools

Purposes

The purposes of opening or closing exercises are patriotic and educational. Such exercises are intended to nurture allegiance to Canada and to contribute to the social, moral, and spiritual development of the pupils.

Contributing to the social, moral, and spiritual development of pupils includes reinforcing the positive societal values that, in general, Canadians hold and regard as essential to the well-being of our society. These values transcend cultures and faiths, reinforce democratic rights and responsibilities, and are based on a fundamental belief in the worth of all persons.

Heritage Academy will open each day with the national anthem.

Period of Silence

One minute of silence is intended to be used for such activities as personal reflection or individual silent prayer.

Parents who object may apply to the principal to have their children exempted. Pupils who are adults may also exercise such a right.

Code of Conduct

Introduction

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

Heritage Academy abides by the Ontario Code of Conduct which sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standard Guiding Principles. All participants involved in the school – students, parents or guardians, volunteers, teachers and other staff members -- are included in this Code of Conduct whether they are on school property, on school buses or at school- authorized events or activities. All members of the school are to be treated with respect and dignity, especially persons in positions of authority.

Responsible citizenship involves appropriate participation in the civic life of the school. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Roles and Responsibilities

Heritage will implement and enforce the Code of Conduct and all other rules that they develop as related to the provincial standards for respect, civility, responsible citizenship and physical safety;

- ✓ review these policies regularly with students, staff, parents or guardians, volunteers and the community;
- ✓ communicates the Code of Conduct to all parents, students and staff in a manner that ensures their commitment and support;
- ✓ ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety;
- ✓ provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence and safe learning and teaching environments.

The Principal/Staff will provide this leadership by:

- ✓ demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- ✓ holding everyone accountable for their behaviour and actions;
- ✓ communicating regularly and meaningfully with all members of Heritage.

Teachers and staff, under the leadership of the Principal, will maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- ✓ help students work to their full potential and develop their self-worth;
- ✓ communicate regularly and meaningfully with parents;
- ✓ maintain consistent standards of behaviour for all students;
- ✓ demonstrate respect for all students, staff and parents;
- ✓ prepare students for the full responsibilities of citizenship.

Mandatory Consequences

Police will be involved, and the student will be immediately suspended and proceed to an expulsion hearing for the following:

possession of a weapon, including, but not limited to firearms;

- trafficking in drugs or weapons;
- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- providing alcohol to minors.
- uttering a threat to inflict serious bodily harm;
- possession of illegal drugs;
- acts of vandalism causing extensive damage to school property or property located on school premises.
- swearing at a teacher, or other person in authority;
- being in possession of alcohol;
- being under the influence of alcohol.

Guidance and Career Program

The goals of the guidance and career education program are that students: understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;

- ✓ develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- ✓ apply this learning to their lives and work in the school and the community.

Exceptional Students

Guidance and career education issues are very important to those students who have been identified as exceptional. These students may have to manage significant issues related to their exceptionalities. They may also face challenges related to their sense of identity, their development of self-confidence, their realistic self-assessment of their abilities, and the development of strategies for overcoming barriers and maximizing independence.

Some exceptional students may experience difficulty in making the transition from one grade level or course to another, from one school or school district to another, and from secondary school to postsecondary education, work, or community living. Detailed planning will help these students progress more smoothly.

Individual Assistance and Short-Term Counselling

The individual assistance and short-term counselling program is designed for students who require additional help in achieving the goals of the guidance and career education program. Such help may be made available on an individual and/or small-group basis. This program can help students:

- ✓ assess their personal strengths as they relate to interests and goals;
- ✓ select secondary school courses;
- ✓ plan their education and career directions;
- ✓ assess their strengths, needs, aptitudes, and interests through information provided by the results of standardized measurement instruments;
- ✓ improve their personal management skills (work and study habits);
- ✓ solve problems in the three areas of learning (student development, interpersonal development, and career development);
- ✓ plan for postsecondary tuition and other costs by providing them with information about available scholarships, bursaries, and loans;
- ✓ deal with their individual social and emotional needs, including recommendations for appropriate follow-up;
- ✓ resolve conflicts both with their peers and with adults.

Students may be identified as needing individual assistance by teacher-advisers, teachers, support staff, administrators, or on the recommendation of parents. Students themselves should also be able to request – and receive – individual assistance or short-term counselling. The individual assistance and short-term counselling process involves several stages:

- a referral by a teacher, a parent, or an administrator, or a request from the student
- an assessment, including a discussion with the student and consultation with his or her parents, teachers, and others as appropriate
- problem solving and planning with the student

- intervention through individual or small group counselling
- monitoring and follow-up

Ethics and Confidentiality

The issue of confidentiality of the information transmitted between a guidance counsellor and a student is governed by several pieces of legislation in addition to professional codes of conduct. Personal information collected by the counsellor is governed by freedom of information legislation. Written information that is included in the Ontario Student Record (OSR) is governed by the Education Act, the Ontario Student Record (OSR) Guideline, 1989, and freedom of information legislation.

Students should be informed that any information they give to guidance counsellors will be kept confidential except in circumstances in which freedom of information legislation or other legislation requires or permits guidance counsellors to release information to specified individuals. If during the course of a counselling relationship a guidance counsellor or other board employee becomes aware that the student may be or may have been suffering abuse, the guidance counsellor or other board employee is required by the Child and Family Services Act to report the suspicion to the Children's Aid Society (CAS) if the student is under sixteen years of age. (Refer to Policy/Program Memorandum No. 9, "Child in Need of Protection/Child Abuse Reporting Requirements", December 15, 1986 , for further information.)

Assessment and Evaluation

Teachers must continually observe, assess, and evaluate students' achievement of competencies in all components of the guidance and career education program. Information from assessment will help improve student learning and identify areas for program improvement. Observations by parents, and other teachers, will provide a teacher, teacher-adviser, guidance counsellor, and, in some instances, a school team with information or suggestions that are useful when modifying program components or referring students to those able to provide individual assistance or short-term counselling.

It is especially important that parents be involved in discussions regarding their children's progress. Teachers, including teacher-advisers and guidance counsellors, should gather information from parents and consult with them when assessing students' adjustment to school, achievement of program goals, and plans for future education.

Reporting to Parents

For students in elementary schools, the Report Card, Grades 1–8, may be used to report student progress in achieving the goals of the guidance and career education program. Alternative ways of reporting on a student's participation in the guidance and career education program include discussions with parents that focus on reviewing students' academic and career portfolios and annual education plans (in Grades 7 and 8).

For students in secondary schools, the Report Card, Grades 9–12, will be used to record students' progress in achieving guidance and career education credit course expectations. Discussion with guidance counsellors and teacher-advisers, and consultation among teacher-advisers, students, and parents using annual education plans and academic and career portfolios are other methods of reporting to students and to parents on students' progress in the guidance and career education program.

Reporting of Children in Need of Protection

Requirements for Reporting

The *Child and Family Services Act* contains provisions under Part III, Child Protection, for reporting a child who is or may be in need of protection. If any person – including a teacher, a principal, or another professional – has reasonable grounds to suspect that a child is or may be in need of protection, the act requires that the person report his or her suspicions "forthwith" to a children's aid society and provide the information on which the suspicions are based. Therefore, teachers, principals, and other professionals who, in the course of performing their professional or official duties, suspect that a child is or may be in need of protection must report this information without delay to a children's aid society. Details are given in subsection 72(1), which is quoted below in its entirety:

Despite the provisions of any other act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

- The child has suffered physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
- *Note:* This memorandum reflects the latest version of the *Child and Family Services Act* (March 31, 2000).
- failure to adequately care for, provide for, supervise or protect the child, or pattern of neglect in caring for, providing for, supervising or protecting the child.
- There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's, failure to adequately care for, provide for, supervise or protect the child, or pattern of neglect in caring for, providing for, supervising or protecting the child.
- The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
- There is a risk that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
- The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
- The child has suffered emotional harm, demonstrated by serious, anxiety, depression, withdrawal, self-destructive or aggressive behaviour, or delayed development, and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
- The child has suffered emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.
- There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
- There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph i, ii, iii, iv or v of paragraph 6 and that the child's parent or the person having

- charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
- The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
 - The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
 - The child is less than 12 years old and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
 - The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.
 - Subsection 72(3) of the act provides that every person who has reasonable grounds to suspect that a child is or may be in need of protection must make the report *directly* to a children's aid society, and *must not rely on anyone else* to report on his or her behalf.
 - In addition, subsection 72(2) states that the duty to report is an ongoing obligation. If a person has made a report about a child to a children's aid society and has additional reasonable grounds to suspect that the child is or may be in need of protection, that person must make a further report to the children's aid society.
 - These requirements do not prevent a school board from establishing additional policies on internal reporting procedures, but the board's policies must not conflict with the reporting requirements of the act.

Consequences of Failure to Report

Subsection 72(4) of the act makes it an offence for persons performing professional or official duties with respect to children to fail to report a child who, they suspect, is or may be in need of protection. Clause 72(5)(b) expressly identifies teachers and school principals as such persons. If a teacher or principal obtains information, *in the course of performing his or her professional or official duties*, that leads him or her to suspect that a child is or may be in need of protection, he or she must report this suspicion. If such a professional or official does not report the suspicion, he or she is liable, upon conviction for the offence, to a fine of up to \$1000.

Protection for Persons Making Reports

The duty of a professional or official to make a report overrides the provisions of any other provincial statute – that is, those provisions that would otherwise prohibit the professional or official from disclosing confidential or privileged information. In other words, a teacher or school principal must report that he or she suspects that a child is or may be in need of protection even if he or she believes that the information to be used to support the report is supposed to be confidential or privileged. Subsection 72(7) provides that no action for making a report shall be instituted.

Requirements for Reporting Attendance in Registers

Absence

The administrator is responsible for reporting students' absences and late arrival. Teachers must report and indicate absence at each course.

The Ontario Student Record (OSR)

The Ontario Student Record (OSR)

An OSR will be established for each student who enrolls in a school operated by a school board or the Ministry of Education. Each student and the parent(s) of a student who is not an adult must be informed of the purpose and content of the OSR at the time of enrolment.

If an OSR folder is lost or inadvertently destroyed, a new OSR folder will be created. Previous information can be obtained from the current office index card and, if applicable, from the card(s) at the previous school(s). A notation will be made in the margin on the front of the new OSR folder that gives the date on which the new folder was created and the reason.

If an OSR folder is not requested or transferred to another educational institution, it will remain in a locked storage facility for a period of 55 years.

Responsibility for the OSR

It is the duty of the administrator of a school to be responsible for:

- ✓ the security of the information contained in the OSR, whether it is maintained electronically or in hard copy, during both the period of use and the period of retention and storage;
- ✓ the regular review of the OSR for the removal of any material that is no longer considered to be conducive to the improvement of the instruction of the student;
- ✓ the storage of the OSR for the period specified in the retention schedule
- ✓ the complete and confidential disposal of material removed from the OSR.

It is the duty of the principal of a school to:

- ✓ establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with this guideline and the policies established by the board;
- ✓ ensure that the materials in the OSR are collected and stored in accordance with the policies in this guideline and the policies established by the board;
- ✓ ensure the security of the OSR;
- ✓ ensure that all persons specified by a board to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation.

An OSR will consist of the following components:

- ✓ an OSR folder in Form 1A or Form 1
- ✓ report cards

- ✓ an Ontario Student Transcript, where applicable
- ✓ a documentation file, where applicable
- ✓ an office index card additional information identified as being conducive to the improvement of the instruction of the student

The OSR Folder

Principals must establish an OSR folder, Form 1A, for students enrolling in school for the first time after September 1, 1985. For students attending school who enrolled in school before that date, the OSR folder Form 1 must be adjusted to correspond to Form 1A. The folder will contain the following parts;

Biographical data: Part A

The following information will be provided:

- ✓ the student's full name and date of birth (The principal will indicate the method of verification on the folder – e.g., birth certificate, baptismal certificate, passport – and will initial and date the folder.)
- ✓ a student number assigned by the school or the school board, where applicable
- ✓ a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable

Schools attended: Part B

The following information will be provided:

- ✓ the name of each school that the student has attended
- ✓ the name of the board, the name of the Native education authority, or the name of the person who operated the private or federal school
- ✓ the date of entry and the date of the last day of attendance in each grade
- ✓ the name of a teacher contact
- ✓ Where the student is transferring to a school from an educational institution that was not required to maintain an OSR, Part B may include any information that will complete the record of schools previously attended.

Retirement from an Ontario school:

Part C of Form 1A or Parts J and K of Form 1

The following information will be provided on retirement the date of retirement

- ✓ the student's address at retirement
- ✓ the student's destination at retirement with respect to further education or employment

Names of parent(s): Part D

The following information will be provided:

- ✓ the first name of the student's parent(s) or the first name and surname of the student's parent(s) when the surname of the latter differs from that of the student
- ✓ if applicable, the date of death of the parent(s) of a student opposite the name of the deceased
- ✓ A summary of a student's special health conditions will be included when such conditions are disclosed to the principal. Entries in Part E will be dated and kept current.

The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST)

Beginning with the 1999–2000 school year, the OST will be a cumulative and continuous record of a student's successful completion of Grade 9 and 10 courses, successful and unsuccessful attempts at completing Grade 11 and 12 courses and Ontario Academic Courses, and completion of other diploma requirements. The OST is part of the OSR. When it is maintained as a hard copy, it should be filed in the OSR folder. When it is maintained electronically, a hard copy must be produced and maintained in accordance with the *Ontario Student Transcript (OST)*

The Documentation File

When a documentation file is required, it will be kept in the OSR folder. A documentation file will be established when the following information is required:

- verification of a custody order
- verification of a change of surname
- a written request to be named by repute
- the statement of decision of an Identification, Placement, and Review Committee (IPRC); the recommendation of an appeal board and the decision of the school board regarding identification and/or placement, where applicable; and a tribunal's decision regarding identification and/or placement, where applicable
- an Individual Education Plan (IEP) for a student receiving special education programs and services
- educational, psychological, and health assessments
- an Intensive Support Amount (ISA) status form
- the report of a Supervised Alternative Learning for Excused Pupils (SALEP) committee
- letters of request for a correction to, or a deletion from, the record where the request has not been granted
- other reports and/or information identified in accordance with the policies established by the school board
- a Violent Incident Form
- When a report is requested from a professional, paraprofessional, or other relevant person, that person should be advised that the report will be filed in the OSR and will be subject to the access provisions governing the OSR.

The Office Index Card

The office index card provides the school with immediate access to information about a student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school. The office index card will record the following information:

- ✓ the full name of the student, as recorded on the OSR folder
- ✓ the number assigned to the student by the school or school board, where applicable
- ✓ a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable
- ✓ the gender of the student
- ✓ the student's date of birth (year, month, day)
- ✓ the name(s) of the student's parent(s)
- ✓ if applicable, the name(s) of the individual(s) who has (have) custody of the student

- ✓ the student's current address and home telephone number, as well as an emergency number if one has been provided
- ✓ the dates (year, month, day) on which the student enrolls in the school, transfers from the school, and/or retires from school
- ✓ the name and address of the school to which the student transfers and the date on which the OSR is transferred
- ✓ the student's address on the date of transfer or retirement
- ✓ the name and address or some other means of identification of the school from which the student is transferring or retiring
- ✓ other information that is identified in accordance with the policies established by the school board
- ✓ When a student transfers to another school, or to a private, federal, or First Nation school, or retires from school, the office index card will be stored at the sending school or at a central record office provided by the board. Safe-Arrival Programs

Roles and Responsibility

Classroom Organization

Each student will have a desk with a locker. Students may bring a personal dictionary or stationery supplies to school if they wish, although these items will be provided by the school.

Students may only bring one reference or reading book to school at any one time. All items must be stored only in the student's desk and students will be responsible for personal items.

Computer software and games may not be brought to school without written permission from the Director.

For High School students, all school supplies are provided with the exception of scientific calculators that must be purchased by parents.

Student Breaks

Students in Grades 1-8 will be supervised during breaks and will eat their lunch in the lunchroom.

From Grade 9, students will be allowed to leave the school grounds. If there are any concerns or complaints, about the behaviour of specific students, those students will remain inside the school at lunchtime, at the Principal's discretion.

Food and Snacks

- ✓ Peanuts or products containing nuts of any kind are not permitted on school property.
- ✓ Only fruit and vegetables are to be brought to school by students for breaks.
- ✓ Gum, chips, chocolate/candy bars and the like are not permitted at school.
- ✓ Pop or other carbonated beverages are NOT permitted at the school

Medication

Students may not carry medication with them during the school day or on outings.

If a student must take prescribed medication during class hours:

- ✓ The medication **MUST** be in its original container with the prescription label indicating the student's name, the name of the medication and the dosage etc.;
- ✓ The medication **MUST** be given to the secretariat with a written note from the parent requesting that the medication be given.

Students Requiring First Aid

When required, school authorities will give first aid.

- ✓ Students must report accidents or injuries to supervising staff.
- ✓ **Parents are responsible for transporting their injured child to a clinic or hospital if necessary.**
- ✓ When the school cannot reach parents, guardians or family members listed on the application form, and the situation warrants an ambulance, one will be called. However, parents will be responsible for ambulance expenses.
- ✓ If the parent is absent, an adult will accompany a student from the school if he/she must be transported by ambulance.

Dress Code

- ✓ Each student must come to school dressed neatly and appropriately.
- ✓ Each student **MUST** wear their complete school uniform. The uniform comprises:
 - ◆ Heritage Academy T-shirt or sweatshirt (*provided by the school*).
 - ◆ Gym shorts, gym tops, proper gym shoes, and mouth guard.
- ✓ Each student must have appropriate outdoor shoes and indoor shoes (*two pairs*).
- ✓ Radical hairstyles (short or long), and/or hair colouring, and excessive jewellery are not acceptable. For safety reasons, only one set of either sleeper or stud earrings may be worn at school or on outings.

Arrival and Departure of Students

Students in Grades 1 to Grade 8

- ✓ The school day starts at 9:00 and ends at 3:15. Supervision is available from 7:30 to 8:15 and 4:00 to 5:30 in the afternoon. A fee of \$5 per hour will be charged if students arrive before 8:15 am and depart after 4:00 pm. There is no charge between 3:15 and 4:00 pm. On arrival, the student should proceed to the gymnasium.
- ✓ A student leaving class during school hours, for appointments etc., must be collected by his/her parent or guardian. Parents should first report to the administration office to request that their child be brought to the office.

Students in Grades 9 to 12

- ✓ Students in Grades 9-12 are allowed to leave the school premises during the lunch period but are not allowed to leave the school premises during school hours. In case of absence or sickness, parents will be contacted for all students.

Leaving the School in Case of Emergency

Emergency evacuation:

- ✓ An emergency evacuation plan has been developed and is posted in the hallway.
- ✓ Evacuation drills are done throughout the year to make students familiar with the evacuation plan.

Returning home in case of emergency:

- ✓ In case of emergency or unexpected school closing, students must know where they should go. Parents are asked to prepare their children for such a situation and to ensure that the child knows where he/she should go.
- ✓ Under the supervision of the school's administrative staff, a telephone check will be done using the established telephone chain.

Snowstorms:

- ✓ Normally the school remains open during snowstorms.
- ✓ Only the Principal has the authority to close the school in exceptional circumstances and the media are then informed.

Student Outings

- ✓ Permission notes from parents authorizing student participation in school outings and activities will be forwarded to parents prior to the outing.

Student Absences and Illness

- ✓ Parents are to advise the school, by telephone, e-mail or written note, of any absences from school. A message can be left on the school answering machine, at any time, to notify absences.
- ✓ If, for an important reason, a student must be excused from his/her physical education class, a written request must be given to the school's administration, mentioning the length of time the student should be excused from class.

Dangerous Objects and Toxic Materials

- ✓ It is strictly forbidden to bring to school any dangerous objects or objects that incite violence (penknife, water gun, pea shooter, fire crackers, lead balls, magnets etc.)
- ✓ Students are not allowed to have toxic materials (e.g. white liquid correction fluid, aerosol cans, etc) at school, at any time.
- ✓ Only products identified as non-toxic are permitted at school.

Personal Electronic Devices (PED)

- ✓ Personal Electronic Devices

Smoking

- ✓ **It is forbidden for students to smoke at school.**
- ✓ Students must not possess cigarettes, lighters or matches at school or on school outings.

Parents and Visitors/Meetings

The school's administrative staff, teachers and specialists are available for all parents from the school.

- ✓ At any given time, parents and visitors should first report to the school's office.
- ✓ If you wish to speak to your child's teacher(s) please telephone the school, leave a message or write a note in the Daily Planner and staff will return your call.
- ✓ Parents are not permitted to go directly to the classroom.

Damage to School Property

- ✓ Students are expected to assist in maintaining the condition and cleanliness of the school.
- ✓ In addition to disciplinary action, parents will be billed for any loss or damage to the school premises.

Program Delivery

The roles and responsibilities of parents and guardians, at a minimum, could be defined as involving the following:

Parents, guardians, and caregivers are responsible for communicating planned pupil absences or lateness to the school on a timely basis;

Parents, guardians, and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts;

names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence.

School Code of Behaviour

Heritage Academy provides a happy, learning environment, meeting the needs of our students at all levels of their school life. All students have the right to feel safe, be treated with respect and to be given every opportunity to work and play.

In addition to learning the usual academic subjects like language arts, mathematics, science, social studies and communications etc., our students must learn to work together in harmony and respect for their fellow students and the school staff.

To achieve this, Heritage Academy has a behaviour code based on the following values:

Our School community values:

- The individual dignity and worth of self and others.
- Happiness.
- Independence and confidence.
- Security, trust and honesty.

General aims of our Students Code of Behaviour:

- To develop cooperative attitudes.
- To encourage respect for the person and property of others.
- To develop support for students and parents.
- To develop a positive self-image.

Heritage Academy utilizes the following strategies:

- Positive reinforcement.
- Provision of structure and routine to learning and play activities.
- United and consistent approach, close collaboration with parents.
- Co-operative learning activities that promote self worth, image and success.
- Consistent and fair approach for dealing with inappropriate behaviour.
- Observe, assist and involve students in making decisions about their behaviour.
- Consequences for misbehaviour are detailed in the student's file.

Heritage Academy staff supports the code of conduct by:

- Being positive, caring and supportive when working with students.
- Being sensitive to the individual and special needs of our students.
- Setting an example in manners, behaviour and appearance.
- Providing adequate supervision and duty of care while on yard duty and school activities.
- Developing an understanding and awareness of school rules and expectations.
- Requesting support, advice and assistance when needed.
- Continually reviewing teaching and learning strategies.

Students Code of Behaviour

- ✓ Each student shall behave properly by doing the best work possible at all times.
- ✓ Each student shall pay attention to the directions of every teacher.
- ✓ Each student shall not interfere in any way with another student.
- ✓ Each student shall use proper language without profanity at all times.
- ✓ Each student shall avoid any behaviour that disrupts the learning in any class.
- ✓ Each student shall avoid damaging school property or equipment.

Students *MUST* not::

- ✓ Engage in any form of “*Bullying*”. (*Heritage Academy has a “No Bullying” policy*)
- ✓ Use a walkman in the school, without permission from the teacher.
- ✓ Chew gum at any time at school.
- ✓ Bring any food or drinks into the classrooms. (Only water is permitted)
- ✓ Deliberately damage school supplies, property, equipment, etc.
- ✓ Download any computer programs, or alter the general settings of any computer in the school.
- ✓ Smoke on school property.
- ✓ Possess any dangerous objects (e.g. penknife, water gun, fire cracker, lighter/matches, etc.)
- ✓ Bring any peanuts, or foods containing nut products to school.

Consequences:

Unfortunately in every school population there are students who will misbehave.

- **Students who misbehave will be reported to the Principal who shall assign proper corrective consequences.**

Note: *Misbehaviour may lead to the student’s expulsion from the school.*

