



HERITAGE HANDBOOK

2023-2024

Guidelines for Students and their Families

Heritage Academy of Learning Excellence

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To report student absences or to contact reception:
reception@heritage-academy.com

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

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SECTION 1 - Faculty Directory

ADMINISTRATION

Director: Cheryl Ward

Vice Principal - Elementary Level: Morgan Mckendry

Vice Principal/Academic Advisor - Secondary Level: Dylan Graves

SMT Director: Michel Lance

Administrative Assistant: Kate Jager

Receptionist(s): Sierra Lodge

Records Management/Administrative Support: Rachel Lee

Operations Manager: Ilya Hansen

ELEMENTARY LEVEL EDUCATORS

Grade 3/4: Sarah Wade

Grade 4: Patti-Jane Stanley

Grade 5: Caileigh MacDonald

Grade 6: Alex Cox-Twardowski

Grade 6: Shannon Queen

Grade 7: Maya Ivey

Grade 7: Krystal Schloss-Thomson

Grade 8: Sarah Foster

Grade 8: Andrew Dunne

SECONDARY LEVEL EDUCATORS

Aaron Clark

Danny Morawski

Phillip Jones

Maryanne Lewis

Morgan MacInnis

Saron Baron

Carolyn Eagles-Dunn

Kim Remus

Maya Koyfman

Todd Annand

SMT TUTORS

Adrian Nash

Mike Lance

Melanie Masson

Rebecca Moore

Emma Philebrown

Jessica Hunt

EDUCATIONAL AND RESOURCE ASSISTANTS

Rebecca Moore

Emma Philebrown

Sarah Morrison

Yaxuan Li

Maya Koyfman

George Hoytema

Angela Nobles

Eriel Ben-Gal

Tyne McRae

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 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.

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](http://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](http://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

School boards are required to establish policies and guidelines on bullying prevention and intervention. Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a responsibility that school boards and schools share. Bullying prevention and intervention policies help schools foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Boards are required to provide programs, interventions, and other support for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. Every board must also establish a bullying prevention and intervention plan for the schools of the board, and must require that all schools implement the board's plan. When establishing their plan, boards must solicit the views of students, teachers, principals, and other staff of the board, volunteers working in the schools, parents of the students, school councils, and the local community.

PPM No. 144, "Bullying Prevention and Intervention" (December 5, 2012):

www.edu.gov.on.ca/extra/eng/ppm/144.pdf

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 Main page on the ministry website:

www.edu.gov.on.ca/eng/teachers/enviroed/education.html

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 3:15 p.m for all students in Grades 1-8.
- The school day starts at 9:00 a.m. and ends at 3:15 p.m for all students in Grades 9-12.

- **Before School Care (7:30am to 8:15am):** A set monthly fee of \$100 will be charged for students that require before school supervision during this time.
- **After School Care (4:00pm to 5:30pm):** A set monthly fee of \$220 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 (4:00pm-5:30pm):** A fee \$25/hr will be charged for tutoring services from 4:00 to 5:00pm. Please note that tutoring sessions are only offered on Tuesdays and Thursdays.
- On arrival, students in Grades 1-8 should proceed to the small gymnasium. Students in Grades 9-12 must proceed to the cafeteria.
- Students arriving after 9:00am 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.
- 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 7 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.
- No student in Grades 1 to 8 will be permitted to leave the school until his/her parent, guardian, or caregiver enters the school to pick up their child (i.e. parents, guardians, and caregivers must come into the gym to pick up their child at the end of the school day).

- No student is permitted to exit the school without permission from a staff member.
- 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 4pm the day before the outing/trip is scheduled to occur. 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 3:15 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. Other food or beverages are not permitted. Students are encouraged to bring in a reusable water bottle from home to use at school.
- Gum is not permitted at school
- 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.

- Leaning on chairs/sitting on the desks is not permitted
- 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 will require a late slip to enter class
- 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 1-6 will be supervised during breaks and will eat their lunch in a classroom.
- Students in Grade 7-12 are able to go off-property at lunch time 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 a sesame free school products containing nuts are **NOT** permitted on school property
- Only healthy snacks are permitted
- Gum, chocolate/candy bars and the like are **not** permitted at school and while be confiscated as well as disposed of.
- Pop, energy drinks or other carbonated beverages 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 medication, both prescribed and over-the-counter, 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.) report directly to the main office to sign in and collect a late slip 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 3:15 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...*)
 - a 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.

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 schools and/or cancel

buses 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/ottawaprivateschool/dyslexia/>
- 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 3:15pm.

Evacuation, Lockdown, & Shelter-In-Place Procedures

Evacuation, Lockdown, & Shelter-In-Place Procedures
EVACUATION PROCEDURES
Evacuation requires all students and staff to leave the building. See the fire emergency evacuation procedures. * Reverse evacuation occurs when students are outside and need to return to the building quickly.
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. Students and staff are held in the building and windows and doors are sealed.
<u>NOTIFICATION</u>- The administration, as well as all staff members must be notified immediately if a stranger is present on school property.

Code of Conduct

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

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; and 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 those of others.

Student Responsibilities

- Arriving at school on time and being ready to learn
- Showing respect for self and others
- Keeping the school environment safe
- Following the rules and taking responsibility for their actions

Parent/Guardian Responsibilities

- show an active interest in their child's school work and progress
- communicate regularly with the school
- make sure their child is neat, properly dressed and prepared for school
- ensure that their child attends school regularly and on time

- inform the school promptly about their child's absence or late arrival
- become familiar with the provincial code of conduct, the school's code of conduct and school rules
- encourage and help their child follow the rules of behaviour
- help school staff deal with disciplinary issues involving their child.

All School Members' Responsibilities

- respect and follow all applicable laws
- demonstrate honesty and integrity
- respect differences in people
- treat one another with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- respect the need of others to work in an environment that encourages learning and teaching
- seek help from school staff, if necessary, to resolve conflict peacefully
- not swear at a teacher or at another person in a position of authority

Dress Code

- All students must wear a standard uniform on top and bottoms of their choice.
- Dress down days are the last Friday of each month. On this day, students do not need to wear a uniform.
- Students in grades 7-12 are required to change into a different shirt and bottoms for gym.
- 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.

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 (penknife, water gun, pea shooter, firecrackers, lead balls, magnets 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.

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:

- 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).
- **PED's are to be placed in the designated location at the beginning of each class.**
- Under the discretion of the teacher they can be used for academic purposes and/or music during independent working time (a preprogrammed 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 hold or 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 before/after-school programs, breaks, or at lunch (a preprogrammed music list must be used at this time, students are never allowed to stream music on the network). Cell phones cannot be linked to the school network. Students who do not follow these procedures will receive an immediate detention.
- Illegal, destructive, harmful or inappropriate activities, including, but not limited to: computer hacking, cyber bullying (outside of school included), 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 Vice-Principal/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.

Social Media Sites and On-line Conduct

The use of social media sites such as Facebook, Blogs, Twitter, YouTube, and other similar 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 school resource officer.

Students are not permitted to digitally photograph or record audio or video of school activity without first obtaining permission from the director. The director may give permission for the digital recording of school activities and events (ie. sports games, spirit assembly, special presentation) where the participants are aware that they may be recorded.

Behavioural Support & Management System

Creating 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:

- 1.1. Treat all individuals with respect, kindness, and empathy.
- 1.2. Follow all school policies, rules, and guidelines.
- 1.3. Engage in positive and appropriate communication.
- 1.4. Attend classes and activities punctually and regularly.
- 1.5. Refrain from any form of bullying, harassment, or discrimination.
- 1.6. Maintain a clean and safe learning environment.
- 1.7. 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	<u>Daily Routines</u> Consistent routines create predictability and security. Clear expectations for transitions, activities, and interactions are communicated.

	<p><u>Explicit Teaching</u> Teachers model expected behaviors, providing explanations and demonstrations on following school and recess expectations.</p> <p><u>Clear Expectations</u> Collaboratively established, age-appropriate behavior expectations communicated through visual aids, posters, discussions, and interactive activities ensure understanding.</p>
Positive Reinforcement	<p><u>Recognition & Rewards</u> Students displaying expected behaviors receive acknowledgment and rewards such as verbal praise, Star Student, certificates, school recognition on morning announcements and small rewards.</p> <p><u>Classroom Agreements & Systems</u> 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.</p>
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.

The Fly Method

Behaviour Management Approach (Grade 7-12)

This program establishes a comprehensive framework for the school's behavior management policy, drawing inspiration from Kim Sigler, a principal in Henrico County, Virginia. The FLY method integrates progressive discipline, tiered interventions, restorative practices, and positive behavior supports. It builds upon the foundation of expected behaviors taught and provides immediate consequences for negative behavior.

The FLY method will align with the existing positive behavior framework, ensuring a seamless transition. The three categories — F, L, and Y — will build upon the principles of safety, respect, and personal responsibility taught in earlier grades. By incorporating the FLY method in Grades 7-12, the school aims to maintain a positive and disciplined learning environment. The FLY Method approach acknowledges the maturity of older students and aims to ensure a safe and respectful school environment that promotes personal responsibility among students.

The FLY method encompasses three core categories of behavior:

F	<u>First Think of Safety</u>	<p>This category addresses actions that <u>jeopardize safety</u>, encompassing behavior that poses risks to students, school property, and others.</p> <p><u>Examples:</u> Engaging in physical altercations Throwing objects recklessly Damaging safety equipment Ignoring safety guidelines</p>
L	<u>Language of Respect</u>	<p>The Language of Respect category pertains to <u>inappropriate language and behavior</u> directed at peers or staff, including the use of offensive language or gestures.</p> <p><u>Examples:</u> Use of profanity Shouting inappropriately Employing offensive language Exhibiting inappropriate gestures Disrespectful behavior towards school staff</p>
Y	<u>You are Responsible for You</u>	<p>This category emphasizes <u>personal responsibility</u>, focusing on actions that impact oneself and one's personal accountability.</p> <p><u>Examples:</u> Vandalizing school or personal property Deviating from the uniform policy Frequent lateness to classes (threshold of 3 instances per month)</p>

Enforcing the Fly Method

FLY Papers

Teachers will issue FLY Papers to students who demonstrate behaviors aligned with the F, L, or Y categories. The FLY Paper will serve as documentation for further action.

Administrators Involvement

Students receiving FLY Papers will be sent to the Vice Principal's office, where restorative practices, conferencing, or other appropriate consequences such as but not limited to detentions or suspensions will be applied, consistent with the FLY method's philosophy. Administrative access to a centralized document will facilitate data collection and communication with teachers.

On professional development days, staff members will collaborate to identify behaviors under each category and discuss potential gray areas to encourage critical thinking about infractions. During bi-monthly meetings, a portion of the agenda will be dedicated to reviewing the FLY program's progress, the frequency of infractions within each category, and addressing any gray areas.

Communication

Students, teachers, and parents will receive clear communication about the FLY method, its categories, and the associated consequences. This will ensure everyone understands the behavioral expectations and the consequences of not meeting them.

Training for Teachers

Teachers will be provided with training on implementing the FLY method effectively, including recognizing behaviors that correspond to each category and applying appropriate consequences.

Ongoing Monitoring

Regular review meetings between administrators and teachers will assess the program's effectiveness, address gray areas, and provide a platform for refining the method over time.

Behaviour Management & Consequences

1. General Behavior Rules:

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

2. Consequences:

		Potential Consequences
2.1 Minor Infractions	Minor infractions are violations of school rules that <u>do not pose a significant threat to the well-being of others.</u>	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 <u>disrupt the learning environment or negatively impact others.</u>	FLY Paper, subsequent consequence Detention after school Community service Restorative meetings with affected parties Parent/guardian meeting
2.3 Serious Infractions	Serious infractions are violations that <u>endanger the safety, well-being, or integrity of individuals or the school.</u>	FLY Paper, subsequent consequence Suspension for a specified period Mandatory counseling or behavior intervention program Restitution for damages caused Parent/guardian meeting and involvement

3. Detentions:

- 3.1 Detentions may be assigned for repeated minor infractions or as a response to inappropriate behavior.
- 3.2 Detentions will be held after school hours and will require the student's attendance.
- 3.3 Failure to attend a detention without a valid reason will result in escalated consequences.

4. FLY Paper

FLY Papers will be issued by a staff member for moderate to serious infractions. Based on the circumstances of the incident the following consequences may occur.

Suspensions:

- 4.1 Suspensions are imposed for moderate to serious infractions and require the student to be away from school for a specified period.
- 4.2 Parents/guardians will be notified of the suspension and the reasons for it.
- 4.3 If a serious incident occurs parents may be required to pick up their student within 1-2 hours of notification by the school
- 4.3 Students are expected to complete any assigned work during the suspension period.
- 4.4 Repeated suspensions(3) or serious violations may result in further disciplinary actions.

Expulsions:

- 4.5 Expulsions are the result of severe or repeated violations of school rules and policies.
- 4.6 Expelled students will be permanently removed from the school's enrollment.
- 4.7 Parents/guardians will be informed of the decision and provided with reasons for the expulsion.
- 4.8 The school reserves the right to involve appropriate authorities in cases of illegal activities.

5. Appeal Process:

- 5.1 Parents/guardians have the right to appeal disciplinary actions in writing within a specified time frame.
- 5.2 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)

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. Text-book reading is done within the class orally, as well as all homework questions are read through, explained, and expectations are laid out before students are sent home. 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”*. (Growing Success, 34 <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

- **Practice:** Provides students with the needed review and reinforcement about materials or skills presented in a previous lesson.
- **Extension:** Gives students an opportunity to expand on concepts that were taught in class.
- **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

Teach the necessary skills required to complete homework assignments

- Give clear, explicit instructions and feedback
- Provide homework assignments which are integrated into the instructional plan for the class and appropriate for the varying abilities and circumstances of the students
- Stress 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 and family events
- 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)

- o Students are required to submit all evaluations and write all tests on the assigned dates. When a student fails to do so, the following procedures will be implemented:
 - o If unable to submit an assignment on the due date, students should negotiate other arrangements with the teacher **24 hours** before the due date
 - o The teacher may allow an extension of up to **five school days**. During this time frame, the student must attend ONE mandatory work period (ex: lunch time, after school study hall).

- o If the work is still not submitted within these five days, the student must conference with the teacher to devise a plan to submit the missing/late work. After the five days have expired, students will be deducted 2 % a day.
- o If the integrity of the original assignment is compromised by the submission of late work (after original assignment/test has been marked and handed back to students), the teacher may assign an alternate task
- o 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

Missed Assessments/Evaluations

- o 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
- o A parent should notify the teacher if a student is ill on the day of a test and alternative arrangements will be made

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

Plagiarism

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 plagiarism workshop after school in study hall

2nd plagiarism - **a loss of 25% 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 their professional judgement when it comes to the type and severity of plagiarism in their classroom

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, located in the Student Handbook.
- 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 my 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.

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

- **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 (for more information: <http://www.edu.gov.on.ca/eng/curriculum/elementary/language.html>), 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.
- **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: <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>)
- **The Arts:** The Arts curriculum (for more information: <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts.html>) 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.
- **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 (for more information: <http://www.edu.gov.on.ca/eng/curriculum/elementary/math.html>): problem solving,

reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating

- **Science & Technology:** The Science & Technology curriculum (for more information: <http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec.html>) 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.
- **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: <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: <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 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>