



2026-2027

HERITAGE HANDBOOK

Guidelines for Students and Their Families (Grades 1 to 12)

Heritage Academy of Learning Excellence
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reception@heritage-academy.com

To contact the Director:
info@heritage-academy.com

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Faculty Directory

ADMINISTRATION

Director: Cheryl Ward
Vice Principal: Morgan McKendry
Academic Advisor: Morgan MacInnis
Learning Support Coordinator: Rebecca Moore
Financial Administrator: Kate Jager
Receptionist: Andrea McCormick
Administrative Support: Maritza Laurienzo
SMT Director: Mike Lance
Operations Manager: Ilya Hansen

RESOURCE ASSISTANCE

Literacy: Rebecca Moore
Mathematics: Yaxuan Li
Designated Occasional Teacher(DOT): Kim Remus
Physical Education: Chris Masson

EDUCATIONAL ASSISTANTS

Adrian Nash
Keaton Rose
Justin Lawson
Corey Keays
Emily Collins

SMT TUTORS

Mike Lance
Emma Philebrown
Jesse Hunt
Pamela Wildraut
Devin Charlebois
Lara Wlodaryk

ELEMENTARY LEVEL EDUCATORS

Grade 1/2: Paige Blacklock
Grade 3/4: Mark Raby
Grade 5: Patti-Jane Stanley
Grade 6A: Andrew Dunne
Grade 6B: Sonia Jalalinasab
Grade 7A: George Hoytema
Grade 7B: Tanner Maw
Grade 8A: Sarah Foster
Grade 8B: Logan Kenny

SECONDARY LEVEL EDUCATORS

Alex Cox-Twardowski
Carolyn Dunn
Akshaya Venkatesh
Casey Jones
Sakina Bedawala
Samanta Rana
Lucy Ho
Maya Koyfman

Mission Statement

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 at Heritage Academy where we believe that any person can learn any subject or skill in which they are 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.

The Learning Environment

Healthy, Safe and Accepting Schools

Creating, fostering, and sustaining healthy, safe, and accepting learning environments is essential to the positive cognitive, emotional, social, and physical development of learners and contributes to their well-being and learning. Actively promoting and supporting positive student behaviour, relationships, and healthy living through a whole-school approach will foster positive school climates in which all members of the school community feel safe, comfortable, and accepted.

Daily Physical Activity

All elementary students, including students with special education needs, must have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. (This requirement is included as an expectation in the elementary health and physical education curriculum.) The goal of daily physical activity (DPA) is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. Schools are responsible for monitoring the implementation of DPA. School boards and principals should also take appropriate action to ensure that parents are kept informed of their children's participation in these activities. This applies to students in grades 7 and 8.

Anaphylaxis Policy (Sabrina's Law)

Anaphylaxis is a serious allergic reaction that can be life threatening. School boards are required to establish and maintain an anaphylaxis policy that includes the following: regular training for staff and others who are in direct contact with students on a regular basis; strategies to reduce the risk of exposure to anaphylactic causative agents; and a communication plan for sharing information with parents, students, and employees. The board's policy must also require every school principal to develop an individual plan for each student who has an anaphylactic allergy, ensure that parents and students are asked at registration to provide information about life-threatening allergies the student may have, and maintain a file for each anaphylactic student relating to current treatment and including other relevant information.

Sabrina's Law, 2005, S.O. 2005, Chapter 7 www.ontario.ca/laws/statute/05s07

Main page on the ministry website: www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html

Asthma Policy (Ryan's Law)

Asthma is a chronic inflammatory disease of the airways. When in the presence of triggers, the airways react by narrowing, which can make breathing difficult. School boards are required to establish and maintain an asthma policy, which must include, among other things, strategies to reduce risk of exposure to asthma triggers, a communication plan for the dissemination of information on asthma, regular training on recognizing asthma symptoms and managing asthma exacerbations, a requirement that every school principal develop an individual plan for each pupil who has asthma, and a requirement that every school principal maintain a file for each pupil with asthma.

Ryan's Law, 2015, S.O. 2015, Chapter 3 www.ontario.ca/laws/statute/15r03

Main page on the ministry website: www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html

Concussion Policy (Ronan's Law)

This policy on concussion is developed and maintained in accordance with Ontario Ministry of Education Policy/Program Memorandum No. 158: School Board Policies on Concussion.

Please contact the school to obtain a copy of our full Concussion Policy.

Bullying Prevention and Intervention

Ontario Ministry of Education defines bullying as repeated, aggressive behaviour intended to cause harm, fear, or distress, and that may occur in person, online, or through other forms of communication. Bullying may be physical, verbal, social, or electronic (cyberbullying), and may also be linked to discrimination, bias, or identity-based targeting.

At Heritage, we are committed to maintaining a safe, inclusive, and respectful school environment where every student feels valued and a sense of belonging. Bullying in any form will not be tolerated. The school provides prevention education, intervention, and support for students who experience bullying, witness bullying, or engage in bullying behaviour. Responses may include restorative, educational, and disciplinary approaches, depending on the circumstances.

Families and students are encouraged to report concerns promptly so that issues can be addressed early and appropriately. For more information, please refer to our full Bullying Prevention and Intervention Policy and Ontario Ministry resources.

[PPM No. 144, "Bullying Prevention and Intervention" \(November, 2021\):](#)

Environmental Education

Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:

- ◆ the Earth's physical and biological systems;
- ◆ the dependency of our social and economic systems on these natural systems;
- ◆ the scientific and human dimensions of environmental issues;
- ◆ the positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

[Ontario Ministry of Education, Shaping Our Schools, Shaping Our Future: Report of the Working Group on Environmental Education \(June 2007\), p. 6](#)

The document *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* offers school boards and schools an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system. School boards, in collaboration with their community partners, are expected to revise or develop an environmental education policy that reflects their local circumstances. This policy facilitates the implementation of programs and curriculum initiatives to deepen and broaden student learning about the environment, and will help guide school boards in their efforts to put environmentally responsible practices in place.

[Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools \(2009\) \[www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf\]\(http://www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf\) Main page on the ministry website:](#)

Equity and Inclusive Education

The Ontario education system is based on a vision of an equitable and inclusive system where all students, parents, and other members of the school community are welcomed and respected; where every student is supported and inspired to succeed in a culture of high expectations for learning; and where all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society. All school boards are required to implement and monitor an equity and inclusive education policy in accordance with the requirements set out in PPM No. 119, in the policy document *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*, and in the document *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Ontario's equity and inclusive education strategy is designed to recognize diversity and promote inclusive education in all Ontario schools. It calls for upholding human rights by identifying and addressing discriminatory biases and systemic barriers to students' learning and development, to enable all students to succeed to their highest potential and contribute to society.

School boards are required to embed the principles of equity and inclusive education in all aspects of their operations, including policy development, programming, and practices related to research, curriculum resources, instruction, and assessment. Schools are expected to provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives and to enable students and school community members to see themselves represented in the curriculum, resources, programs, and culture of the school. Students need to feel engaged in and empowered by what they are learning, supported by teachers and staff, and welcomed in their learning environment.

PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" (April 22, 2013) www.edu.gov.on.ca/extra/eng/ppm/119.pdf

Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy (2009) www.edu.gov.on.ca/eng/policyfunding/equity.pdf

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014) www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Main page on the ministry website: www.edu.gov.on.ca/eng/policyfunding/equity.html

Parent Engagement

Ontario's parent engagement policy, set out in *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*, is an essential component of Ontario's equity and inclusive education strategy. It formally recognizes and supports the vision of Ontario schools as places of partnership and inclusion, where all students, parents, and other members of the school community are welcomed and respected. The policy outlines the vision for parent involvement and sets out strategies to support parent engagement. It includes an action plan for schools, boards, and the ministry, and showcases some of the many exemplary practices that are being employed across the province. The policy also sets new directions to help ensure that all partners will have the skills, knowledge, and tools they need to build positive partnerships in support of student achievement and well-being.

Parents in Partnership: A Parent Engagement Policy for Ontario Schools (2010)
www.edu.gov.on.ca/eng/parents/involvement/PE_Policy2010.pdf

Main page on the ministry website: www.edu.gov.on.ca/eng/parents/policy.html

Indigenous Education

The Ontario First Nation, Métis, and Inuit Education Policy Framework (2007) and the Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan (2014) focus on improving student achievement and well-being among First Nation, Métis, and Inuit students; closing the achievement gap between Indigenous students and all students; and ensuring that all students in Ontario have a knowledge and appreciation of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives. The ministry and boards continue to advance the goals of the framework and of the framework implementation plan through meaningful collaboration with First Nation, Métis, and Inuit students, parents, communities, and organizations, and with Indigenous partners and key education stakeholders. School boards carry out the framework implementation plan through their own planning and through the implementation of targeted strategies and actions identified in their board action plan on First Nation, Métis, and Inuit education. The Ontario curriculum includes learning across all disciplines that school boards can build on to engage First Nation, Métis, and Inuit students and strengthen their pride in the rich heritage of Indigenous peoples and their contributions to Canadian society. These learning opportunities are designed to foster a strengthened sense of cultural identity among Indigenous students. The Ontario curriculum also provides opportunities for all students to learn about Indigenous cultures, histories, and perspectives, and to study Native languages.

Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan (2014) www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf

Ontario First Nation, Métis, and Inuit Education Policy Framework (2007) www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf

Main page on the ministry website: www.edu.gov.on.ca/eng/aboriginal/policy.html

Financial Literacy Education

The document *A Sound Investment: Financial Literacy Education in Ontario Schools* (p. 4) sets out the vision for financial literacy education: Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them. There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world. Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

A Sound Investment: Financial Literacy Education in Ontario Schools (2010)

www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf

Main page on the ministry website: www.edu.gov.on.ca/eng/surveyliteracy.html

Collaborative Professionalism

Collaborative professionalism in Ontario's education system, as articulated in PPM No. 159, is defined as "professionals – at all levels of the education system – working together, sharing knowledge, skills, and experience to improve student achievement and [the] well-being of both students and staff". The memorandum reflects the commitment, on the part of all education partners, to optimize conditions for learning, working, and leading in Ontario schools. Collaborative professionalism thrives when:

- ◆ leadership capacity is developed at all levels of the system;
- ◆ all voices, perspectives, and roles are included;
- ◆ both formal and informal leadership and learning are recognized and supported;
- ◆ leadership is shared and engages and empowers all;
- ◆ a trusting environment that promotes professional learning is fostered.

Education partners are expected to work together to identify opportunities for collaboration, and to build on promising collaborative practices across the province.

PPM No. 159, "Collaborative Professionalism" (May 31, 2016) www.edu.gov.on.ca/extra/eng/ppm/ppm159.pdf

School Procedures

Arrival and Departure of Students

- The school day starts at **9:00 a.m.** and ends at **3:30 p.m** for all students in Grades 1-8.
- The school day starts at **9:00 a.m.** and ends at **3:30 p.m** for all students in Grades 9-12.
- **Before School Care (7:30am to 8:15am):** A set monthly fee of \$130 will be charged for students that require before school supervision during this time.
- **Extended Care (4:00pm to 5:30pm):** A set monthly fee of \$240 will be charged for students that require after school supervision during this time. Students that are enrolled in the after school Jiu Jitsu Program will receive a rebate of \$60/month from the set fee.

PLEASE NOTE: *In respect to our teachers and their families, parents arriving after 5:30 pm will be charged \$1.00 per minute. The school should be notified prior to 3:15 pm if the parent/guardian will be late.*

- **Possible Tutoring Service (3:30pm-5:00pm):** A fee \$45/hr will be charged for tutoring services from 3:30 to 5:00pm. Tutoring sessions can be arranged for students that require additional support during these hours.
- On arrival, students in **Grades 1-8** should proceed up the stairs to the small gymnasium, or to the yard if the students are outside. Students in **Grades 9-12** must proceed down the stairs through the lower level door.
- Students arriving after 9:00 am must enter through the **Bayswater Avenue** entrance, and report directly to the office.
- A student leaving class during school hours, for appointments etc. must be collected by his/her parent or guardian. Parents must first report to the administration office to request that their child be brought to the office. If the student is 18 or older they are permitted to leave the building after checking out with reception without parent permission.
- Students are not permitted to leave school grounds at any time during school hours, unless accompanied by his/her parent, guardian, or caregiver, except for students in **Grades 8 (second semester)** and higher during the lunch period; In addition students in **Grades 9 to 12** can leave at the end of the school day, however students in **Grade 1-8** must have parental/guardian written permission.
- Students in grades 1 - 8 are **not** permitted to exit the school without permission from a staff member. Students that are in grades 9 - 12 are able to leave school property during their lunch period. No students are permitted to leave the school without permission during class time and are expected to stay on school property.
- If a student is to be picked up after school by any person other than the designated parent, guardian, or caregiver, arrangements must be made with the school prior to the end of the school day, by email and/or a written signed note. The individual now involved in the pickup must bring ID with them for consent confirmation purposes.

Student Outings/Field Trips

- Permission forms authorizing student participation in school outings/field trips will be forwarded via email to parents prior to every outing/trip. The proper forms must be signed and submitted by the due date listed on the form. Oral expression of permission and/or written permission not completed on the original permission form will not be accepted. Permission forms submitted the day of the outing/trip will not be accepted.
- Students not participating in a full day field trip must remain at home as there will be no educators left at the school to provide supervision and/or classes.
- Students not participating in a half-day or partial day field trip are permitted to attend school when the outing/trip group has returned from the outing/trip.

- The standing permission form is ONLY for the field trips indicated on the form. If an outing/field trip is added throughout the year a separate permission form will be sent home for students involved.

Building Access Restrictions

To the extent necessary, access to the hallway zone and classrooms must be controlled at all times:

- All parents, guardians, caregivers and visitors are to enter the school using the main doors on Bayswater Avenue between the hours of 9:00 a.m. and 3:30 p.m. They must report to the main office upon entering the school where an administrator will assist them.
- All parents, guardians, caregivers and visitors shall not enter the hallway zone at any time without administrative or educator escort.

Parent/Guardian Meetings with Administration and Educators

Parents/Guardians are strongly encouraged to take an active role in their child's education. To facilitate an open and receptive environment for parent/educator/administrator discussion, while maintaining effective control over access to the school, the following rules must be observed:

- Parents/Guardians who are seeking to meet with an educator or school administrator shall formally request to schedule an appointment, by email or by telephone. The educator and/or administrator will confirm a meeting time within 24-48 hours.

Classroom Organization

- Each student will have a locker or cubby.
- Students are supplied with basic stationary supplies. Students may supplement these supplies and in the case of damage or loss, they must replace them.
- Computer software, games, toys and additional items from home may not be brought to school without permission from the Director.

Classroom/Common Room Rules

- Only water is permitted in the classrooms. Students are required to bring in a reusable water bottle from home to use at school.
- Gum is not permitted at school, unless recommended by their doctor as a part of their required accommodations.
- Students must be in [uniform](#). Students not in uniform will be issued a new one from the school (if available). The parent/guardian will be billed for the new uniform.
- Indoor footwear must be worn at all times in classrooms
- Students must not damage school property. Students who damage school property will be billed for the damages.
- Students are not permitted in classrooms without teacher supervision
- Students must ask for permission before leaving class
- All students arriving after 9:00 am, must enter through the front door and report to the office to sign in
- Students are not permitted to tamper with the belongings of others
- Students are not permitted to use school equipment without permission
- Students must keep their lockers clean
- Students must have an agenda with them for every class

Student Breaks

- Students in Grades 1-8 will be supervised during breaks, on school property and will eat their lunch in a classroom.
- Starting in the second semester(February), **Grade 8 students** will be permitted to leave school property in preparation for high school (unless otherwise specified in writing from a parent/guardian).
- The administration reserves the right to remove the privilege of leaving the school property for all students at any time. Students can lose the privilege of leaving the school property at lunch for such reasons (but not limited to) as inappropriate behaviour in the surrounding community, reporting late following the ending of the lunch period, etc.
- Students are only permitted to travel in the vehicle of other students with signed permission from a parent/guardian.

Food and Snacks

- We are a nut free school - products containing nuts are **NOT** permitted on school property • Gum is not permitted at school unless specified as a requirement in Educational Accommodation Plan (EAP).
- Pop and other caffeinated beverages (coffee, energy drinks, Starbucks refreshers, Prime drinks, etc.) are **not** permitted at the school and will be confiscated as well as disposed of.
- Students are discouraged from ordering food to be delivered to the school before, during and/or after lunch.

Medication & First Aid

- All medication must be brought to school by the parent/guardian in the container in which it was dispensed by the prescribing physician or licensed pharmacist. The medication container must be labelled with the appropriate dosage and time. Medication must not be brought to school by the child. Parents must complete a medication dispensation form provided by the receptionist upon drop off of all medication.
- All prescribed medication must be kept in the school office in locked storage and may be distributed only by authorized personnel.
- School authorities will administer first aid as needed. 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, a school authority will accompany the student being transported by ambulance.

Student Absences and Illness

- Parents, guardians, and caregivers are responsible for communicating with the school in a timely manner either by telephone or by email to reception@heritage-academy of planned pupil absences or lateness to the school. Our students need to be here on time. When students arrive late for school they are disrupting school and classroom routines, missing out on receiving classroom instruction and important information. Arriving on time allows them the opportunity to prepare for learning (getting their materials organized, removing outdoor wear, going to lockers, etc.).
- Students who are late to school (arriving after 9:00 am) must enter via the main entrance (on Bayswater Ave.) and report directly to the main office to sign in before they are permitted to enter their classroom.
- Parents, guardians, and caregivers must provide a written note, email or phone call to the receptionists

indicating a student's tardiness as "excused" for an appointment, etc. If a student is late three times in a month the Vice-Principal will assign an afterschool mandatory study hall, depending on the circumstances. The Vice-Principal will inform the parents of the action being taken and the consequences of another late. If a student is late five or more times in the same month, the Vice-Principal may decide to convene a Discipline Committee, which will comprise of the Director, Vice-Principal, involved educators, parents and student.

- Students are expected to adjust their transportation schedule to weather conditions so that they arrive at school on time. In winter, reasonable allowance is made by our staff for inclement weather or road conditions.
- 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.
- Heritage Academy will be responsible for maintaining and managing a confidential fan-out list of 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. The fan-out list will be kept in a secure location.
- For a medical absence of four days or longer, a medical note is required.
- Students who have a high level of absences may receive an 'incomplete' for a specific course or unit of study if there is insufficient evidence of academic achievement in order to assign a letter grade and in the event that applicable medical notes were not provided.
- Students who are absent for a test, presentation, submission of an assignment or examination must provide a medical note to excuse the absence. Students who do not provide this medical note will not be permitted to reschedule their test, presentation, due date and/or examination.
- Students who have an unexcused absence from class will have 48 hours to provide information verifying that the absence is excused via medical documentation or confirmation from a parent/guardian. Students with unexcused absences may be assigned a 3:30 mandatory study hall or suspension. It is the **parents, guardians, and caregivers'** responsibility to ensure the information is provided to the school within the above stated timelines.
- Parents have an important obligation to support the school's regulations and are asked not to give permission for absences to enable a student to complete school assignments or catch up on late work. Students are held accountable for regular attendance, promptness, and handing in work on time
- If a student experiences any of the following symptoms, he/she is required to remain at home until the symptoms have not been present for **24 hours without medicinal assistance**. (i.e. Tylenol, Advil...) • fever over 38 C/100.4 F
 - intense difficulty breathing
 - vomiting
 - cough accompanied with feeling short of breath, muscle aches, fatigue, severe headache, sore throat, or lack of appetite.
- Only students 18 years or older may sign out for spare/resource periods. However, they are not permitted to sign out to miss school wide events/outings/trips during these periods.

Bill 198, known as the [Student Absenteeism and Protection Act, 2018](#), amends the Child, Youth and Family Services Act, 2017, and the Education Act. The bill focuses on protecting students who are habitually absent or late to school by identifying such cases as a potential sign that a child may be in need of protection.

- Duty to Report: School principals are required to report habitual absenteeism or chronic lateness to a children's aid society. This duty arises when a student is frequently absent or late without valid reasons.
- Protection Measures: Habitual absenteeism or lateness is considered a circumstance under which a child might be in need of protection, triggering possible interventions by child protective services.

- Support and Intervention: The legislation aims to ensure that students who face chronic absenteeism receive the necessary support and intervention to address underlying issues contributing to their absences or lateness.

This legislative change underscores the importance of regular attendance for student welfare and seeks to involve child protective services to support at-risk children and their families.

School Closings

- In case of emergency or unexpected school closing, parents are asked to prepare their children for such a situation and to ensure that the child knows where he/she should go.
- Inclement Weather & School Closure Policy: During the winter months, inclement weather may cause the disruption of regular school operations. In case of poor weather, the decision to close the school is communicated to parents by 6:30 a.m. in the following ways. It is always a parent/guardian's decision whether to send their child to school on inclement weather days when there has NOT been a full school closure. Parents/guardians who make the decision to keep their child at home are asked to contact their child's teacher(s) to receive an update on what their child is missing as regular classes will still be in effect.
 - Methods of Communication
 - Heritage Academy Website - www.heritage-academy.com
 - Heritage Academy Facebook - <https://www.facebook.com/ottawaprivateschooldyslexia/>
 - Heritage Academy Reception Email Response - If you write into the school at the: reception@heritage-academy.com email you will get an automatic response to confirm the closure.

**To make these communication methods successful, please ensure that you have appropriately set up notifications via these social media outlets, so that you receive this information as soon as it is sent out.*

- Email Notifications on Inclement Weather & School Closure Days: The Director, Vice Principal or Reception will send out the notice of school closure email by 2pm. Delays in email delivery can be caused by limitations of parents' Internet Service Provider (ISP) receiving our messages and spam protection. For this reason, the social media outlets are supplementary.
- Before & After School Programming on Inclement Weather & School Closure Days: On all inclement weather days when the school is not closed, there will be disruptions to our before & after school programming. Before school programming could be available later than the usual time of 7:30am. After school programming will always be cancelled on both inclement weather days and school closure days. All students must be picked up at regular school dismissal time of 3:30pm. Students in after-school programs such as Jiu Jitsu, will be notified by their Sensei or reception by 10:00 a.m.

Safety Measures - Weather Related Events

- Due to weather events beyond our control, such as high levels of fog or smoke, extremely high winds, extreme UV index, heat advisories, frostbite warnings, or freezing rain, there may be instances where outdoor recess or extracurricular activities need to be canceled. During these times, students are required to remain indoors for their safety. They will be supervised appropriately on a case-by-case basis to ensure their well-being.
- Students will be kept for indoor recess if temperatures are less than -27C below zero, or more than 35C above zero
- Students are required to wear a jacket if temperatures are below 10 degrees

Evacuation, Lockdown, & Shelter-In-Place Procedures

NOTIFICATION- The administration, as well as all staff members, must be notified immediately if a stranger is present on school property.

Evacuation, Lockdown, & Shelter-In-Place Procedures	
EVACUATION PROCEDURES (CODE YELLOW)	
Evacuation requires all students and staff to leave the building. Students and staff will gather in the school yard in order of their classes. See the fire emergency evacuation procedures. * Reverse evacuation occurs when students are outside and need to return to the building quickly. Students will all gather in the gym when this is in order.	
LOCKDOWN PROCEDURES – (CODE RED)	
Lockdowns are called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis within the school that would put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms. Teachers must keep all students in their classrooms. Doors are to be locked or securely shut. Staff/students are to position themselves in the corner of the classroom that is the least visible from the classroom door and exterior windows. Create a barrier between the students and the assailant. Use tables and shelving units if possible.	
SHELTER-IN-PLACE PROCEDURES - (CODE BLUE)	
Shelter-in-place is used when there is no time to evacuate or when it may be harmful to leave the building. Shelter-in-place is commonly used during hazardous material spills, severe weather, or tornados. Students and staff are held in the building and windows and doors are sealed.	

Code of Conduct & Behaviour Expectations

Code of Conduct

Heritage Academy abides by the Ontario Code of Conduct and the Safe Schools Act which sets clear provincial standards of behavior. It specifies the mandatory consequences for student actions that do not comply with these standards.

Dress Code

- **All students must wear a standard uniform shirt on top** and bottoms of their choice.
 - Sweaters are acceptable **over the standard uniform shirt**.
- Dress down days are the last school day of each month. On this day, students do not need to wear a uniform.
- Indoor shoes must be suitable for physical education so they are safe when they go to the gym.
- Costume accessories are to be reserved solely for dress down days or recess.
- No strong perfumes or body sprays. Students will be removed from class if necessary.
- Hats (including toques) and hoods are not permitted to be worn in the building.

Dress Down Days Dress Code

Students can use dress down days as a way to express themselves through their clothes. Your style is your choice, but school needs to be a place where everyone can feel comfortable.

Please remember:

- Headwear can't fully cover your face.
- Wear shoes to protect your feet.
- Cover nipples, groin and butt with material that is not see-through or transparent.
- Underwear goes under, but straps and waistbands may be visible.
- Additional health and safety exceptions may apply.
- **Cannot promote or symbolize:** Hate/discrimination, violence, nudity or pornographic images or sentiments, profanity, alcohol, tobacco, cannabis or other drugs or illegal activity

If a student is seen to not meet these expectations while on school property they will be given an item of clothing with expectation of wearing it during school hours. If a student refuses to wear the item of clothing given to them to meet these expectations then a phone call home for early pick up will occur.

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. **A minimum and automatic fee of \$60.00 for re-stocking/repairing will be applied.**
- Students must obtain permission before handling school equipment.

Dangerous Objects and Toxic Materials

- It is strictly forbidden to bring to school any dangerous objects or objects that incite violence (Air rifles, BB guns, paint ball guns, pocket knives, water guns, firecrackers, lead balls, etc.)

- Students are not allowed to have toxic materials (e.g. aerosol cans, etc) at school, at any time. Only products identified as non-toxic are permitted at school.
- Additionally, drugs, alcohol, and nicotine products are strictly prohibited. Any type of vaporizer pen seen being used on school property will be confiscated by faculty.
- If students bring dangerous objects, toxic materials, or are seen to be intoxicated on school property disciplinary action will be taken.

Personal Electronic Devices (PED)

In order to maintain the privilege of using a device for academic purposes and connecting to the school network students must agree to and abide by the terms below:

- Students in grade 4-12 must bring a personal electronic device to school with them
 - Smart phones are prohibited on school property as of September 3, 2024 and therefore cannot be used for school related activities. This policy will continue to be enforced for the 2025/2026 school year.
 - Heritage Academy will not be responsible for any physical damage, loss or theft of a personal electronic device.
- Heritage Academy reserves the right to inspect, at any time, any personal electronic device.
 - Only one device per student can be linked to the school network.
- Students who use the school network for non-academic purposes or excessive downloading will have their school network voucher removed for a specific amount of time. This time line will be outlined to the student and their parent(s).
- Under the discretion of the teacher they can be used for academic purposes and/or music during independent working time (a downloaded music list must be used at this time, students are never allowed to stream music on the network).
- **While in the classroom, the device is not to be used to photograph, record, play games, view or listen to non-academic material or have/view conversations via chat, texting or other social media (unless given special permission to do so by the director).**
- PED's may be appropriately used by students in Grades 9-12 during breaks **off of school property**
 - Illegal, destructive, harmful or inappropriate activities, including, but not limited to: computer hacking, cyber bullying, and/or accessing obscene or improper material, are strictly prohibited. These activities will result in immediate confiscation of the device and a meeting with the Director to decide on an appropriate course of action.
- ***Specifically, students must not use their PEDs to invade the personal privacy of another (record video, still photos or audio), disrupt the classroom, interfere during emergency situations or violate academic integrity.***
- Only students that have a written recommendation in their Educational Accommodation Plan (EAP) for the use of music while in an exam or tests will be permitted. Listening to music in class, while the teacher is instructing or conducting a lesson is NEVER permitted.
- Students who do not follow these procedures will receive an immediate detention.
 - **Three** PED infractions will result in a one day at home suspension.
- If a student repeatedly misuses a device, the Vice-Principal or Director may revoke their privileges to have the device at school.
- In most cases, the school is unable to discipline, investigate or monitor online bullying that occurs outside of school hours and off school property. If a faculty member is notified of behavior outside of school that affects the school climate, we will inform parents with the expectation that this will be managed at home.
 - Due to a lack of resources, diverting attention to investigate incidents that happen over the weekend or at home takes away from educational activities. Whenever possible, we encourage families to

work together to help their children resolve conflicts and foster a supportive environment for all students. In some cases, the school will be able to investigate and take necessary action if required.

Social Media Sites and On-line Conduct

The use of social media or communicated sites can be effective communication tools. Students are reminded that their online conduct should be similar to their face to face conduct and at all times should respect the school code of conduct.

Students may be disciplined, including suspension or expulsion, if their online behaviour results in a disruption to the school environment or negatively impacts our school climate. Online threats may be determined to be a criminal offence and as such, they may be reported to the police.

Acceptable Use of Technology Agreement

Digital Literacy is an integral part of inspiring and preparing learners for life in our changing world community. Heritage Academy recognizes the benefits that technology can bring to support student learning, staff development, communication and other administrative and operational activities.

The following outlines our agreement with staff and students of Heritage Academy to ensure a safe and supportive school environment as well as ensuring our network integrity.

The term school technology as used in this document refers to, but is not limited to, computer networks, stand-alone computers, handheld devices, peripheral devices, digital media and memory storage devices.

Heritage Academy supports and encourages responsible use of technology. Users who are given access to the school's technology, its electronic devices, or who use their own technology or personal electronic devices in the school's learning or work environment, whether connected to the school's or non-school networks, are required to know and abide by the following agreement in order to ensure that all technology is being used in a safe, legal, and responsible manner.

When using technology, all students are accountable for:

- Following Heritage Academy's Code of Conduct
- Always having permission before using school technology
- Treating all of the school technology with respect
- Being respectful when writing messages to anyone while using technology
- Telling a teacher right away if something is wrong with the computer
- Telling a teacher right away if something they see on the computer screen makes them uncomfortable
- Sharing the computer fairly if they are working with a partner
- Only using their own login
- Never sharing their passwords with anyone other than their teacher or parents/guardians
- The security, care and maintenance of their personal device and the school's devices
- Storing their own device when not in use
- Not downloading or using programs that are not approved for instructional use such as videos, games or music
- Understanding that their use of technology can be monitored and logged by the Heritage Academy.

- Understanding that the rules are designed to keep all students and staff safe and if they are not followed, school sanctions will be applied

Cell-Phone Ban

In our ongoing commitment to foster a positive and engaging learning environment, our school is implementing a comprehensive cell phone ban for all students from grades 1-12. This policy aims to minimize distractions, enhance social skills, and encourage students to engage more fully in school activities.

Effective Date: September 3, 2024 (**Continued enforcement for 2026/2027 school year**). **Hours of Enforcement:** 8:15 a.m. - 4:00 p.m.

Rationale

The decision to ban cell phone use during school hours is based on extensive research highlighting the detrimental effects of cell phones on students' academic performance and social interactions. Key reasons include:

- **Distraction from Learning:** Cell phones can significantly disrupt classroom activities and impede students' ability to focus on their studies. Notifications, social media, and games divert attention away from academic tasks, leading to decreased academic performance.
- **Impaired Social Skills:** Constant cell phone use can hinder face-to-face interactions among students, reducing opportunities to develop essential social skills. These skills are crucial for forming meaningful relationships and effective communication.
- **Mental Health Concerns:** Excessive screen time has been linked to increased anxiety, depression, and other mental health issues. By reducing cell phone usage, we aim to create a more supportive and mentally healthy school environment.

Students are not allowed to use cell phones on school property from 8:15 a.m. to 4:00 p.m. This includes during classes, breaks, and lunchtime. Upon arrival, students must store their cell phones in their lockers or a designated area provided by the school.

***July 2025:** Since implementing this policy, we have seen a significant increase in social interaction and student engagement. Participation in clubs, school activities, and field trips has risen dramatically, and students are more frequently seeking out resource support, study hall, and extra help sessions with their teachers. Interactions with staff and support staff have also improved, and even our more introverted students are connecting with peers - spending breaks together, going out for lunch, and engaging in meaningful conversations. Socially, emotionally, and academically, it is clearly in the students' best interest to continue with this highly effective policy (even though it may feel challenging for them at times).*

First Offense: The student's cell phone will be confiscated and returned at the end of the school day. **Second Offense:** The student's cell phone will be confiscated and returned to a parent or guardian. **Repeated Offenses:** Further disciplinary actions will be taken, which may include detention or a meeting with parents to discuss the student's adherence to the policy.

To ensure students remain engaged and maximize their school experience, we will continue offering a range of enrichment activities and clubs. These initiatives aim to enhance social skills by providing opportunities for interaction, collaboration, and friendship-building through structured activities. Heritage offers clubs and activities to cater to diverse interests, including sports, arts, science, and community service. By limiting cell phone use, we believe students will be better equipped to focus on their education and enjoy a more enriching school experience, living in the

present and benefiting from real-world experiences that will shape their future. We appreciate the cooperation of students and families in upholding this policy and look forward to a successful implementation.

Maintaining a Safe School Climate

Ensuring a safe and supportive school climate requires a collaborative effort among the school, teachers, administrators, and guardians. The school provides clear behavior expectations and implements consistent policies that promote respectful conduct and conflict resolution. Teachers play a pivotal role by modeling positive behaviors, fostering open communication, and addressing concerns promptly. Administrators support this effort through effective policy enforcement and by fostering an environment where students feel comfortable reporting issues. Guardians contribute by reinforcing these expectations at home, engaging in open dialogue with teachers, and supporting their child's emotional well-being. Together, this collaboration fosters a secure and inclusive atmosphere where students thrive academically, socially, and emotionally, fostering a holistic environment conducive to learning and personal growth.

Expected Behavior and Conduct

All students are expected to adhere to the following behavior and conduct guidelines:

- 1) Treat all individuals with respect, kindness, and empathy.
- 2) Follow all school policies, rules, and guidelines.
- 3) Engage in positive and appropriate communication.
- 4) Attend classes and activities punctually and regularly.
- 5) Refrain from any form of bullying, harassment, or discrimination.
- 6) Maintain a clean and safe learning environment.
- 7) Refrain from using inappropriate language or engaging in disrespectful behavior.

Teaching Expected School Behavior

At Heritage Academy, we recognize the importance of instilling expected school behavior in students during their formative years from grades 1 to 8. We also understand the responsibility of preparing students in grades 9 - 12 to become contributing members of their community. Alongside academic knowledge, students develop crucial social and behavioral skills that shape their future interactions and successes. Our curriculum incorporates behavioral education to foster respect, responsibility, and cooperation.

Early Grades Emphasis

In the early years (Grades 1-6), the focus lies on cultivating a foundation of expected school behaviors that foster a positive and respectful learning environment. This includes teaching students core values such as active listening, self-regulation strategies, following classroom rules, demonstrating empathy, and effective communication. By integrating these behaviors into daily routines and age-appropriate discussions, students at Heritage develop essential social skills that create a harmonious atmosphere for both individual growth and collaborative learning. Through positive reinforcement, modeled behavior, and

interactive activities, educators aim to empower students to become well-rounded individuals who contribute positively to their school community and beyond.

Middle Grades Emphasis

In the middle school years (Grades 7-8), the emphasis shifts to building upon the foundation of expected behaviors established in earlier grades, while introducing more complex interpersonal skills. Students are guided to hone their communication abilities, teamwork, and time management skills through group projects, presentations, and collaborative activities. Emphasis is placed on responsible digital citizenship, ethical decision-making, and conflict resolution. By integrating these behaviors into their academic pursuits and extracurricular engagements, Heritage students develop a well-rounded skill set that prepares them for higher levels of academic rigor and encourages responsible and considerate interactions both within the school community and the broader society.

High School Emphasis

Behavior management for senior students (Grades 9-12) shifts towards fostering personal responsibility, ethical decision-making, leadership development, effective communication, critical thinking, and real-world readiness. Through cultivating responsibility for one's actions, fostering leadership qualities, refining communication aptitude, nurturing problem-solving decision making, and connecting theoretical classroom learning to real-world scenarios, Heritage Academy equips senior students to adeptly confront challenges, engage thoughtfully and conscientiously in future academic pursuits, and seamlessly transition into professional environments.

School Supports

Cultivating a Positive Learning Environment	Teachers, administrators, and school staff nurture a positive, respectful environment by consistently teaching and modeling expected school behaviors. Clear expectations are communicated through engaging visual aids, discussions, and activities, creating a space where students contribute positively.
Structured Approach	Daily Routines Consistent routines create predictability and security. Clear expectations for transitions, activities, and interactions are communicated. Explicit Teaching Teachers model expected behaviors, providing explanations and demonstrations on following school and recess expectations. Clear Expectations Collaboratively established, age-appropriate behavior expectations communicated through visual aids, posters, discussions, and interactive activities ensure understanding.
Positive Reinforcement	Recognition & Rewards Students displaying expected behaviors receive acknowledgment and rewards such as verbal praise, Star Student, certificates, school recognition on morning announcements and small rewards. Classroom Agreements & Systems Classroom teachers and students collaborate on a community agreement at the beginning of the school year. Teachers may develop reward systems where students accumulate rewards for consistent positive behavior.
Modeling & Reinforcement	Teachers exemplify respectful communication, responsible actions, and safety-conscious habits. Positive reinforcement acknowledges consistent expected behaviors.
Skill-Building & Continuous Improvement	Interactive activities empower students to make informed choices, handle challenges, and develop vital life skills. Regular evaluations encourage reflection and improvement. Collaboration with parents reinforces character education. Opportunities will be presented to students for peer leadership, clubs and community engagement to help skill build and promote positive behaviour.

Behaviour Management &Consequences

General Behavior Rules

- 1) Treat all individuals with respect, kindness, and empathy.
- 2) Follow all school policies, rules, and guidelines.
- 3) Engage in positive and appropriate communication.
- 4) Attend classes and activities punctually and regularly.
- 5) Refrain from any form of bullying, harassment, or discrimination.
- 6) Maintain a clean and safe learning environment.
- 7) Refrain from using inappropriate language or engaging in disrespectful behavior.

Consequences:

		Potential Consequences
2.1 Minor Infractions	Minor infractions are violations of school rules that do not pose a significant threat to the well-being of others.	Verbal warning and counseling Reflection assignment Loss of privileges (e.g., recess, extracurricular activities) Parent/guardian notification
2.2 Moderate Infractions	Moderate infractions are violations that disrupt the learning environment or negatively impact others.	subsequent consequence Detention after school Community service Restorative meetings with affected parties Parent/guardian meeting
2.3 Serious Infractions	Serious infractions are violations that endanger the safety, well-being, or integrity <u>of individuals or the school</u> .	Suspension for a specified period Mandatory counseling or behavior intervention/probation program Restitution for damages caused Parent/guardian meeting and involvement

Suspensions

- Suspensions are imposed for moderate to serious infractions and require the student to be away from school for a specified period.
- Parents/guardians will be notified of the suspension and the reasons for it.
- Students who pose a risk to the safety or well-being of other students, staff, or administration may be suspended and required to be picked up immediately. Further information and instructions will be provided to the family within 24 hours.
- If a serious incident occurs parents may be required to pick up their student within 1-2 hours of notification by

the school.

- Students are expected to complete any assigned work during the suspension period.
- Repeated suspensions(3) or serious violations may result in further disciplinary actions.

Expulsions

- Expulsions are the result of severe or repeated violations of school rules and policies.
- Expelled students will be permanently removed from the school's enrollment.
- Parents/guardians will be informed of the decision and provided with reasons for the expulsion.
- The school reserves the right to involve appropriate authorities in cases of illegal activities.
- An expulsion report will be included in the student's Ontario Secondary Record (OSR).

Appeal Process

Parents/guardians have the right to appeal disciplinary actions in writing within a specified time frame. 7.2 Appeals will be reviewed by a designated school committee to ensure fair and consistent decision-making.

By adhering to these behavior rules and consequences, Heritage Academy aims to create a positive and respectful learning environment that promotes academic achievement, personal growth, and responsible citizenship.

Reporting Violations and Concerns

Students, parents, and staff are encouraged to report any violations of this policy or concerns related to behavior and conduct. The school will take appropriate actions to address such issues promptly and ensure a resolution.

Disciplinary Action

In cases of behavioral violations, appropriate disciplinary actions will be taken, considering the individual needs and circumstances of the student. The school aims to balance accountability with understanding the challenges faced by students with learning disabilities. The administration possesses the authority to make decisions regarding disciplinary actions, grounded in their responsibility to maintain a safe and conducive learning environment. These decisions are informed by a comprehensive evaluation of the situation, adherence to school policies, and consideration of the welfare and growth of both the student and the school community.

Review and Revision

This policy will be reviewed periodically to ensure its effectiveness and relevance. Adjustments will be made as needed to align with the evolving needs of the student body and the best practices in education.

By adhering to this Behavior and Conduct Policy, Heritage Academy aims to foster a supportive and inclusive learning environment where every student can thrive academically, socially, and emotionally. ‘

Resources

[Creating Safe and Accepting Schools](#), Ontario (updated May 2023)

[Safe Schools Act](#), Ontario (2000)

[Promote a Positive School Environment](#), Ontario (updated February 2022)

[Bill 13, Accepting Schools Act \(bullying\)](#), Ontario (2012)

Maintaining a Safe School Agreement

We, the undersigned, acknowledge that we have reviewed and understand the behavior expectations set forth by Heritage Academy. By signing this contract, we commit to upholding these standards and contributing to a positive and respectful learning environment for all students and staff

Heritage Academy Behavior Expectations

Student Information:

Full Name: _____

Grade: _____

Guardian Information:

Full Name: _____

Relationship to Student: _____

- Treat all individuals with respect, kindness, and empathy.
- Follow all school policies, rules, and guidelines.
- Engage in positive and appropriate communication.
- Attend classes, in uniform, and activities punctually and regularly.
- Refrain from any form of bullying, harassment, or discrimination.
- Maintain a clean and safe learning environment.
- Refrain from using inappropriate language or engaging in disrespectful behavior.

Student Commitment:

I, _____, commit to abiding by the behavior expectations outlined above. I understand that my actions impact the school community and am dedicated to contributing positively to the learning environment. I acknowledge that violations of these behavior expectations may result in consequences as outlined by the school's policies.

Parent/Guardian Commitment:

I, _____, as the parent/guardian of _____, support and reinforce the behavior expectations set by Heritage Academy. I will communicate with my child about the importance of adhering to these expectations and will collaborate with the school to address any concerns related to behaviour

Signature:

Student: _____

Date: _____

Signature:

Parent/Guardian: _____

Date: _____

*Please return this signed behavior contract to the school office by **September 2, 2026**. Your commitment to these behavior expectations is greatly appreciated and contributes to the overall well-being of our school community.*

Homework Policy

Rationale

At Heritage Academy, we believe that homework is instrumental in building lifelong learning skills. Unique to Heritage Academy is our guarantee that no new learning will ever be assigned as homework in an attempt to reduce the stress and anxiety that many students face when dealing with a learning disability. Videos and helpful links may be sent out to students to prepare them for upcoming class discussions and lessons. Heritage Academy is a Ministry Inspected school and thus follows both the Ontario Curriculum as well as Growing Success. Heritage Academy also believes that *“Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning”*.

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

There are many positive outcomes to completing homework that include but are not limited to the following:

- Promote task commitment and time management, thus building self-esteem and guiding students in taking responsibility and initiative
- Strengthen the partnership between the school and home
- Assist students in the development of self-discipline
- Realize that learning can take place in a variety of settings
- Assist students in the development and practice of problem solving
- Guide students in decision-making processes, and in learning to accept the consequences of not completing work
- Establish a rapport between parents and children
- Help parents gain a better understanding of their children's areas of strengths and difficulties
- Increase the student's academic achievement

Homework Checks

Elementary and Secondary teachers reserve the right to implement homework checks in their classrooms. Homework checks are an important tool that allows the teacher to further assist and understand the student's current areas of need. After **3 missed homework checks** students must attend a mandatory study hall to help ensure they are caught up with the current pace of the class. If they finish the homework while attending study hall, they will be provided with the opportunity to start on the next set of homework.

Homework Assessment

The Ontario Provincial Report Cards and Progress Reports provide an assessment of the learning skills and work habits demonstrated by the student. The six categories of learning skills and work habits are: Responsibility, Organization, Collaboration, Independent Work, Self-Regulation, and Initiative. Homework completion is related to each of these learning skills. When evaluating homework, teachers at Heritage Academy will be using the following expectations as a guide:

- Completes homework on time and with care
- Comes to class prepared for learning
- Puts forth consistent effort
- Follows directions and completes all homework tasks
- Shows attention to detail
- Demonstrates interest and enthusiasm in homework assignments
- Organizes materials and equipment effectively

- Begins work promptly
- Follows directions and completes tasks
- Chooses and uses materials and equipment correctly, safely, and creatively
- Utilizes time effectively
- Perseveres with complex projects that require sustained effort
- Attends to task at hand
- Demonstrates flexibility and adaptability

Types of Homework

- 1) **Practice:** Provides students with the needed review and reinforcement about materials or skills presented in a previous lesson.
- 2) **Extension:** Gives students an opportunity to expand on concepts that were taught in class.
- 3) **Creative/Enrichment:** Includes analysis, synthesis, and evaluation in which students use multiple resources to demonstrate an understanding of the curriculum in a non-standard way.

Role of Administrators/Teachers with Homework

- Give clear, explicit instructions and feedback
- Teach the necessary skills required to complete homework assignments
- Provide homework assignments which are integrated into the instructional plan for the class and appropriate for the varying abilities and circumstances of the students
- Emphasize the importance of homework to students
- Record data regarding homework completion to assist in completing the learning skills section of the Ontario Provincial Report Card
- Communicate to both the students and parents the role of homework in the evaluation of the student
- Communicate with the school administration and other teachers to coordinate test schedules, exam schedules, and project deadlines to minimize overload on students as much as possible

Role of Students with Homework

- Understand expectations and ask questions for clarification
- Complete homework tasks to the best of his/her ability
- Seek assistance from the teacher as necessary
- Submit homework assignments on time
- Arrange for the completion of homework due to absence
- Avoid excessive commitments outside of school which impede homework completion
- Use the student planner to assist in remembering and organizing tasks for optimal use of time

Role of Parents/Guardians with Homework

- Create an encouraging and supportive climate for the child in the home
- Establish a regular time and place for work to be done at home
- Help the child plan his/her time to both complete assignments and allow time for recreation
- Communicate directly with the teacher as necessary
- Avoid completing the work for the child, offer assistance and provide clarity only when/if required

Time Commitments with Homework

- The amount of time a student spends on homework depends on the student's course selections, abilities,

needs, interests, out-of-class involvements, and family priorities. There are a wide variety of programs offered at the elementary and secondary level, each with different expectations regarding homework (See **Course Specific Homework Guidelines** below for more details). These factors make it extremely difficult to set a standard guideline for maximum time to be spent on completion of homework and home study. However, it is not unusual for a student at the Secondary level (Grades 9-12) to spend 1- 2 hours per evening on homework, a student at the Intermediate level (Grades 6-8) to spend 30 minutes – 1 hour per evening on homework, and a student at the elementary level (Grades 1-6) to spend a maximum of 30 minutes per evening on homework.

- Once in Secondary school, students are responsible for ensuring that they understand all assigned work and subsequent due dates.
- All students must bring an agenda daily to school to assist them with time management and the organization of homework, tests, and assignments.

Course Specific Homework Guidelines

Homework guidelines for courses will be given to each student as part of the Course Outline and Evaluation overview provided at the start of each semester. These guidelines will be based on current Ministry curriculum and expectation standards.

Secondary Level: Late Assignments Policy (Grades 9 to 12)

This policy aims to strike a balance between providing support and accountability for students while also preparing them for the expectations of higher education and the workforce.

Grade	Guidelines
9	If unable to submit an assignment on the due date, students should negotiate other arrangements with the teacher 24 hours before the due date Students in Grade 9 are granted a grace period of 3 school days for late assignment submission without penalty. After the grace period, a deduction of 10% of the total mark per school day will be applied to late assignments, up to a maximum deduction of 30%. Late assignments submitted beyond three school days may receive a maximum grade of 70%.
10	If unable to submit an assignment on the due date, students should negotiate other arrangements with the teacher 24 hours before the due date Students in Grade 10 are granted a grace period of 2 school days for late assignment submission without penalty. After the grace period, a deduction of 10% of the total mark per school day will be applied to late assignments, up to a maximum deduction of 30%. Late assignments submitted beyond two school days may receive a maximum grade of 70%.

11	Students in Grade 11 are expected to submit assignments on time. However, a grace period of one school day may be granted under exceptional circumstances and at the discretion of the teacher. If unable to submit an assignment on the due date, students should negotiate other arrangements with the teacher 24 hours before the due date. After the grace period, a deduction of 10% of the total mark per school day will be applied to late assignments, up to a maximum deduction of 30%. Late assignments submitted beyond the grace period may receive a maximum grade of 70%.
12	Students in Grade 12 are expected to adhere to deadlines rigorously to prepare for post-secondary education and professional life. If unable to submit an assignment on the due date, students should negotiate other arrangements with the teacher 24 hours before the due date Late assignments will be accepted within the first school day following the deadline, but will receive a deduction of 10% of the total mark per school day, up to a maximum deduction of 30%. Late assignments submitted beyond the first school day following the deadline may receive a maximum grade of 70%.

Notes:

- *Exceptions to this policy may be made for extenuating circumstances such as medical issues or family emergencies, with appropriate documentation.*
- *Teachers reserve the right to modify this policy as necessary to accommodate the specific needs and circumstances of their classes.*
- *It is the responsibility of the student to communicate with the teacher regarding any challenges or issues that may impact assignment submission deadlines.*
- *If the integrity of the original assignment is compromised by the submission of late work (after the original assignment/test has been marked and handed back to students), the teacher may assign an alternate task.*

Study Hall

- If a student submits an assignment late, they are required to attend a study hall session with a teacher during their designated study period to receive support in completing the assignment and understanding the material covered.
- Teachers may also request students to attend study hall sessions, at no cost, if they suspect the student is falling behind on their

This provision aims to provide students with necessary support and resources to catch up on their work and succeed academically, while also emphasizing the importance of timely assignment submission.

Missed Assignments and Plagiarism

- If students are aware that they will be absent for a test (e.g., field trip, appointment etc), they should let the teacher know AT LEAST ONE day before the test date
- A parent should notify the teacher if a student is ill on the day of a test and alternative arrangements will be made
- A failure to submit an assignment means that the student has not provided evidence of learning. A failure to demonstrate evidence of learning could jeopardize the student's ability to earn a particular credit
- Students must only submit their own work. CUT & PASTE is NOT ALLOWED.
- Plagiarism is the **copying of** someone else's words, ideas or work without proper citation. This might be a sentence or a paragraph copied from a book, the Internet or a friend.
- 1st plagiarism - **student** must correct the assignment (ex: provide a bibliography, in-text citations etc) AND attend a after school study hall
- 2nd plagiarism - **a loss of 30% of grade**
- 3rd plagiarism – **a mark of ZERO** and a meeting with teacher and administration to discuss the importance of academic honesty and next steps

Teachers will use professional judgement when applying the late work policy, to ensure it fits with the best interest of the student(s)

Teachers will use their professional judgement when it comes to the type and severity of plagiarism in their classroom

Artificial Intelligence (AI)

We recognize that Artificial Intelligence (AI) and related tools can serve as valuable support for student learning when used appropriately. These tools can assist with summarizing information, adjusting reading levels, scaffolding steps, generating study guides, organizing tasks, and supporting executive functioning. However, there is a time and place for the use of AI in the learning process, staff will work with students to guide them in understanding when and how it is appropriate to use such tools.

Submitting work generated by AI is treated as a form of academic dishonesty, similar to plagiarism.

Submitting work generated by AI is treated as a form of academic dishonesty, similar to plagiarism. It involves misrepresenting someone (or something) else's work as your own, which undermines the learning process.

***Ultimately, student work must reflect their own thinking and understanding. School is a time to develop critical thinking, creativity, and the ability to access and engage with curriculum independently. To uphold academic integrity, teachers will have access to Drawback, a platform that provides real-time insights into student work and progress, ensuring that submitted work is authentic and free from unauthorized AI assistance.*

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 a history of school failure because of reading, writing and math difficulties. Heritage academy offers the SMT a remedial reading and writing program that will assist the student in eventually functioning 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.

Within the Ontario Curriculum Guidelines Heritage Academy also focuses on the following within the core subjects (<http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html>):

- **Language Arts:** The Language curriculum helps to develop the student's skills in written expression: moving from sentence building to the basic paragraph to essay form. With the combination of both the SMT program and the Ontario Curriculum, students focus on grammar, sentence structure, punctuation, proofreading, literature evaluation, and oral expression. Students also acquire keyboarding skills to help them develop their own written assignments using the computer.
For more information visit: <http://www.edu.gov.on.ca/eng/curriculum/elementary/language.html>
- **French:** Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world
For more information visit: <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>
- **The Arts:** The Arts curriculum, will aid students in gaining an appreciation of the great importance of the arts as sources of enjoyment and as means of communication in cultures around the world. Students will explore the arts while working on their sensory, cognitive, emotional, and motor capacities.
For more information visit: <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts.html>
- **Mathematics:** The Mathematics curriculum focuses on teaching skills in the areas of basic concepts, operations, and applications. Heritage Academy also focuses on the following seven processes: (1) problem solving, (2) reasoning and proving, (3) reflecting, (4) selecting tools and computational strategies, (5) connecting, (6) representing, and (7) communicating.
For more information visit: <http://www.edu.gov.on.ca/eng/curriculum/elementary/math.html>
- **Science & Technology:** The Science & Technology curriculum develops students ability to relate science and technology to society and the environment, to develop the skills, strategies, and habits of mind required for scientific inquiry and technological problem solving and to understand the basic concepts of science and technology. These skills are developed through curriculum content at an age-appropriate level.
For more information visit: <http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec.html>)
- **Social Studies, History & Geography:** These core 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.
For more information visit:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html>
<http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html>

- **Health & Physical Education:** The Health & Physical Education curriculum focuses on building skills within various sports as well as: equity and fair play, respect for diversity, sensitivity and respect for individual requirements and needs, and good health and well-being.
For more information visit: <http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html>).

Of Special Interest:

Students who are at risk for dyslexia can opt to participate in our 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 12

Please refer to our **Course Calendar 2026/2027** for more information about our Intermediate & Secondary Curriculum:

Grade 7 Ontario Curriculum documents can be found here:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade7.html>

Grade 8 Ontario Curriculum documents can be found here:

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade8.html>

Secondary (Grades 9-12) Ontario Curriculum documents can be found here:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>