Student Handbook
Heritage Academy
2020-2021
Heritage Academy is the ONLY SCHOOL IN THE WORLD whose mission it is to provide top tier academics AND to support students’ time away from class to excel in their passion areas!

NO OTHER TEACHERS in the world have a job description stating mandatory academic support for students who must be away from class for tournament play.

NO OTHER TEACHERS in the world deliver live and electronic lessons to ensure your engagement and achievement, and who help you reach your goals in and out of class.
Honor Code

At Heritage Academy, I will become the best I can become in school and in my passion area, but most of all as an individual. I understand that many actions including but not limited to cheating, plagiarism, destructive criticism, and vandalism cause harm to others and to myself. At all times, I am bound by my honor to help people, including myself, while attending this school and in life. I pledge to act honorably and responsibly toward others and myself while practicing honesty, respect, patience, and persistence. It is my goal to rise above the temptation to do less than my best in any situation and to accept responsibility for my actions.

We make your academic dreams come true!
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Welcome to YOUR school -- Heritage Academy

With only a handful of students to start, the world’s finest international schools have opened their doors to endure so that all who follow in the footsteps of that first class can also find a school to call “home,” a school where dreams come true and success awaits. All students should have their stories remembered and celebrated, stories of who they were and what they achieved. That is the case with Heritage Academy, which opened as a courtside school for Van der Meer Tennis Academy with 17 international students who were introduced to a unique, balanced US school model that allowed time to excel in academics as well as their passion areas.

Twenty-seven years later, Heritage has grown and still offers a student-centered culture where students from around the world strive for excellence in their pursuits and engage in relevant college-prep studies and prepare for life’s possibilities. Each year the school has valued every student whose personal story added to the rich fabric of our history. Today, students still inspire teachers and vice-versa to guide us all toward rewarding, rigorous learning; respect for self and others; balanced life and training; trust; and personal perseverance.

The best of all worlds, Heritage offers students a personalized, supportive academic program in concert with co-curricular athletic or artistic passion training. The diverse student body is greatly talented in their passions as well in academics. Dedicated, experienced teachers incorporate learning experiences that speak to the many gifts and learning styles of their students.

Heritage students are passionate, inquisitive learners and doers. The school is oriented toward scholarship and comprehensive college and life preparation. Teachers give the highest priority to academics and to meeting learning styles through small, multi-age classrooms and personalized instruction. Students are challenged by taking Honors Challenges and Honors courses or by enrolling in Advanced Placement courses. AP courses in Computer Science, English Literature and Composition, Psychology, US History, US Government, Statistics, Calculus AB, and Chemistry are the most popular AP courses taught.

Heritage Academy is proud to be recognized for meeting rigorous standards of excellence in education by both the South Carolina Independent Schools Association (SCISA) and the Southern Association of Schools and Colleges Schools Council on Accreditation and School Improvement (COGNIA SACS CASI). It is also a member of National Association of International Schools (NAIS) and the European Council of International Schools (ECIS).
HERITAGE ACADEMY MISSION STATEMENT

To have a transformational impact on the lives of students pursuing professional training in extra-curricular interests through providing a balanced and personalized college prep education in supportive learning environments.

AT HERITAGE, WE HAPPEN TO BE...

- Local, US, and international students in a 7th-12th grade school community
- Scholar-athletes and artists who train in academics, athletics, and arts to earn a spot on an NCAA team or arts program
- Students aspiring to attend the schools of our choice: Ivy League or State U or following post-grad dreams of other means
- Or... Students aiming to complete high school graduation requirements in three years via our Academics Only accelerated academics program

AT HERITAGE, WE ARE INVOLVED IN...

- College preparatory courses, Advanced Placement courses, and individualized online or synchronous learning courses
- Fast track to complete high school graduation requirements in three years if academics is your passion
- Standardized testing via ACT Aspire, PSAT, SAT, ACT, AP
- The full array of college admissions and tertiary school assistance and academic support services
- Living lives where we grow to demonstrate true community through
- Academic excellence, top athletic or arts achievement, and strong character
Dear Students and Parents:

Heritage Academy asks that all parents and students read this handbook closely and to uphold the school’s policies, expectations, and rules. We believe that by enrolling your child in the Academy and signing that you have read this information handbook, you are supporting the culture, philosophy, and school mission and its rules and that you will partner with the leadership and teachers to ensure a positive learning experience for all students. Thank you in advance for your support.

LEARNING SKILLS @ Heritage Academy

Your teachers want you to think about how you learn and learn about how you think, creatively and critically. How do you make meaning of what you learn? How do you know what you know? You and your classmates will realize that a goal of every lesson, unit, or course is to LEARN about that subject matter in new ways.

Your teachers share in the school goal of all students learning to create and problem solve in a low-risk, supportive environment. They want you to have flexibility in your thinking, have honed questioning skills; learn to listen to others’ viewpoints and to think about those; apply past knowledge to new learning and problems; develop precision of language to be specific and accurate in your responses; practice insight; and, finally, to let curiosity take you to new ideas and thoughts about how to LEARN about something.

Have fun this year exercising your brain... it's your greatest treasure.
BE RESPONSIBLE!
Your future depends on it.

- To realize your dreams and goals in life, you must be responsible to yourself and others always!

- *Accept responsibility for* all it takes to be a success in school and in your passion area!

- Only you can succeed for yourself, but everyone in the school supports you in your efforts!

- *Be responsible for the power* of your words and actions! Know the consequences of each and make responsible decisions to benefit you and others.

- *Be responsible* to your teachers and classmates to ensure everyone learns in an optimal environment.

- *Believe* you will earn the rewards you seek as you do your best to achieve your future goals.
HERITAGE ACADEMY PHILOSOPHY

We believe our small caring community of diverse and trained teachers, working closely with their students, creates the ideal learning environment. Young people have curious minds, vast energy, innate talent and incredible spirits, all waiting to be awakened and nurtured. We respect research suggesting a student’s analytical thinking skills, creative style, and civic responsibility can only reach full potential if opportunities for active, hands-on learning experiences take place daily. Whether in the classroom or out pursuing extracurricular passions, Heritage students are actively engaged in learning-- as accomplished scholars, artists, and athletes.

Our collective and individual successes evolve from shared responsibility to give our best each day.

Our goal is to graduate a life champion -- one who demonstrates academic excellence, top athletic or performing arts achievement, and strong character.
1. **The Heritage Academy community** is responsible for providing an environment that is emotionally and physically safe, supportive, respectful, and nurturing to students, faculty, and staff.

2. **The Heritage Academy community** is responsible for embracing and celebrating the diversity of our international student body.

3. **The Heritage Academy community** is responsible for providing an environment that promotes students’ talents and accomplishments and is sensitive to the demands of student’s outside training program.

4. **The Heritage Academy community** is responsible for providing an environment that models integrity, curiosity, problem solving, learning for learning’s sake, and discovery and that enables students to become self-directed and productive world citizens.

5. **The Heritage Academy community** is responsible for establishing high benchmarks and expectations for academic achievement and personal accountability.

6. **The Heritage Academy community** values high moral character and respects the school rules and individual rights of opinion and belief.

7. **The Heritage Academy community** supports instructional practices that incorporate varied teaching strategies and integrated technology designed to accommodate differences in learning styles, multiple intelligences, and abilities.

8. **The Heritage Academy community** endorses teacher participation in professional development opportunities provided by the school and outside opportunities.

9. **The Heritage Academy community** supports activities for all students that promote community service, school spirit, and pride.
At Heritage, learning is our top priority. Learning impacts us, transforms us as students and teachers. It is the path to becoming our best selves and better human beings. Learning transforms us by challenging prior ways of thinking, and by growing our knowledge base, skill sets and understanding of one another. Our mission statements drive us to accomplish, to achieve, to do, to be as we continually seek academic and personal excellence.

Heritage Academy courses incorporate essential 21st century skills while reinforcing skills learned previously. At all grade levels skills are introduced, reinforced, or mastered.

Foundational courses of lower grades are supported with opportunities for advanced coursework at upper grade levels.

COMMON TO ALL SUBJECTS ARE THE FOLLOWING LEARNER OUTCOMES:

- reading comprehension
- written and oral discourse and fluency
- numerical literacy
- listening, inductive and deductive reasoning
- supporting ideas with evidence
- oral presentation
- group discussion and collaboration
- note-taking
- examination and research
- creative problem solving
- scientific inquiry and problem-solving
- independent study
- ethics
- demonstration of effective technology and computer skills
- and self-reliance, understanding of others’ views, time management, and personal organization
LEARNING SKILLS:

▪ Students make a commitment to creating quality work, striving for excellence, and demonstrating a passion for learning.
▪ Students use a variety of learning strategies, personal skills, effective study skills, and time management skills to enhance learning.
▪ Students reflect on and evaluate their learning for the purpose of improvement.

EXPANDING AND INTEGRATING KNOWLEDGE:

▪ Students connect knowledge and experiences from different subject areas.
▪ Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.
▪ Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.

COMMUNICATION SKILLS:

▪ Students effectively express themselves in writing and speaking in all curriculum areas.

THINKING AND REASONING SKILLS:

▪ Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences and justify conclusions appropriate to the context and audience.
▪ Students seek opportunities for discovery about other cultures, beliefs, ideas, customs, and to enhance flexibility and tolerance in a multi-cultural setting.
▪ Students utilize, evaluate and refine the use of multiple strategies and technology to solve a variety of types of problems and to learn how to arrive at evidence-based answers and positions.
Teachers will work together to provide a challenging, meaningful program of courses taught in a style to motivate students to think creatively, reason critically, communicate effectively, and learn continuously in and out of school.

Our dedicated teachers...

- Believe all students can learn and expect them to succeed.
- Use a variety of grouping patterns and assessment tools.
- Diagnose academic needs and use teaching strategies that meet our individual students’ needs, styles, and abilities.
- Display evidence of superior preparation for classroom instruction.
- Plan and implement strategies to encourage student self-discipline.
- Continually monitor student work, give feedback, and adjust.
- Motivate students to achieve beyond their previous performance levels.
- Set high expectations appropriate for each class’s make up.
- Model multi-cultural awareness, appreciation, and understanding.
- Recognize the need for appropriate classroom humor.
- Demonstrate love of children and celebrate their successes.
- Promote good rapport within the entire school community.
- Establish long-range improvement goals and meet them.
- Stay knowledgeable in subject matter, methodology, and technology.
DAILY BELL SCHEDULE

(Students’ ID key cards are activated –8:25 a.m.-2:00 p.m.)

Block 1  8:30-9:30 AM
Block 2  9:36-11:06 AM
Block 3  11:12-12:34 PM

26-minute lunch

Block 4 Elab  1:01 – 2:01 PM

Occasionally, weather may dictate that the school start or end at another time. All parents, partners, and students will be informed of these changes.
# 2020-2021 Academic Calendar

August 12-14—In-service (all teachers)

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<td><strong>December 18</strong></td>
<td>Semester I Ends / Quarter 2 Ends (86 days)</td>
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<td>Winter Break—Classes resume Mon., Jan. 11</td>
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ADMNISTRATORS ARE HERE TO GUIDE YOU

HERITAGE ACADEMY ADMINISTRATION:

Gloria Shoemaker
Head of School/Dir. of Operations
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Betsey Castellano
Dir. of Student Services/ Counselor/
Powerschool/ College Placement/
Naviance/ FLVS Administrator
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Tina Sprouse
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Amanda Williams
Admin /Student Data and Health/
Remote SE & FLVS Student
Oversight/ Social Media/ Virtual
Experience Dir.
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Stephen Powell
Powerschool SIS and LMS
Administrator/ Synchronous
Education HA Oversight
INSTRUCTORS ARE HERE TO TEACH YOU!

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Ted Zawacki (Soc. St.)  Ted.Zawacki@heritagehhi.com
Heritage Academy exemplifies any secondary school in its general regulations and operations, but there are unique features and rules of the school with which all students and parents should acquaint themselves.

**HERITAGE ACADEMY IS YOUR SCHOOL.**
USE THIS HANDBOOK AS YOUR GUIDE TO SUCCESS!

**Your handbook is divided into sections and addendums**

1. All About Academics
2. Academic Support and College Admissions
3. Advocacy & Safety
4. Student Attendance, Behavioral Expectations, and School Rules
5. Miscellaneous Policies

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**ALL ABOUT YOUR ACADEMICS**

**ACADEMIC CURRICULUM**
Heritage Academy programs emphasize development of critical thinking, application of knowledge and skills to situations, creative reasoning, problem-solving, and research techniques.

The Academy provides students with a supportive learning environment within a positive, transformational school ethos meant for students to develop exceptional, life-long skills and balance passion training. The staff prepares for specific student needs, interests, and goals from a wide range of cultural and educational backgrounds. Teachers strive to see students achieve academic progress and maintain a healthy “whole-life” balance.

High school students take a challenging curriculum of 20 academic credits in English, mathematics, science, social studies, art, and foreign language. One additional PE credit is required to total 21 credits to graduate. Heritage offers Honors Challenges and Advanced Placement courses along with elective courses in core academic areas.

Heritage Academy’s educational program is for students seeking a college preparatory school diploma. The curriculum, level of instruction, and number of credits required to graduate qualify our students to meet Southern Association of Colleges and Schools Council (SACS) standards,
South Carolina Independent Schools Association guidelines (SCISA), European Council of International Schools (ECIS) and National Association of Independent Schools (NAIS) standards, and the National Collegiate Athletic Association (NCAA) Div. I standards, in addition to all levels of university admission criteria and Heritage Academy’s rigorous academic expectations. Varied levels of instruction and materials are used to personalize instruction (i.e. Advanced Placement (AP), Honors, College Preparatory, and Developmental Reading and Writing).

**ACADEMIC EXPECTATIONS TO STAY ON TRACK WITH COURSEWORK**

Students are expected to keep up with all coursework when on campus and when working on coursework via the synchronous education platform, virtual learning platform, or enrolled in a Florida Virtual School online course. Practicing smart time management is essential to avoid falling behind in semester classes. **Students falling behind in coursework due to illness, time away from class for competition or approved absence are monitored and will be required to make up missed work and to catch up to the rest of the class.** This applies to students receiving in-seat, online, and synchronous instruction. Logistics for make-up time at school must be coordinated between the teacher and ASC teacher.

**Students can submit work to their teachers electronically in such formats as PowerSchool, Kami, Google Classroom, and more. Students can submit work 24/7 to ensure they meet deadlines.**

The school’s does not want to see any student fall behind and do not want to see absences become a detriment to success in the course. The pace of a course taught in 18-weeks is fast, but teachers are willing to assist students in managing those 18-weeks to his or her best ability.

**ACADEMIC HONESTY POLICY**

Students must learn the importance of academic honesty. Teachers, parents, and house parents are asked to educate students of the consequences of academic dishonesty at school.

**WHAT IS ACADEMIC DISHONESTY?**

A. **PLAGIARISM:** Plagiarism occurs when an individual uses another person's ideas, expressions or writing as if they were his/her own.
   - Copying verbatim: This is the most common form and happens when an individual copies words or ideas directly from another source (e.g. book, article, Internet, lab report, friend) without giving credit to the author.
   - Paraphrasing means an individual borrows written ideas from a source and rewrites them in his/her own words but does not give author credit.
   - Use of an idea – This means an individual adapts an idea from another source without giving proper credit. *(When asked to write an original piece, such as a short story, the student borrows an idea from a TV program, video, article, or classmate.)*

B. **SHARING IDEAS DURING TEST SITUATIONS:** *(Sharing answers on a take home exam, asking/telling other students what is on a test/quiz.)*

C. **COVERING UP FOR ANOTHER STUDENT WHO COMMITS ACADEMIC DISHONESTY**

D. **CHEATING ON TESTS AND QUIZZES:** *(Bringing answers into the test room via paper, electronic, or other means, copying from another student, or using unauthorized notes or technology.)*
WHAT HAPPENS WHEN A STUDENT IS INVOLVED IN ACADEMIC DISHONESTY?

Teachers and administrators expect all students to do their own work on homework, in-class assignments, projects, informal assessments, and tests and not to submit as their own work ideas from a resource book, another student, or any other print or electronic source.

**First Offense:** Student receives a 0% on the assignment/test and up to five demerits. The teacher and the student will meet with the Head or Asst. Head of School and will report the incident to parents and houseparent/residential instructor.

**Second Offense:** Student receives a 0% on the assignment/test and five demerits. A conference will be called between the student, parents/residential instructor, teacher, counselor, and the Head or Asst. Head of School. The student may receive out-of-school suspension.

**Third Offense:** Student will earn a 0% on the assignment/test, five demerits, and be placed on academic probation. A conference will be called between the student, parents/residential instructor, teacher, counselor, and the Head or Asst. Head of School. Other consequences may result in suspension time away from school.

*All cases of academic dishonesty will be reported to the administration and parents, and all cases will be noted in the student’s permanent file.*

ACADEMIC HONOR PLEDGE

Students are asked to sign an honor pledge on tests, quizzes, projects, presentations, homework, and class assignments. They may write the pledge or write “OMH” (“on my honor”) next to their name on work affirming they are demonstrating their integrity to their teacher and classmates.

ACADEMIC SUPPORT CENTER (ASC)

The Academic Support Center (ASC) provides additional support to students who must travel for tournament competition by providing a secure environment for make-up testing. The ASC teacher can proctor make-up tests for students who have approval and coordination of their instructors. Students must sign up directly with the ASC specialist.

Another priority of the ASC is to ensure learning needs are met with success and a sense of competence for students engaged in the challenging Heritage Academy curricula. If demonstrated need or diagnosed accommodations are on file, students will receive help in
reviewing for tests and quizzes, organizational planning, study techniques, note taking, and the
writing and editing of student papers and assessments.

ADVANCED PLACEMENT EXAMS IN MAY
Students in AP classes must sit for the AP exams in May if they want to be awarded the 1.0 AP increase
in course grade weight. It is the aim of all AP courses for students to sit for the AP exam. If the
student chooses not to sit the exam, Honors, rather than AP credit, will be awarded to students.
If a student fails to take the May AP Exam, college admissions offices will be informed. If a
student in the AP class does not sit for the May exam, he or she must take a final exam in the
course worth 20% of final grade. Students in AP classes who sit for the AP exam are exempt from
the final exam in the AP course.

Students taking an AP exam are required only to be at school for the AP exam on the days of
those exams. They will attend no other classes on those days.

BEFORE- and AFTER-SCHOOL TEACHER ASSISTANCE
Students must make arrangements 24 hours in advance with their teachers and house parents to
come early or to remain after school for extra help or to make up exams. No make-up tests may
be taken during the student’s regular school hours. They must be taken before or after school
so as not to miss course instruction.

BLOCK SCHEDULING
Classroom environments at Heritage are interactive and student-centered. Heritage delivers
instruction on a 3x3 block schedule. The academic year is divided into Fall and Spring semesters.
Classes are taught M-F. High school students take three courses per semester, allowing them to
earn six credits per year. Some students may follow a personalized schedule to accommodate
their training. Students earn one credit for each course they pass.

High school courses are open to middle school students if pre-requisites are met.
Students at any grade level who qualify through testing and with teacher recommendation may
be placed in high school classes.

Middle school students, if not taking high school courses, follow a 3 x 3 block schedule in
language arts, science, social studies, and math throughout the year.

CREDIT TRANSFER FROM MIDDLE SCHOOL
Heritage Academy accepts credits from a student’s middle school years for high school math, lab
science, English, and foreign language courses if taken with high school students. We believe that
certain courses accepted from middle school will allow a student to accelerate their progress in a
subject area during their four years in high school. Heritage offers the opportunity to earn credits
and high school GPA points. Credits may be earned in middle school, but to meet Heritage
Academy high school graduation requirements, students must satisfactorily complete four
courses in English, three courses in mathematics, and three courses in science in grades 9-12.
DROP/ADD WINDOW AND WITHDRAWING FROM COURSES
Students may withdraw from a course without any notation on their transcript through the last day of Drop/Add each semester, generally the 5th day of the course. After the Drop/Add date has passed, a student may withdraw from a course up until the last week of class, and the transcript will denote a “W” for withdrawal from course. Before a withdrawal can be approved by the school, the student’s parent must complete and sign the official Heritage Academy Withdrawal Form available from the Director of Student Services.

ENGLISH DEVELOPMENTAL READING AND WRITING
Heritage Academy’s progressive language program provides support instruction to non-native speakers in grades 7-12 to advance them to a level of academic language and expression--and TOEFL proficiency--so that they can function independently in college preparatory classrooms.

FINAL EXAMS POLICY
The purpose of final exams is to assess students’ mastery of content and skill over the duration of the course. Sufficient time for exam preparation is given in each class.

- High school final exams count for 20% of the course grade. Middle School assessments count for 10%.
- Middle School students enrolled in high school courses sit for the high school exam.
- A study guide will be distributed a week before the exam for study purposes.
- **Exams may not be taken early. All final exams will be taken on the assigned day.**
- Grade 12 with a 93% in a class, as calculated by Powerschool the Friday before the exam window do not have to sit for the final exam.
- Students who are exempted from final exams do not need to attend the Review Day prior to the first day of final exams.
- All other high school students take final exams in December and May.
- AP students who sit for the May AP exam do not sit for the final exam.
- Students taking four courses have a test schedule showing no more than two tests/day.
- Students with learning accommodations might be scheduled for one exam/day.
- Missing coursework prior to the exam will not be accepted after Dec. 15.
- No exemptions will be given for the request not to sit for final exams.

Any student who is not approved by the Head of School and who does not sit for final exams will receive a 0% on exams missed.

Students may not have any personal electronic device on their possession during the exams unless the teacher requires that they use it to complete the exam.

FALL SEMESTER FINAL EXAMS
- Students approved to leave before final exams due to participation in passion area competition by the Head of School and who will return for second semester will take the missed exams during the week they return from holiday.
- Students approved by the Head of School to leave before final exams and who are not returning for second semester will have exams sent via e-mail to their Heritage-approved professional testing site. Parents must make arrangements with the school and provide Heritage the name, email address, phone and fax number of the school and the email...
address of the contact person. If an approved site is not provided, the exams will not be sent, and the student will receive a 0% for exams missed.

**SPRING SEMESTER FINAL EXAMS**
- Students approved by the Head of School to leave before final exams will have their exams sent the week of final exams via email to the student’s approved professional testing site. Students may also return to campus to take late exams the week after graduation. Parents must provide Heritage Academy the name, email address, phone and fax number of the school and the email address of the school contact person. If an approved site is not provided, the exams will not be sent, and the student will receive a 0% for each missed exam.
- December and May grads are eligible for exemption from final exams with a 93% grade.
- Students in AP classes take course final exams if they do not sit for the AP exam in May.

**GRADE POINT AVERAGE (GPA)**
The GPA is the sum of credit points from grades 9-12 core courses divided by the number of core classes. Students who fall below a cumulative GPA of 2.0 will be referred for academic assistance. A conference will be arranged with the student, parents/residential instructors, teacher(s), and counselor to develop a remediation plan. Honors courses receive an extra value of 0.5 point and advanced/AP courses receive an extra value of 1.0 point when computing the GPA.

**GRADE WEIGHTS**
Assessment weights are standardized for all classes, including Honors and AP classes. Teachers provide numerous formal and informal assessments of student progress during the course and identify the primary formal assessments that will culminate in the student’s grade. Individual content area/course assignments and assessments will be distributed across the following categories at teacher discretion. All Heritage Academy course grades are based on the following distribution of relative significance for course assessments.

<table>
<thead>
<tr>
<th>GRADE WEIGHTING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests:</td>
</tr>
<tr>
<td>Quizzes/projects:</td>
</tr>
<tr>
<td>Class work/homework:</td>
</tr>
</tbody>
</table>
**Grading Scale**

All Heritage Academy teachers follow this grading scale

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
<th>College Prep</th>
<th>Honors</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
<td>4.3</td>
<td>4.8</td>
<td>5.3</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
<td>3.2</td>
<td>3.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
<td>2.8</td>
<td>3.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
<td>2.2</td>
<td>2.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
<td>1.8</td>
<td>2.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
<td>1.2</td>
<td>1.7</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grades, Progress Reports/ Report Card Distribution**

Grades can be accessed daily at [www.heritagehhi.powerschool.com](http://www.heritagehhi.powerschool.com). Formal grade reports are distributed eight times per year via four mid-term progress reports and four report cards.

- **Quarter Progress Reports** can be accessed via Powerschool in Sept., Nov., Feb. and Apr.
- **Quarter Grades** can be accessed via Powerschool Oct., Dec., Mar., and May.

**Graduation Commencement Ceremony**

Heritage Academy’s graduation ceremony is open to seniors who meet the school graduation requirements with the required GPA to attain a diploma and who are in good disciplinary standing at the time of graduation.

Heritage Academy recognizes seniors who complete their graduation requirements in December and who do not return for second semester. There is not a separate formal ceremony, but December graduates may join their fellow grads at the May graduation ceremony.

The two top scholastically-ranked students are named valedictorian and salutatorian and invited to speak at the ceremony if they remain in good standing. Top scholars are determined by GPA, the level of rigor of the four years of college preparatory coursework, and by using weighted grades after the Quarter 4 progress report. **Students must be enrolled at Heritage Academy for a minimum of two (2) consecutive semesters to be considered for valedictorian or salutatorian.**
**GRADUATION REQUIREMENTS**

Students graduating from Heritage Academy on the **college preparatory track** will have earned a minimum of 21 credits with a cumulative GPA of at least 2.0 in the following subject areas: English, mathematics, science, social sciences, foreign language, art. Four years (eight semesters) of high school attendance meets this requirement in most instances.

**General diploma candidates** will have earned a minimum of 21 credits with a cumulative GPA of at least a 1.75 and with the foreign language requirement waived. Credit is earned over 18 weeks of ongoing demonstration of content mastery.

Dual enrollment credits earned from Technical College of the Lowcountry or the University of South Carolina-Beaufort during the high school years are accepted by the school if the student attended Heritage Academy the previous year.

A student will not receive a high school diploma from Heritage Academy with a grade point average (GPA) below a 1.745.

Course credit is earned by taking the full course of study. No credit is awarded to students who show they have mastered a course through a single external exam score. The school does not guarantee a graduation date upon admission based on age or years of high school attendance. Graduation dates are set after a professional third-party review of transcripts to determine the number of credits earned and needed. A student must graduate from Heritage Academy, before he or she reaches the age of 20.

### College Preparatory Diploma

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS</td>
<td>3 (includes Algebra 1, Algebra 2 + 2 others)</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>4 (includes four literature courses)</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3 (includes US History and Government/Econ)</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3 (includes two lab sciences; one must be chemistry)</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>3 (includes two credits in same language)</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>1</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>1 (athletic passion or dance)</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>3 (from core academic areas)</td>
</tr>
</tbody>
</table>

### General Studies Diploma

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS</td>
<td>3 (includes Algebra 1 and Geometry + one higher)</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>4 (includes three literature and one elective)</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3 (includes US History and Government/Econ)</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3 (includes two lab sciences: phys. sci, biology, chemistry)</td>
</tr>
<tr>
<td>FINE ARTS</td>
<td>1</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>1 (athletic passion or dance)</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>6 (from core academic areas)</td>
</tr>
</tbody>
</table>
Grade 9-12 students enrolling with less than a 2.0 GPA must maintain at least a 1.75 GPA in each course. If not able to do this, students must work with the Academic Support Center teacher to ensure success in each class. Students earning a GPA of 1.75 to 1.99 will receive the General Studies Diploma. Students earning below a 1.745 will not receive a diploma of high school graduation from Heritage Academy.

**HOMEWORK**

Every day, check homework with your username and login at www.heritagehhi.powerschool.com

Homework is an integral part of our students’ educational development. They need independent practice of skills and concepts introduced in class. Learning is enhanced and lessons more completely understood via additional practice, investigation, time management, independent thinking, acquisition of self-discipline, and problem solving. In some classes, homework is used for “flipped classroom instruction”. To be most effective, it is the student’s responsibility to complete his or her homework.

Success depends on daily preparation and clear communication between student and teacher.

**Student responsibilities:**
- Ask questions in class about the assignment if they do not clearly understand it.
- Check PowerSchool daily to review homework assignments for each class.
- Complete assignments carefully, accurately, and neatly, even from the road while competing.
- Submit original work at all times—never copied from another person or source.
- Adhere to the school coursework make-up policy—see “Attendance Rules”.
- Establish effective study habits.
- Set aside 30-45 minutes of uninterrupted homework time for each class.
- Understand that homework completed on a regular basis will enhance learning.
- Notify teachers, have parents notify Head of School regarding all planned absences or if you are struggling with the homework.

**Teacher responsibilities:**
- Post homework on your class pages on the PowerSchool website.
- Instill in students a sense of responsibility, self-discipline, and self-improvement.
- Offer varied ways for students to reinforce basic skills through practice.
- Assign work to promote the development of independent study skills.
- Communicate homework assignments to students clearly in print and orally.
- Assign approximately 30 minutes of homework every night per course. AP courses may require up to 60 minutes.
- Monitor and review all assigned homework daily.
- Meet outside of class with students for assistance in meeting course objectives.
• Post the dates when students will miss class for pre-planned absence.
• Communicate daily with students who are missing class.
• Follow up with students who have missed to assess understanding, skill mastery, and if “catch up” teaching or work needs to be scheduled.
• Adhere to the school’s coursework make-up policy.

HONOR ROLL
A student must be enrolled as a full-time student to be eligible for Honor Roll. Any online course must be half-way or completed for it to be factored into the honor roll.

Honor Roll Criteria:

<table>
<thead>
<tr>
<th>Honor Roll</th>
<th>Grades</th>
<th>Minimum Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished Honor Roll:</td>
<td>All A's</td>
<td>90 and above</td>
</tr>
<tr>
<td>Honor Roll:</td>
<td>All A's and B's</td>
<td>80 and above</td>
</tr>
</tbody>
</table>

HONORS CHALLENGES
Courses including an Honors Challenge component for advanced content study and differentiated assessment are Lit Analysis & Composition, American Lit, British Lit, World Lit, World History, U.S. History, STEM, Biology, Chemistry, Physics, Algebra 1, Geometry, Statistics, Algebra 2, Mandarin 1, 2, 3, Spanish 1, 2, 3. Precalculus, Calculus, Mandarin 4, and Spanish 4 receive honors credit. Students should have earned a B- or better average the prior year for the subject in which they are choosing an honors challenge.

Teachers provide an Honors Challenge in the course syllabus the first days of class. Syllabi define the “advanced/differentiated content, lessons, and assessment options” provided to honors students who qualify and who agree to work at an advanced level during the course.

Students may not elect to take a course for honors credit after the contract deadline, which is the 5th day the student is in class. Students may not drop the honors challenge option after the end of the first quarter’s assessment in that course, unless they are receiving a grade below a C-. Parents/house parents and students must sign the honors contract.

HONORS CONTRACT (See Appendix B)

INDIVIDUAL GRADUATION PLAN (See Appendix C)

LANGUAGE of HOME COUNTRY USE DURING INSTRUCTION
We honor our international students’ native languages. We require, however, that students speak English in their classes because it is the medium of instruction. Students must cease speaking in their native tongue should a teacher request it.
**LAPTOP & ELECTRONIC DEVICES USE IN THE CLASSROOM**

All students are required to own a laptop computer and calculator to have in class each day and to use for homework. Laptops for school use must have an English keyboard.

The level of math course will determine what kind of calculator will be needed for the course. The teacher will inform the students of the type they will need, and the student is responsible for bringing it to class each day.

**Specifications for student-owned laptop computers are as follows:**

*MacBook:* Any model/configuration MacBook newer than 2010 is acceptable. Computer must have **Microsoft Office for Macs** installed. “PAGES” word processing document is not acceptable. Computer must have Adobe Flash installed.

*PC Laptop:* Processor: 3rd generation Core i3, RAM: 4 GB, Storage: 500 GB; **Microsoft Office** must be installed.

Students are not allowed to text messages not related to the lesson via phone, computer, iPad, or personal electronic device during the instructional block. Teachers have the right at any time to request that any electronic device be stored on the teacher’s desk until class is dismissed.

**LATE ENROLLEES TO SCHOOL**

Students must be fully admitted to the school before the 14th day of school in either semester to earn full credit for their courses. After Day 15, 0.5 credit will be earned in a course if enrolled before the last day of the first or third quarter. School policy states students must be enrolled no later than the last day of the 1st or 3rd quarter to receive 0.5 credit.

After Day 15 of Semester 2, U.S. students transferring in from a school with year-long classes may continue to study in up to three of the same courses to complete a year’s credit for those courses, or they may continue to the end of the course via online school. Students are awarded .5 credit to complete carryover courses regardless of the date of enrollment through the end of third quarter. This credit is added to the .5 credit received from the former school to equal 1.0 credit for the course.

Students enrolled in an online course are expected to complete all work before the last week of the semester to receive credit that semester. If the course is completed after the semester ends, credit will be awarded at the time the school receives the grade from Florida Virtual School.

The counselor will review new students’ academic transcripts to determine which credits earned will be accepted to meet Heritage Academy’s graduation requirements. Final transcript reviews will be completed no later than four weeks after the first day of attendance. All previous school records must be submitted to Heritage Academy by then. **International transcripts must be translated into English prior to the school’s review and evaluation.**

International students who are fully enrolled but who are not on campus on the first day of class must have their I-20 registered and be on campus no later than 30 days after their program start date. Once the teacher has initiated communication with a student who has not arrived yet on campus, the student is responsible to make daily contact with the teacher, view PowerSchool and
other lesson notes, complete assignments posted, and submit work for evaluation as required by the teacher. Students should expect to put in extra hours at their training academy or at school for catch-up academic work.

**MAKEUP WORK & MAKEUP TESTING**
Homework is due the day the student returns from an excused absence or before if s/he has means to submit from afar. **PowerSchool will make it easier to work while on the road at tournament and competition time.** Students must check [www.heritagehhi.powerschool.com](http://www.heritagehhi.powerschool.com) for assignments and notes and work while away. All teachers will respond to student contact while students are away from class.

Coursework missed is expected to be completed within a day or two and following a teacher’s guidance upon the student’s return to school from an excused absence. For each day missed, a student is given one day to make up tests and quizzes or projects. With three subjects, the student and teachers determine an appropriate timeline for submitting missed work and test make-up timeline. **If students need more help with missed material, they must make arrangements to meet with the teacher outside of class time upon his/her return.**

Tests/quizzes must be made up within five school days of the student’s return from an excused absence. Students make arrangements with the teacher for day and time of the make-up test or quiz upon his/her return to school.

**Students may NOT make up tests and quizzes for unexcused absences.**

Students are not allowed to take missed quizzes or tests during class time or without supervision. Their teachers and staff from the Academic Support Center will assist with testing.

Students who are absent the last days of a quarter or for exams will receive an incomplete (I) until all work is completed. **Make-up work not completed by last day of quarter results in a zero.**

**NATIONAL HONOR AND NATIONAL JUNIOR HONOR SOCIETY MEMBERSHIP**
The National Honor and National Junior Honor Society chapter of Heritage Academy are chartered, affiliated chapters of this national organization. Membership is open to students who initially qualify with a cumulative GPA of 3.0 and who have an overall record of good conduct during each year of attendance at Heritage Academy. After initial qualification through scholarship and conduct, students complete a Student Activity Information Form that provides a faculty council information illustrating the student meets required standards in four areas of membership evaluation: **scholarship, leadership, service, and character.**

The NHS/NJHS Advisor contacts qualified students in the fall and spring and provides the required forms and deadlines for application. NHS induction ceremonies occur twice a year. **Unless a student is transferring NHS/NJHS membership from home school to Heritage Academy, they must attend Heritage Academy for a semester before they can be considered for NHS/NJHS.**
ONLINE COURSEWORK
Virtual courses offered at Heritage Academy are taken through Virtual Florida Global School. Such online courses are offered to students with scheduling conflicts; who need a course not offered at Heritage that semester, or who must take additional coursework to complete graduation requirements. **Annual tuition paid to Heritage Academy covers virtual courses taken as required classes during the year.** Additional fees are assessed for courses beyond the six required or if the student wishes to take something other than what is offered. **Students may not take an online course if he or she can sit in a traditional same course class that semester.** Students enrolled in online courses during the school year work in a proctored eLearning Lab.

Students abide by FLVS requirements and policies while enrolled in a course and must keep in close communication with the instructor and commit to the pacing plan designed to complete the course in one semester.

Commuter students in online courses may work on those courses away from campus if they have shown previous successful achievement and timely completion status in an online course.

**Seniors enrolled in online courses second semester must complete coursework with a passing grade before Dec. 15, 2020 and May 22, 2021.** Undergrad students enrolled in an online course are expected to complete all work before the last week of the semester to receive credit that semester. If the course is completed after the semester ends, credit will be awarded at the time the school receives the grade from Florida Virtual School.

PRINTING HOMEWORK AND ASSIGNMENTS
Students must be prepared with their work before they enter the classroom. Students may send their work electronically to their teachers if their teachers request that the work be submitted electronically. If the teacher expects the work to be handed in as hard copy on paper, students must have a printer in their home or housing to print their homework and assignments. **Students are not allowed to go to the teacher with a flash drive to print their homework.**

RESEARCH PAPER CITATIONS
To avoid potential plagiarism issues, all research acquired through websites must be clearly noted and cited in student papers according to the Modern Language Association rules for quotation and paraphrase.

STANDARDIZED TESTING
The DSS coordinates the administration of school-based external and standardized tests and AP exams. Heritage Academy administers ACT Aspire to grades 7-9; the Preliminary Scholastic Aptitude Test (PSAT) 10 to Gr. 10 students each spring. Gr. 11 students take the PSAT/NMSQT in the fall. Juniors and seniors (Gr. 11-12) take College Board SAT and ACT exams off campus throughout the year. Second language learners take the IDEA Proficiency Test twice each semester leading up to the TOEFL test.

Students in Advanced Placement courses sit for the AP exams in May. **AP examinations are administered at school, and fees for AP exams will be billed through the accounting office.**
Students take the ACT, the Scholastic Aptitude Test (SAT), and the SAT II subject tests at other testing sites in the city. Students are helped to register for the ACT and SAT exams by the Director of Student Services, if needed.

Students must inform the school of scores on all College Board testing. Students must check the box that they wish their scores to be sent to the school. The school code is 411032.

SYNCHRONOUS EDUCATION PLATFORM
If enrolled in a synchronous learning-equipped course, students join the class via “Lifesize” videoconferencing to participate in the lesson when they are in another country, away for competition, or at home recovering from an illness or injury. This platform of instructional delivery will be used by all students who must be away from campus when the school building is closed due to hurricanes or community virus spread.

TEXTBOOKS
Textbooks are distributed to students in all academic classes. Some courses have digital textbooks. Students receive textbooks the first few days of class and are responsible for taking care of the assigned textbooks until they return them on the last day of class. Assigned books must be returned without damage. Students will be charged a replacement fee for missing or damaged textbooks. Textbooks must be returned before official transcripts will be distributed.

TOEFL TESTING
TOEFL tests are taken at many locations around the world. TOEFL dates and testing centers can be found at the link below to inform parents and students of testing opportunities in the summer and school year. www.ets.org/toefl. The school counselor can help any international student to register for the TOEFL.

TRANSCRIPT REVIEW DECISIONS
- 6 classes will be accepted per year of attendance at another high school upon entering the Academy. Courses equivalent to Heritage core requirements are accepted. Electives must be aligned with our approved curriculum.
- Rare exceptions to the 6 credit/year transfer will be made if it is determined by the DSS or guidance counselor that additional credits were earned by completing equivalent seat time for courses offered by Heritage. The Head of School approves all exceptions after review of all transcripts.
- Students who completed integrated science courses at another school will receive one integrated science credit as a core elective at Heritage.
- One religion course will be accepted as a core elective.
- Two literature courses taken in a student’s native language will be accepted. Other language credits may be accepted as core electives.
VALEDICTORIAN AND SALUTATORIAN SELECTION
The two scholastically top-ranked students are the valedictorian and salutatorian and are invited to speak at graduation if they remain in good behavioral standing. Top scholars will be determined by GPA, the level of rigor of the four years of college preparatory coursework, and by using weighted grades after the Quarter 4 progress report. Students must be enrolled in Heritage Academy for a minimum of two (2) semesters to be considered for valedictorian or salutatorian.

ACADEMIC SUPPORT AND COLLEGE ADMISSIONS

COLLEGE ADMISSIONS SUPPORT SERVICES
Students receive ongoing, abundant guidance for the college admissions process primarily from their training academy college placement personnel for all athletic matters and concurrently from Heritage Academy counselor Mrs. Castellano for all academic matters.

The passion-area talents of our students heavily influence college candidacy. However, high grades and achievement in academics are the foundation of college acceptance and scholarship eligibility at all colleges. The counselor works with training partners and parents to provide students every opportunity to gain entrance to the college of their choice. Students accept their responsibility in working closely with the college admissions counselors at school and at their training academy to complete necessary paperwork in a timely fashion.

Heritage Academy seniors apply to at least one college even if they think they might return home, turn pro, or take a gap year.

Junior Year (Grade 11):
1. College admissions counselor meets with all second-semester juniors to ask that they meet with their training academy college placement personnel to develop a college plan.
2. Guided by training academy college placement personnel, Semester II juniors should begin researching possible college choices in keeping with academic and passion-area goals.
3. Guided by training academy college placement personnel, second-semester juniors should begin contacting potential college coaches and submit to them a cover letter and resume.
4. Second-semester juniors will be contacting college admissions staff and their training academy college placement office to prepare a resume and cover letter. The resume should detail academic coursework, community service, work experience, and passion area accomplishments.
5. It is the student’s responsibility to register for and take the SAT or ACT during the spring of junior year. Testing dates can be found at www.heritagehi.powerschool.com, on Naviance, and at www.collegeboard.com, www.actstudent.org, or www.ets.org. A credit card is needed to charge fees for testing. College placement personnel at the training academy and at Heritage Academy will assist if needed.
6. Second-semester juniors are responsible to register with the NCAA Eligibility Center at www.ncaaeligibilitycenter.net. Mrs. Castellano will assist as needed.

**Senior Year (Grade 12/PG):**

1. New Heritage Academy seniors should work with their training academy college placement personnel with Mrs. Castellano to prepare a resume and cover letter. The resume should detail academic coursework, community service, work experience, and passion area accomplishments.
2. By October, seniors need to solicit letters of recommendation from teachers.
3. College applications need to be submitted no later than December 1st of senior year, or earlier, depending on college requirements.
4. Seniors must keep the Mrs. Castellano informed on all admission decisions.

College admissions counselors and training academy college placement personnel cannot guarantee paperwork will be submitted by necessary college deadlines if that paperwork is not received in their offices or submitted online in a timely fashion. **To ensure success, students must adhere to the timeline for completion of college plans and paperwork.**

**COLLEGE BOARD SAT and ACT TESTING DATES**

At the time that they sit the exams, students must send SAT, ACT, and TOEFL scores to the school and must specify on their test information page that they want test results sent to Heritage Academy.

College Board Heritage Academy School Code for SAT, ACT, TOEFL is 411032.

**COLLEGE REPRESENTATIVES ON CAMPUS**

Throughout the year, many representatives from colleges visit the campus to speak with juniors and seniors. This gives students the opportunity to hear about academics, campus life, student-athlete life, and to ask questions. **Grade 10-12 students may attend these after they have received permission from their teacher to miss class and have registered at the front desk before the representative's visit.** Seniors who have already committed to a school may not leave class for college representative visits to Heritage.

For a student to be excused, arrangements must be made through the counselor, coach, or parent. Documentation showing proof of meeting with college admissions personnel or coaching staff is required upon return to school.

**NAVIANCE**

Naviance is the world’s most widely adopted college- and career-readiness platform. It serves Heritage students by helping them tie academic achievement to post-secondary goals. “The comprehensive college and career planning solutions optimize student success, enhance school counselor productivity, and track results for the school.” It offers a single location for the school to engage families, improve college and career planning, and measure student outcomes. It enables the school to build personalized learning plans that align with college objectives, and for younger students it offers Gallup’s Strengths Explorer assessment. Naviance will identify learning styles and help students to develop “roadmaps” for success and individualized course plans, and will provide a comprehensive, personalized college admissions program. Your counselor will introduce Naviance to you and distribute login and codes to you and your family.
NCAA ELIGIBILITY CENTER ACADEMIC REQUIREMENTS (See Appendix D)
NCAA ELIGIBILITY CENTER WEBSITE is URL is www.ncaa.org

SAT/ACT/TOEFL PREPARATION
The Heritage Academy daily schedule does not allow for test prep review courses before or after the student’s schedule. Mrs. Castellano can help you find appropriate off-site test prep options.

TRANSCRIPTS SENT FROM HERITAGE ACADEMY TO OTHER SCHOOLS
Heritage Academy must have a signed release form before forwarding student records to individuals or other schools. Please contact the counselor for the form.

A student’s school account must be cleared before the school will release records to other schools, colleges, coaches, and parents. Students who transfer within the school year will be allowed one transcript to be mailed to the receiving school. There is a $20.00 fee per additional transcript sent. During the college admissions process, seniors will be allowed eight transcripts to be mailed to colleges at no cost. There will be a $20.00 fee per additional transcript.

VISITING COLLEGES
Gr. 10 students are allowed (1) day excused absence for a college visit during the school year.
Gr. 11 students are allowed (3) days excused absence for college visits during the school year.
Gr. 12 students are allowed (5) days excused absence for college visits during the year.

ADVOCACY AND SAFETY

ADULT ADVOCACY / STUDENT SUPPORT FOR SUCCESS
Committed to making the Heritage Academy’s mission meaningful to the student through building lasting relationships, each student is well known by adults in the school who support that student’s educational experience and serve as an advocate. The counselor provides guidance to students regarding health, graduation planning, class scheduling, overseeing the college application process, time management, and standardized testing.

An Academic Support Center teacher works one-on-one with students to mitigate learning obstacles and to advocate for the student in their classes, when needed. Every student is matched with at least one “go-to” adult when on campus.

Advisor/advisees meet monthly to explore paths to personal and academic success. Students will participate in the Naviance Curriculum appropriate to each grade level. Lessons and activities will center around 6 core themes: Self-Discovery, Academic Success Skills, Support Networks, College Planning and Financial Planning.
COMMUNICATION WITH STAFF AND ADMINISTRATION
Heritage Academy understands the importance of open communication between the administration, staff, teachers, students, parents, and partners. Each member of the school community has a responsibility to seek out information about which they are unsure or need clarification or explanation. Parents and students can communicate with teachers and track student progress daily at www.heritagehhi.powerschool.com portal.

The Head of School sends nine letters per academic year to parents; teachers send four narrative progress reports a year. Grade reports alternate every 4-5 weeks with the progress reports. Faculty members will inform parents any time a grade earned drops below a C- in hopes of enlisting the parents’ assistance in grade improvement. Successful partnership for success relies on open communication between the teacher, parent, and student.

Email is efficient for relaying information, as are meetings with teachers, parents, students and staff. Parents must contact teachers directly to discuss a concern regarding their student’s progress, class behavior, or the teacher’s expectations for the course. Parents are encouraged to call the teacher or counselor for conferences regarding scholastic or personal matters.

SERVICE CLUB
As a committed member of the school, island, national, and global communities, Heritage Academy participates in many service and philanthropic ventures. The school welcomes all students who wish to gain leadership skills and service hours through offering their time and service to those in need. Mrs. Sprouse is advisor for service opportunities. She keeps students informed of the opportunities for school and community service available to Heritage students.

STUDENT RECOGNITION
The following activities motivate and reward students for their accomplishments:

| School Ceremonies: Early Signing Ceremony, Spring Awards, Senior Awards, and Graduation |
| Activities and Awards: Heritage Spotlight Board, “Ricardo”, Grade Level Award Boards, Spirit Week, Birthday Recognition |
| Academic Recognition: Honor Roll, National Honor Society, Graduating with Distinction |
| Effort/Improvement/Achievement: Classroom Student of the Week Awards, Teacher Choice Awards, Senior Perks |

TUTORS
For students who experience difficulty or need extra support, the counselor can give parents or guardians the names and contact information for vetted adults and teachers who are available for tutoring. The school does not hire tutors on the parent’s behalf.

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EMERGENCY SCHOOL DRILLS
Heritage Academy conducts emergency drills throughout the year for practice in how to respond to an emergency such as a tornado, hurricane, earthquake, lock-down, or fire. We will follow the Beaufort County School District’s guidelines.

For weather-related emergencies and for school closures, Heritage follows Beaufort Co. School District’s lead, and whatever is posted on the radio and television stations for BCSD, we follow.

EQUAL OPPORTUNITY SCHOOL
Heritage Academy does not discriminate on the basis of race, creed, gender, national or ethnic origin in the administration of its educational policies, admission policies, and other school-administered programs. The school is authorized under federal law to enroll non-immigrant alien students through SEVP.

IMMUNIZATIONS (See full policy in next section)
New students who are residents of South Carolina must present a S.C. Certificate of Immunization on or before the first day of school. New students from any other state or country who do not have a S.C. Certificate of Immunization will be issued a S.C. Certificate of Special Exemption by the school. This will allow them a 30-day grace period to obtain the official S.C. Certificate of Immunization.

It is the responsibility of the parent, houseparent/residential instructor, or guardian to make sure that the child receives all necessary immunizations by the expiration date on the certificate and that the school receives a new certificate. The school will monitor temporary certificates and will notify the parent, houseparent/residential instructor or guardian when the expiration date is approaching.

MEDICAL ATTENTION
Heritage Academy does not have a nurse on staff. If any student is seriously injured, loses consciousness, or becomes unresponsive on campus, Heritage Academy staff will call 911 and the parents/guardians immediately.

The school is taking stringent measures to keep students and staffs safe during the COVID-19 pandemic, following CDC school guidelines. Please adhere to the COVID-19 Protocol flowchart.

Teachers know to contact school administration if a student becomes sick while in class. The child will be escorted to the comfort room and supervised until parents or guardians arrive to take the student for medical care.

The Academy recognizes the need for staff members to administer medication to individual students on occasion. Non-prescription “over-the-counter” medications will be given to a student only with written parent or guardian permission.

Physician-prescribed medications brought to school must be recorded with the counselor or Head of School. The container identifying patient, contents, physician’s name, dosage instructions,
storage instructions, and prescription ID number must be shown to and recorded by the counselor. **NO PRESCRIPTION DRUGS SHALL BE CARRIED WITHOUT CLEAR DOCUMENTATION.**

In keeping with local, state, and federal laws, **at no time and under no circumstances may a student share prescription or over-the-counter drugs with another student.**

With the Head’s approval, a student may be allowed to keep medication on his/her person for sole use in an emergency if the parent furnishes the DSS with written certification from a physician that it is necessary for the student to carry and/or administer said medication.

All faculty and staff are informed about students with serious allergies or medical conditions.

**Students should not come to school with a fever or contagious diseases. A student must wait for 24 hours before returning to school after a fever has broken.**

Lice can occur in any school setting. If a student has contracted lice, he or she must stay home until this medical nuisance is corrected.

If a child has medical needs, the parents must notify the school in writing and provide the DSS with all medical directives from the doctor regarding the scope of the medical conditions of which we should be made aware to keep the student safe as well as the suggested monitoring and care plan for the child.

**VISITORS (Parents, Tour Participants, Guest Speakers, College Reps, Maintenance)**

Safety is paramount in a school. To that end, all adults who visit campus unaccompanied by a staff member must sign in at the front desk once they are admitted to the building and may be asked to wear a Visitors Name Tag in the building. Push the call button to the left of main entrance to be buzzed into the building. You will be required to wear a mask until further notice.

**Parents or guardians may not go directly to any classroom to speak to a teacher or to collect a student. The receptionist will call for students who have appointments to leave campus to come to the lobby where his or her parent or guardian is waiting.**
Heritage Academy student expectations represent a broad consensus of behavior expected of every student at school. In a school community, how one person treats another will affect everyone. All faculty and staff commit to enforcing behavior guidelines, regardless of individual beliefs or preferences, to ensure that each student is treated with fairness and consistency.

Likewise, students and parents must agree to commit to follow these guidelines, regardless of individual beliefs or preferences, so that the school is a respectful, orderly, safe environment where all students can learn and grow.

Heritage Academy expects students to behave on campus with honesty, respect, tolerance, and integrity for themselves and others in class or at school-sponsored events. School rules apply to every student in hopes that they will make positive behavior choices each day they are on and off campus. Each student is expected to learn and obey all school rules and, in turn, show respect for the learning community and school they have chosen to attend by following the rules.

**ATTENDANCE RULES**

Heritage Academy’s Attendance Policy is based on our commitment to support passion-related absenteeism and to acknowledge the importance of consistent attendance for academic success. We strive to accommodate our students’ needs to be away from school for tournaments, competitions, and performances. Likewise, we know that missing class increases the risk of falling behind academically.

To enable high grades and successful fulfillment of course requirements, as of the first day of each semester, students must attend class at all times other than for tournaments, illness, family medical emergencies, and pre-approved college visits. All other time away from class is unexcused.

The parent or houseparent is expected to call the school before the day of an absence or on the day if the student is ill. Parents out of town may not call the school in lieu of the guardian to report an absence if the student is in the care of housing supervisors. If a call to verify that a student is absent due to a school-approved reason is not made and recorded by the school office, the student’s absence will be considered unexcused. A doctor’s note will be required after two days’ absence from one or more classes.
A significant number of late arrivals, excused absences, or unexcused absences may result in decreasing academic performance. A conference may be required between the student, parents, houseparent, teachers and administrator to determine appropriate next steps. When there is a decline in student performance due to extended absences, tutorial support paid by the family will be suggested by the counselor.

Chronic tardiness to school will result in loss of academic credit for the class time missed.

EXCUSED ABSENCES AND COURSE WORK MAKE-UP

- A student is to be in attendance except for illness, family emergency, pre-approved college visits, or passion area competitions/tournaments. Homework, class work, and distance learning work are due within the timeframe set by the teacher upon return from the excused absence or they can be submitted electronically while the student is away. If proven that they can receive and complete work electronically while away from school, students submit class work and assignments when the teacher requests it.

- A student who misses school for competition or performances should have his or her parents inform the Head of School in advance of the absence.

- A student may be given one day for each day missed to make up in-seat assessments. With three subjects, the student and teachers must determine an appropriate timeline for submitting missed work and a viable test make-up timeline.

- If a student needs help with the missed material or distance learning assignments, s/he must make arrangements to meet with teachers upon return to campus.

- Tests and quizzes must be made up as soon as possible within five school days of the student’s return from an excused absence. Students need to make arrangements with the teacher for the day and time of the make-up test or quiz upon his/her return to school.

- Students must arrange transportation to arrive early or to stay after school to complete missed quizzes/tests, which are to be taken under supervision of school personnel. There must be 24-hour notice. All students are expected to check their Powerschool (www.heritagehhi.powerschool.com) for class information and work when absent.

- Students who are absent the last days of a quarter or for exams will receive an Incomplete (I) until the work/exams is/are completed. All late or make-up work that is not completed by last day of the quarter will result in a zero (0).
**APPROVED EXCUSED ABSENCES:**

**College Visits:** To be excused for a college visit, students must make arrangements through the guidance counselor, coach, college, or parent. Documentation showing proof of meeting with college admissions personnel/coaching staff is required upon return to school. Grade 10 students are allowed (1) day excused absence for a college visit. Grade 11 students are allowed (3) days excused absence for college visits. Grade 12 students are allowed (5) days excused absence for college visits. Under-classmen would be wise to use their spring break to visit colleges.

**Emergency School Closure:** In the event of a school closure due to weather or other unexpected event, students are excused for each day the school is closed.

**Family Emergency or I-20 Visa Emergency:** Parents should notify the school immediately in the event of a family emergency. Note: Flight schedules, early departure, or extended vacation time around school holidays or weekends are not considered family emergencies.

**Illness:** A student is excused for illness if live-in parent or house parent calls school during the first block of the student’s schedule to verify the absence due to illness. A doctor's note will be required after two days' absence in one or more classes.

**Passion Area Tournaments/Competitions:** Registration of participation in passion-related tournaments, competitions or performances during the school day qualify for excused absences. Parents or coaches must supply confirmation of participation in competition, and the travel itinerary must be provided to the school beforehand. Any additional time away during the trip will be unexcused.

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**ALL OTHER NON-APPROVED ABSENCES AND COURSE WORK MAKE-UP**

- Students are to be in attendance and available for learning every school day unless illness, family or visa emergency, approved college visits, or passion area competitions require absence. All other absences are unexcused.

Unexcused absence = students receive a “zero” for missed work done in class, assignments due, and on tests while away on an unexcused absence. Students are encouraged to complete missed work to learn the subject matter nonetheless. Each unexcused absence increases a student’s chance of losing credit by accumulating zeros that could result in failing a class.

**Absent from Start of School:** Any enrolled student not in attendance beginning the first day of each semester and who has not notified the front desk providing an approved school reason for the late arrival, will be considered an unexcused absence.
• Family Vacations: The school provides for regular vacation periods during the school year. Students will not be excused from academic commitments due to early departures to or late returns from vacations or weekends, or for family vacations that do not coincide with Heritage vacations. It is expected that students and families respect the school’s academic calendar and not extend personal vacations. Leaving early or returning late around a school vacation will be considered an unexcused absence.

• No Contact: If a call to verify a student’s absence has not been recorded by the school office, the student’s absence will be considered unexcused.

CONDUCT
An honor code is a set of rules defining what honorable behavior is in that school community at large. Each person makes a commitment to uphold the Honor Code at all times. The success of an honor code is based on the idea that in a school community each person can be trusted to follow the rules and act honorably in all social, passion-area, and academic endeavors.

STANDARDS OF CONDUCT/HONOR CODE INFRACTIONS

Honor Code infractions and subsequent conduct disciplinary consequences are categorized into three levels.

I – Level One  Inappropriate Conduct includes activities through which a student disrupts orderly classroom procedures, class lessons, instructional activities, or negatively impacts normal and respectful school operations. This also includes refusing to follow school rules and codes.

- Sleeping in class
- Skipping school or class
- Inappropriate language and/or obscene gestures
- Inappropriate display of public affection on campus
- Dress code violations
- Lying
- Intolerance toward another
- Minor phone, electronic device, or computer use rule violations
- Disrupting instruction
- Excessive noise or rowdiness
- Disregard for the Academy’s or classroom rules
- Shaking the vending machine
- Ignoring parking lot rules

Disciplinary consequences for the type and recurrence of Level One inappropriate conduct will include one or more of the following:

- Demerits
- Temporary removal from class
- Communication with parent and/or RI or houseparent
- Conference with parent or RI
- Withdrawal of privileges/exclusion from activities
- School suspension
- Meeting with administrators

II–Level Two Inappropriate or Disruptive Conduct includes activities in which a student is belligerent at school, violates another’s person or property, has little regard for the Honor Code, endangers the health or safety of oneself or others, or interferes with a teacher conducting a lesson.

- Abusive language or disrespect shown toward staff or teachers
- Fighting or any show of force toward another, mutual or
otherwise

▪ Academic dishonesty: copying homework, cheating on test, quiz, or plagiarism (See Academic Honesty)
▪ Known possession of or under the influence of tobacco, alcohol, inhalants, unauthorized drug, synthetic urine, synthetic drugs, or any dangerous substance (See Controlled Substances)
▪ Possession of drug paraphernalia
▪ Blatant refusal to obey rules appropriately in class
▪ Showing self or another associated with the school in a negative light or causing embarrassment for that person via cell phones, iPods, iPads, or devices on campus
▪ Disregarding science lab safety rules

Disciplinary consequences for the type and recurrence of Level Two Disruptive Conduct will include one or more of the following:
▪ Demerits
▪ Temporary removal from class
▪ Referral to outside agency
▪ Withdrawal of privileges/exclusion from extra-curricular activities
▪ School suspension & parent conference
▪ Restitution of property and damages
▪ Probation
▪ Expulsion
▪ Meeting with administrators
▪ School behavioral probation

III—Level Three Inappropriate or Disruptive Conduct includes participation in activities which may or may not result in violence (or threat) to one’s self or to another person (or property). Such activities are intended to disrupt the orderly operations of the school, learning environment, or school-sponsored activity. (If a student engages or has engaged in activities such as those listed below while on school property or at a school-sponsored activity, and if an administrator/designee has reason to believe this conduct may result or has resulted in injury or serious threat of injury to a person (or to property), the administrator/designee will be required to notify law enforcement officials.)

▪ Bomb threat
▪ False fire alarm
▪ Arson
▪ Threat to staff
▪ Serious assault/fighting with intent to harm
▪ Stealing another’s or school’s property
▪ Major/serious vandalism
▪ Offering tobacco, alcohol, unauthorized drugs, inhalants, synthetic drugs, synthetic urine, urine dilutants, or any dangerous substance to another (See Controlled Substances)
▪ Giving medications to others
▪ Possessing a weapon
▪ Cyber threats or cyber-bullying
▪ Engaging in harassment and/or being present when others are engaging in harassment
▪ Abusive, shameful, or humiliating
Special Note Regarding Alcohol, Illegal Substances, and Tobacco Products:

- It is forbidden for Heritage Academy students to possess, use, sell, purchase, trade, offer, or be under the influence of any form or derivatives of alcohol, tobacco, inhalants, nicotine, or banned or dangerous substances on school property, or at any school-sponsored activities.

- If a student uses, possesses, or is under the influence of an illegal, unauthorized, or dangerous substance, a suspension will be in effect for a minimum of five school days, and will require mandatory counseling at the first offense. The first offense for possession of any illegal or unauthorized for a student to possess will result in appropriate disciplinary action, which includes suspension from school for a set time. Students may be recommended for expulsion for the school year for a second offense, regardless of the substance possessed or used.

- A student who has engaged in distributing an illegal, unauthorized or dangerous substance may be expelled immediately and subject to legal consequences.

- Unannounced random drug testing may be asked of the student.

Special Note Regarding Harassment:

Heritage Academy is committed to providing an atmosphere free of sexual harassment or harassment based on race, color, religion, national origin, ancestry, age, medical condition, or disability. Harassment is verbal, physical, and visual conduct that creates a demeaning and/or intimidating, offensive, or hostile environment and that interferes with the well-being of another or with the teaching and learning environment. Harassment is perceived to harm another physically or emotionally in any location where the school is responsible for students’ well-being. Examples include racial slurs, ethnic jokes, posting of offensive verbal or written statements in print or electronically via social network sites, gestures, drawing cartoons, comics, or performing other similar conduct. Sexual harassment includes solicitation of sexual favors, unwelcome sexual advances, or other verbal, visual, or physical conduct in a classroom, on school premises, on a school bus or other school-related vehicle, at a school-sponsored activity or event whether it is held on school premises, or at school-sponsored activity. Such actions may lead to dismissal.

Retaliation against a student who reports an incident of harassment or bullying/cyber-bullying or against a victim, witness, or a person with reliable information about an act of harassment, intimidation, indecent acts, or bullying cyber-bullying is prohibited and will result in swift disciplinary action.

Accusing another person without proof of committing harassment, intimidation, indecent acts, or bullying or cyber-bullying is forbidden and will result in swift disciplinary action.
**Demerits and Consequences for Inappropriate or Disruptive Conduct:**

Students who violate the Heritage Academy Standards of Conduct at Level One, Two, or Three will be spoken to by the teacher and possibly be issued a demerit form and/or sent with a Discipline Referral Form to the Head of School, if necessary. The teacher or administrator will have a conversation with the student to help the student identify ways to avoid inappropriate behavior choices and to learn how to make better choices in the future. The teacher or administrator will issue demerits for Level One and Two infractions.

Should such behavior be repeated or become a pattern, or if serious misbehavior occurs (i.e. Level Two or Three), the Head of School may require mandatory professional counseling, parent conferences, or suspension from school.

**Parents will be contacted each time a student earns a demerit or other consequence for disruptive conduct or unseemly behavior, and notation of behavioral misconduct will be placed in student’s file. Immediate dismissal or suspension may result for any gross violation of the Standards of Conduct at Level Two or Three.**

Tuition and fees will not be refunded if a student is dismissed from the Academy.

**CONTROLLED SUBSTANCES**

Heritage Academy maintains a proactive approach to controlled substances, including any form or derivative of alcohol, nicotine, synthetic drugs, over-the-counter drugs, synthetic urine and urine dilutants, unauthorized prescription drugs, narcotic or mood-altering drugs, inhalants, vape substances, or dangerous substances. South Carolina laws regulate controlled substances, and any violation of these laws can be prosecuted to the fullest extent of the law.

Possessing paraphernalia, controlled substances, using controlled substances, or being under the influence of such drugs which are not recorded with the Administration is prohibited and may result in suspension.

Heritage Academy is a tobacco-free, drug-free, and alcohol-free campus. Any form or derivative of tobacco, drug, inhalant, nicotine, or alcohol possession or use or being under the influence of such on school grounds is prohibited, and violation is a serious breach of school policy and can result in dismissal.

**STUDENTS WHO VIOLATE THE CONTROLLED SUBSTANCES POLICY SHALL SHOW PROOF OF PROFESSIONAL COUNSELING BEFORE RETURNING TO SCHOOL.**

**DISMISSAL FROM SCHOOL DUE TO OFF-CAMPUS INFRACTIONS POLICY**

Heritage Academy supports passion-area partners should a serious disciplinary infraction result in a student’s suspension/dismissal from practice, competition, or the training academy and the student returns home. Students from the USA may continue Heritage Academy classes via distance learning only if the dismissal is during the second or fourth quarters and will be responsible to complete all coursework on time. All assessments and final exams are required to be proctored by a Heritage-approved school counselor in the students’ hometown.
If an F-1 visa international student is expelled from the training academy and sent home, his or her I-20 is terminated, and he or she may not continue classes unless a parent comes to the USA to live with the student during his time at Heritage Academy.

**DRESS CODE RULES**

Heritage Academy takes pride in the public appearance and decorum of its students. The many tours of the school spotlight Heritage students as serious about school. The dress code is also meant to appreciate the time constraints of students for whom the mission of the school is dedicated and to allow students and families to select a wardrobe that projects a safe, neat, modest, and positive image to the public.

As well, the school building has fluctuating temperatures from room to room. Students will be more comfortable in clothing that covers arms and legs. Proper hygiene at school is paramount to success and comfort in the classrooms. Students are to shower and change shirts, tops, and shorts, pants, or skirts and wear deodorant after practice and before entering the classroom.

**School dress that meets Heritage Academy code is:**

1. Clothing that is fresh for school and not worn for athletic practice that day. **Students must change from training clothes to fresh clothes before entering class.**
2. Neat clothing with no tears or fraying
3. Clothing covering underwear, cleavage, midriff, thighs, and bare shoulders and bare backs.
4. Shoes that are safe in the classroom around tables and steel-legged chairs, on wooden slatted walkways, and on wooden steps that can be slick when wet.

**YES–Upper Body: REQUIRED/ MEETS THE DRESS CODE FOR BOYS AND GIRLS**

- Training academy, Heritage Academy, or college logoed T-shirts
- Collared golf/polo shirts
- Solid color, or training academy-logoed, or college-logoed jackets/sweatshirts
- Button-down shirts tucked in if back hem is longer than front hem (boys)
- Button-down shirts with ‘Untuckit’ style and having an even hem (boys)
- Blouses/tops/ dresses covering bare shoulders and bare backs, midriff, and cleavage

**NO– Upper Body: DOES NOT MEET THE DRESS CODE FOR BOYS AND GIRLS**

- No –T-shirts other than training academy, Heritage Academy, or college-logoed tees
- No– swimwear, sleepwear, or costumes
- No –plain underwear T-shirts (i.e. Hanes, Jockey, Fruit of the Loom, Calvin Klein, etc.) unless worn under an overshirt or jacket
- No –muscle T’s, strapless tops, one-shoulder tops, spaghetti strap tops, backless tops, or off-the-shoulder tops unless worn under overshirt or jacket

**YES–Lower Body: REQUIRED/ MEETS THE DRESS CODE FOR BOYS AND GIRLS**

- Training academy non-fleece fabric long shorts, pants or trousers
- Golf pants, trousers, long jeans, capris, and shorts with waistband
- Any skirt or dress covering mid-way of upper leg
NO—Lower Body: DOES NOT MEET THE DRESS CODE FOR BOYS AND GIRLS

No-- tights/leggings/yoga wear without tunic length top to cover
No-- rain pants or over-pants or fleece fabric bottoms
No-- skirts or dresses that do not cover mid-way of upper leg
No-- sweatpants or sweat shorts
No-- frayed bottoms, cut-off jeans, or those with shreds or holes
No-- swimwear, sleepwear, or costumes

YES—Footwear: REQUIRED/ MEETS THE DRESS CODE FOR BOYS AND GIRLS

Clean tennis shoes, athletic shoes, sandals, flats, dress shoes, boots, loafers, deck shoes
Low heels with a wedge-heel

NO—Footwear/Accessories: DOES NOT MEET THE DRESS CODE FOR BOYS AND GIRLS

No -- sports shoes with cleats
No-- house slippers or shoes that do not have soles meant for street wear.
No-- high heels! They are unsafe to wear on the wooden-slatted walkways and steps.
No- earphones, sunglasses, hats, caps, visors, or hoods worn in class

GRADE 12 STUDENTS MAY WEAR NON-OFFENSIVE, SCHOOL APPROPRIATE GRAPHIC T-SHIRTS EVERY FRIDAY AND DURING THE ENTIRE MONTH OF MAY.

If after reading the dress code, a student is still unsure if what he or she is wearing will meet dress code, then he or she should pack approved clothing in his or her backpack and which change clothes at school if need be to avoid receiving a demerit.

ELECTRONIC DEVICES

Students must own a laptop computer to use for school. Computer use in the classroom is at the discretion of the classroom teacher. Teachers have the right at any time to request that any electronic device be stored on the teacher’s desk until class is dismissed.

Cell phones, iPads or tablets, iPods, gaming devices, iWatches, etc. on campus for personal use...
Students are to place their electronic devices used for communication in the “Cell Block” at the start of each class, unless the teacher instructs the class that they will be using their personal device during for instructional purposes. If a student disregards this rule and is using his or her phone or device when he or she should be engaged in the lesson, or if it is ringing during class time, demerits will be issued by the teacher and the phone will be given to either the Head or the Asst. Head of School and secured in the administrator’s office until the end of the school day. At that time, the student can collect the phone.

Being late to class because of a phone conversation or gaming is an unexcused tardy. Parents and house parents are asked not to call or text a student during class time. Parents are expected to respect the instructional block and not to interrupt the lesson.
If a parent, coach, or house parent needs to contact a student in an emergency, he or she should call the school at (843) 842-8600 and ask to speak with the student; or the student may call from the school phone between classes; or we can promptly relay any message.

**FOOD AND DRINK IN THE CLASSROOM**

Only with teacher permission may students have food in classroom. No food allowed in the science labs. Students may visit the vending machine between classes. Students may not order food to be delivered to school. Individual classrooms may lose the privilege of having food in class if lack of cleanliness presents an ongoing custodial issue.

Clear and capped water bottles are allowed in class. The school has a refrigerated, filtered water bottle station for use.

**FUNDRAISING**

All fundraising activities must be approved by the Head of School, DSS, or Admissions Director. All activities must be for the benefit of a school-sponsored event, field trip, or charity cause. All proceeds will be maintained in the Student Activity Account.

**KEY CARD/ID FOR ENTERING BUILDING**

Students are issued a student ID card, which serves as a magnetic pass to enter the building. Students must bring this to school every day to have access to the building. There is a $25 replacement charge if a student loses his or her ID card/key pass.

**LEAVING CAMPUS DURING SCHOOL HOURS**

Students must always have permission to check out at the front desk when leaving campus. Students must always check in at the front desk if arriving after class begins.

The school must be notified if a student needs to leave campus before regular dismissal and parents/guardians must come into the building to sign out a student.

Students are not allowed to go to their cars between classes.

Once students arrive on campus via bus, car, or self-drive in the AM or PM sessions, they may not leave campus until the bus, car, or driver picks them up or they are excused at end of classes.

Students who are absent from a class without authorization will be issued demerits for each class missed and take a zero on assessments or work missed.

**PARKING LOT USE AND SAFETY**

Students with a current Heritage Academy parking decal may park their vehicles on campus. Students may park in the lot between 8:20 AM and 2:15 PM. Seniors will be given parking privileges first, followed by juniors if space remains. Parking decals must be procured from an administrator and posted in the right rear window of the vehicle. Starting with senior drivers, parking spaces will be available to juniors with a decal on a “first-come, first-served” basis.
Students should park in the designated area for students, not the side parking spaces allocated for faculty. On days when an outdoor assembly is scheduled and the student parking lot is closed, students should park in the Shipyard Galleria parking lot at the end of New Orleans Rd.

Using the school parking lot is a privilege, and extreme care must be given to safe driving in our parking lot. Anyone who does not follow the school parking lot use rules or who not use safe conduct either in or out of a car may be suspended from driving or parking in our lot. Vehicles must not exceed 5mph while in the parking lot.

Friends from outside of Heritage may not park in our parking lot without school permission.

Students must lock their cars. The school is not responsible for any personal items stored in student vehicles. Heritage Academy supports the driving policies of its passion area partners and allows only students approved by their respective academy to drive to school. Visiting a car between classes is not allowed without adult permission.

PUBLIC DISPLAYS OF AFFECTION
Students are allowed to hold hands, but other personal contact is private and not to be displayed on campus. Kissing, hugging, or indiscreet sexual behavior is deemed inappropriate at school.

SEARCH AND SEIZURE
Possessing dangerous instruments and contraband is prohibited and may result in dismissal. To protect the student body from threat or danger, administrators may search at any time for just reason students’ clothing, handbags, wallets, on-campus vehicles, backpacks, and other personal possessions.

SOCIAL MEDIA & ONLINE GAMING IN THE CLASSROOM
No curriculum at Heritage Academy requires using personal social media or online gaming in class. No student is allowed to participate in instant messaging, social media exchanges, or gaming alone or with others during instructional time.

Outside of class, social media can be a powerful way for people to connect and communicate. It must be used by students and staff responsibly and must reflect the well-being of the Heritage Academy school community.

Students must be aware that every post they post is permanent and public.

Any student on-campus communication via social media that that diminishes the fine reputation of Heritage Academy or demeans or harasses another Heritage Academy family member is will be subject to disciplinary action.
TARDY / LATE FOR SCHOOL
All students must arrive to class on time. A student is tardy if he or she enters the classroom after class has been officially called.

Students arriving late to school or who are tardy to class between classes must report to the principal and receive a pass to be admitted to the classroom. Time missed in class will negatively affect the class performance and grade.

UNAUTHORIZED AREAS OF CAMPUS
Students are not allowed to be behind or to the sides of the school building without teacher supervision. Safety hazards near the water and golf course pose risks, and students should stay away from these.

WEAPONS ON CAMPUS
Students are not allowed to carry on their person or have at school any item which might be considered a weapon (knife, pepper spray, flammable substance, poison, gun, etc.). Students may not joke about weapons on their or another’s person at school. Dismissal may occur if a student is in possession of or found guilty of threatening to bring a weapon to school.

“I HEAR AND I FORGET. I SEE AND I REMEMBER. I DO AND I UNDERSTAND.”
**OTHER SCHOOL POLICIES**

**Academics Only! PASSION PROGRAM POLICY**

Heritage Academy’s Academics Only! Program allows students not enrolled in another athletic or artist training program the opportunity to focus on their high school academic pursuits as their passion, and, thereby, complete graduation requirements in three years, if they wish, or stay to delve further into each core discipline.

**Program**

- Students enrolled in the Academics Only! Program will complete 21 credit hours to meet Heritage Academy graduation requirements.
- Students will be enrolled in four classes per semester for three years and must maintain a 2.0 GPA to continue in the program. One credit for physical education to be earned through personalized summer sports activities.
- Students in the Academics Only! Program must be available to take courses at any time during the morning and afternoon sessions so that an appropriate four-course outline with additional study time is ensured.
- Students could continue for a fourth year and enroll in additional honors/AP courses not yet completed if they choose, or they can qualify to enter college upon completion of the 21-credit requirement.

**DRUG TESTING POLICY**

Offering a legitimate reason for students to refuse to use or be under the influence of illegal drugs or banned substances is the aim of this school’s drug testing philosophy. To provide for the health and safety of all students and to undermine the effects of peer pressure, Heritage Academy may request that any student participate in a random drug testing program or require a student to have a drug test for cause.

- **Consent:** Each student who attends Heritage Academy and the student’s custodial parent or guardian shall consent in writing to drug testing pursuant to the Academy’s drug testing program. **No student shall be allowed to attend the Academy unless they first give such consent.**

- **Selection:** The Head of School has the right to ask of all students to undergo a drug test, if she chooses. All students can be tested at any time during each semester of the school year for cause. Random testing may be conducted at the discretion of the Head of School at least twice during the school year. She shall take reasonable steps to assure the integrity and confidentiality of the testing process.

- **Sample Collection:** Samples will be collected the same day the student is selected for testing at an off-site lab. If a student is unable to produce a urine sample, the student must wait in the area until a sample can be produced.

- **Prescription Medication:** Students who are taking prescription medication may provide a copy of the prescription or a doctor’s verification in a sealed envelope to Academy
personnel at the time a sample is collected. In the event of a positive test, that envelope will be forwarded unopened to the medical review officer to consider the student’s use of such medication to assure the accuracy of the result. Such information provided by the student will not be disclosed to any Academy official.

- **Scope of Tests:** Testing will be completed for one or more drugs. The Head of School will decide which drugs will be screened; but in no event shall that determination be made after selection of students for testing. Student samples will not be screened for the presence of any substances other than an illegal drug or banned substances, or for the existence of any physical condition other than being under the influence of any drug or banned substance.

- **Limited Access to Results:** The medical review officer will be authorized to report results only to the Head of School or to such persons as may be designated.

- **Refusal to Submit Sample:** If a student refuses to produce a urine sample or offer a hair sample, the student shall be treated as if he or she had failed a drug test.

- **Detection of Adulterants or Dilutants in Test Sample:** Whenever a student’s test result indicates the presence of an adulterant or dilutant, the test result shall be considered positive. It is against school policy to manipulate the sample.

- **Procedures in the Event of a Positive Result:** If a student’s test result is positive:
  o The student and a parent, custodial parent, or legal guardian will be given the opportunity to discuss the test results with the medical review officer. The student will cooperate with the medical review officer and, if requested to do so, provide a second urine specimen. The medical review officer shall report the results of any failed test as detailed under the paragraph titled “limited access to results.”
  o A parent, custodial parent or legal guardian will schedule a meeting with the Head of School and the student. If the student is an adult, parents do not need to attend the meeting if they desire not to.

- **First Failed Test:** For the first positive result during the student’s enrollment, the student may be dismissed from Heritage Academy. If the student is not dismissed, proof of controlled substance counseling will be required. If dismissed, tuition and fees will not be refunded.

- **Non-punitive Nature of the Policy:** The results of the drug test pursuant to this policy will not be documented on a student’s academic transcript. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process; however, the Academy will not solicit such subpoena or legal process. In the event of service of any such subpoena or legal process, the student and the student’s custodial parent or legal guardian will be notified before response is made by the Academy.
**DUAL ENROLLMENT POLICY**

Non-F-1 visa students may enroll in college courses for credit during their time in high school for a variety of reasons. Heritage Academy will accept credits from DOE-approved accredited colleges which meet its graduation requirements. The Academy bears no cost for courses taken at colleges, and tuition for Heritage Academy cannot apply to coursework taken at another school.

Students enrolling in dual credit work at a college must have their own transportation to travel between the two campuses and be in class on time.

**EXTRA-CURRICULAR PASSION AREA TRAINING POLICY**

Heritage Academy offers a college preparatory program designed to promote academic excellence while enhancing the opportunity for students to maximize their potential in areas of individual interest associated with athletics, the arts, or academics. To facilitate fulfillment of this objective, Heritage Academy requires that each student be involved in a **supervised training program** approved by the Head of School.

**Parents may not serve as a student's sole trainer or coach.** Grade 9-12 students are required to participate in 15 hours of training per week, and Grades 7-8 students are required to train 7 hours. Approved programs are established programs serving individuals with common interests. Where such programs do not exist, individualized programs may be considered. Acceptance of programs shall be by the Head of School, based on an assessment of program appropriateness, quality and reliability.

**Procedure for changing passion area**

The Dir. of Admissions approves all changes in passion area training programs. A student may not switch programs in the middle of a semester unless there is an injury that precludes physical training, or the program instructor is no longer available. **If re-enrolling after a known injury whereby the student is not attending training any longer, that student must take part in another passion or the Academics Only! Fast Track opportunity.**

**Procedures Relating to Application for Approval as an Extracurricular Training Program**

The Head of School and Dir. of Admissions approve all programs. Candidates should provide a proposal detailing an outline of the program goals, a weekly training schedule, and credentials of instructors or mentors. The individual financially responsible for the training and those instructing the student must meet with Dir. of Admissions to verify the program.

**Procedures for Individualized Programs Approved by the Head of School**

Individuals responsible for training in an approved program will be required to sign an agreement with Heritage Academy stating the role and weekly training responsibilities. Students will be required to keep a log of the hours in which they have been training and activities undertaken, unless the trainer/coach provides an online verification of hours form.
FORCE MAJEURE (FORCED SCHOOL CLOSING) POLICY
In an unforeseeable circumstance that prevents the school from fulfilling its contract and obligations due to events beyond the school’s control (i.e. war, riots, or disaster resulting in forced closure) the school is not liable for delay in performance of the enrollment agreement. No tuition will be refunded. Heritage students and teachers have the capability to continue instruction via PowerSchool and “LifeSize” learning management system technology, and every attempt to conduct classes will be made, even if that instruction is via distance learning, until the facilities reopen for business.

HEALTH AND IMMUNIZATION POLICY
- New students who are residents of South Carolina must present a S.C. Certificate of Immunization on or before the first day of school.
- New students from another state or country who do not have a S.C. Certificate of Immunization will be issued a SC Certificate of Special Exemption by the school. This allows students a 30-day grace period to obtain the official S.C. Certificate of Immunization.
- Responsibility rests with the parent to send immunization records to school.
- The Dir. of Admissions Heritage will send foreign records to a translation agency.
- It is the parent’s, houseparent’s/ or guardian’s responsibility to abide by the SC Health Department law to have all immunization records transferred to a SC certificate before the 30-day grace period ends. Heritage Academy is required by law to deny continued attendance if any child is not in compliance with S.C. School Immunization Requirements.
- We strongly encourage students’ parent/residential instructor/houseparent to make an appointment with a S.C. doctor’s office or the S.C. health department and take any child and their records new to the school to obtain the needed certificate prior to the start of school. A list of the physicians/providers who participate in the VAFAC program is available at the school.

It is the responsibility of the parent, houseparent/residential instructor, or guardian to ensure that the child receives all necessary immunizations by the expiration date on the certificate and that the school receives a new certificate. The school will monitor temporary certificates and will notify the parent, houseparent/residential instructor or guardian when the expiration date nears.

HOUSING POLICY FOR STUDENTS
Heritage Academy students must live with parents, approved relative guardians over the age of 25, or reside in supervised housing provided by partner training academies. Occasionally, alternative living arrangements are requested. In the interest of ensuring proper supervision and legal responsibility, the following rules govern decisions on alternative housing requests:
- Students who are training with an approved program outside of Heritage Academy must live in housing approved by that training program. If a student leaves the training housing, an approved guardian request form must be signed by school officials if the student is not living with parents.
- With the approval of the Head of School, students may live with relatives over the age of 25, and for whom Heritage Academy has a copy of the legal guardianship empowerment document stating the name of the person who will act “in loco parentis” to ensure that medical, schooling, and travel decisions are made in the best interest of the student and school.
• Student not in training academy housing or not living with parents must provide valid legal documentation which gives the housing supervisor the right to act “in loco parentis.”

Students will not be allowed to attend school unless this documentation is on file.

NETWORK AND COMPUTER ACCEPTABLE USE POLICY
All students are required to have a personal laptop for use for school. Heritage Academy provides Internet service for the use of students, teachers, and staff. Computers provide access to local, national and international sources of information. All users must act in a responsible, ethical, and legal manner in accordance with the educational objectives and standards of Heritage Academy.

No student may use the school network, school or personal computer, or personal phone, tablet, iPad, iTouch, or iWatch for posting on social sites such as Facebook, TikTok, Twitter, Instagram, Snapchat, Whatsapp, Tumblr, etc. during class unless it is a part of the lesson and is teacher-supervised. YouTube is allowed for instruction and must be monitored by the teacher.

Personal electronic devices may not access blocked/restricted sites on the school network via any means. The Academy has installed filtering/monitoring software to check Internet access of known objectionable sites by computer users on school equipment. Efforts are made to monitor and restrict Internet access to such sites.

Research acquired through websites must be clearly noted and cited in student papers according to the Modern Language Association rules for quotation and paraphrase.

Student Responsibilities:

• Students may not store work on the hard drive of a school-owned computer or network.
• Students are responsible to have a personal laptop and flash drive for storage of work and assignments.
• Students are not allowed to use the teacher's computer unless teacher is present.
• Students must demonstrate ethical behavior when using computers and network.

Student Restrictions:

• Accessing, uploading, downloading, transmitting, displaying or distributing obscene, profane, inflammatory, threatening or disrespectful language about another Heritage Academy student or staff member is prohibited.
• Students are forbidden to damage computers, systems, networks, or to spread “viruses.”
• Students must not violate copyrights or trespass in another's work or files.
• Pornography and illegal adult sites are strictly forbidden to be viewed at school.
• Students must not violate local, state, or federal statutes regarding the Internet.

Parents should not contact their child during instructional time. Ignoring this rule will cause disruption of learning by asking your child to break a school rule to answer your call or text. Please wait to contact your child until class ends. In an emergency, parents may call the front desk and ask to speak to the child.
Consequences for violations of the Network and Computer Acceptable Use Policy:
Violation of school technology rules may include, but are not limited to, the suspension of all technology/computer privileges and disciplinary action.

RE-ADMISSION POLICY
Admission does not constitute an agreement to re-enroll a student. Heritage Academy reserves the right to deny continuing enrollment to a student at its sole and absolute discretion.

TUITION AND PAYMENT POLICY
Heritage Academy relies on tuition to hire qualified staff to provide the best education to our students. In good faith, the school expects that the family makes payment for this education in a timely manner and in accordance with the signed enrollment agreement for the academic year.

After application, deposit, or tuition money has been paid to the school, there will be no refund if a student withdraws from a class or from the school per enrollment agreement. Once a student has made a commitment to the school or to a class, a teacher has been hired and a seat for that class has been spoken for.

Students will not be allowed to start second-semester courses until all first-semester financial obligations are met. Student records, including grade reports and transcripts, will be held until all Heritage Academy (and IJGA) balances are cleared by the accounting office.

WITHDRAWING FROM COURSES POLICY
Students may withdraw from a course without any notation on their transcript through the last day of Drop/Add each semester. That is the fifth day of the course. After the Drop/Add date has passed, a student may withdraw from a course up until the last week of class, and the transcript will denote a “W” for withdrawal from course.

Before a withdrawal can be approved by the school, the student’s parent must complete and sign the official Heritage Academy Withdrawal Form available from the DSS.
Heritage Academy provides an exceptional North American education to students from around the world. Heritage’s 6-12 curriculum challenges students to develop the attitudes, skills, knowledge and understanding to become a successful and responsible global citizen.

The counselor assists students in developing academic programs to meet academic and college/career goals and works with students and families to select courses of optimum value to meet these goals. Advice from parents and teachers and a preliminary look at college entrance requirements is of essential importance. Input from training partners and college athletic departments also inform post-graduate decisions.

The purpose of this curriculum course guide is to acquaint you with the courses available at Heritage Academy and to enable you to wisely plan a program of study. Before selecting a class, learn its objectives, requirements, prerequisites (if any) and credit value. This guide will help you create your personal Four-Year Plan. The course descriptions should help you to answer these important questions:

- Are the courses I am choosing appropriate to my interests, needs, scheduling commitments, and abilities?
- Will the courses I choose allowing me to fulfill graduation and NCAA requirements?
- Will the courses I choose qualify me for admission to universities of my choice?

The advice of your counselor and your parents will be of great importance! Consider your choice of subjects carefully in light of your long-term and short-term educational goals.

Heritage Academy courses are approved by the NCAA and SACS/CASI. The 6-12 program incorporates the essential skills of 21st century education while reinforcing skills learned previously. At all grade levels skills are introduced, reinforced, or mastered across each discipline. Foundational courses of the lower grades are further supported with opportunities for advanced coursework at upper grade levels.

Common to all subject areas are the following learner skills outcomes:

- reading comprehension, written and oral discourse and fluency, numerical literacy, listening, inductive and deductive reasoning, advocacy of a position, supporting ideas with evidence, oral presentation, group discussion, note-taking, examination and research, collaboration, creative problem solving, scientific inquiry, group problem solving, independent study, ethical responsibility, and demonstration of effective technology and computer skills, self-reliance, understanding of others’ views, time management, and personal organization.

The counselor organizes grade level and individual meetings to support students in the development and review of their four-year plans. Additionally, students and parents are encouraged to visit the counselor to become familiar with the services offered. The counselor has information on colleges in the U.S.A. and other countries. The Dir. of Student Services Office also has recommended websites and various books for preparing for college entrance tests, selection of universities, and career information.
*NOTE: The Curriculum Course Guide provides information for course possibilities. In all cases, for a course to run, Heritage Academy must be in a position to provide a qualified instructor and there must be a sufficient number of interested students.

An asterisk next to the course name denotes NCAA-approved*

BEGINNING ART

One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average

Students begin the study of art by exploring the Elements and Principles of Design. Major emphasis of Beginning Art is on personal experimentation with varied artistic mediums. Drawing is introduced and through practice, students demonstrate an understanding of good drawing through weekly homework. Subject matter exploration through various mediums consists of still life, landscapes, floral, portraiture, and abstract. Design construction will be an integral part of beginning art. Through experimentation, students find personal artistic growth and cultivate imagination as an artist and artistic enthusiast.

ADVANCED ART

One semester (Block); one credit
Degree of Difficulty: Advanced
Prerequisite: Beginning Art
Homework: Average to Above

Advanced art is an in-depth continuation of the concepts, techniques, mediums, and building blocks of art that were introduced in Beginning Art. Students develop many of their projects from photo assignments throughout the semester with emphasis on the importance of composition. Students explore important 19th-20th century styles such as Impressionism, Pointillism, Fauvism, Expressionism, Cubism, and Abstract art and find success in composing in each of these genres. Through experimentation, students find personal artistic growth and cultivate imagination as an artist and artistic enthusiast.

DEVELOPMENTAL ENGLISH LANGUAGE ARTS—all levels

One Semester (Block): .5 credit/semester
Degree of Difficulty: Regular
Prerequisite: none
Homework: Average

This course is designed for students reading and writing two or more grade levels below their grade or peers. Objectives include for students to advance in their ability to communicate in English and to improve grammar, reading, comprehension, writing, listening, and speaking skills. Developmental Reading and Writing integrates academic and social English into the lives of international students.

(Textbook: Edge Series Cengage + supplemental SRA and other texts/titles)

ENGLISH LANGUAGE ARTS 7

One year (Block or split with math)
Degree of Difficulty: Regular
Homework: Average

This year-long course in English Language Arts covers reading, grammar, composition, vocabulary, and literature study. Organizational and study skills are integral parts of class activities. Lessons include daily grammar exercises, vocabulary practice, class discussions, Internet research, small-group and large-group activities, essay writing, reading comprehension and analysis, listening skill development, and oral presentations. Grade 6 reading combines a mix of classic and young adult literature. Literature studies include novels, short stories, poetry, and drama. A strong emphasis is placed on developing language arts skills that will prepare students for high school. (Textbook: Literature 6/7 Prentice Hall + supplemental paperbacks, vocabulary and writing text)

ENGLISH LANGUAGE ARTS 7/8

One year (Block)
Degree of Difficulty: Regular
Homework: Average

Students in Grade 7/8 English Language Arts practice the writing processes all year with an emphasis on grammar, usage, mechanics, and spelling. Students write in a variety of modes including narrative, creative, expository, research reports, journal-writing, and literary response. Grade 8 reading combines a mix of classic and young adult literature.
Collaborating in small groups, students engage in literary discussions, oral reviews, partner projects, and creative expression. A strong emphasis is placed on developing language arts skills that will prepare students for high school. (Textbook: Literature 7/8 Prentice Hall + supplemental novels, vocabulary, and writing text)

LITERARY ANALYSIS & COMPOSITION *
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average

In this high school survey literature course, students work on the writing process while refining their grammar, usage, and proofreading skills. Vocabulary development, reading comprehension, and journal-writing are essential components of the course. Students read a variety of western canon. Collaborating in small groups, students engage in literary discussions, oral reviews, and creative expression. To strengthen vocabulary and speaking skills, students prepare for vocabulary quizzes and oral interpretations on selected topics. (Textbook: Literature 9 Prentice Hall plus supplemental novels and vocabulary text)

LITERARY ANALYSIS & COMPOSITION HONORS*
One semester (Block); one credit
Degree of Difficulty: Above Average
Homework: Above Average

Honors students receive differentiated assessments, products, process, and content. In this high school survey literature course, students work on the writing process while refining their grammar, usage, and proofreading skills. Vocabulary development, reading comprehension, and journal-writing are essential components of the course. Students read a variety of western canon. Collaborating in small groups, students engage in literary discussions, oral reviews, and creative expression. To strengthen vocabulary and speaking skills, students prepare for vocabulary quizzes and oral interpretations on selected topics. (Textbook: Literature 9 Prentice Hall plus supplemental novels and vocabulary text)

AMERICAN LITERATURE*
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average

In American Literature, students examine significant works written in North America from the 17th century to the present, including the periods of Classicism (Colonial to Revolutionary period), Romanticism, Transcendentalism, and Modern Realism. Students identify the shared heritage of writers with regard to their use of plot, characterization, setting, theme, imagery, and symbolism. In addition to essays and a writing journal, students write an expository research paper in MLA style. To strengthen vocabulary and speaking skills, students prepare for vocabulary quizzes and oral interpretations based on the literature. (Textbook: The American Experience Prentice Hall + supplemental novels and vocabulary text)

AMERICAN LITERATURE HONORS*
One semester (Block); one credit
Degree of Difficulty: Above Average
Homework: Above Average

Honors students receive differentiated assessments, products, process, and content. In American Literature, students examine significant works written in North America from the 17th century to the present, including the periods of Classicism (Colonial to Revolutionary period), Romanticism, Transcendentalism, and Modern Realism. Students read and identify the shared heritage of writers with regard to their use of plot, characterization, setting, theme, imagery, and symbolism. In addition to essays and a writing journal, students write an expository research paper in MLA style. To strengthen vocabulary and speaking skills, students prepare for vocabulary quizzes and oral interpretations based on the literature. (Textbook: The American Experience Prentice Hall + supplemental novels and vocabulary text)

BRITISH LITERATURE*
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average

This course examines significant British Literature written from the fifth century to the present including the Medieval Period, the Renaissance Period, the Romantic Period, the Victorian Period, and the Modern Period. Students read drama, novels, prose and poetry and participate in a variety of class discussions, group activities, written responses and oral presentations. In addition to essays and a writing response journal, students write an expository research paper in MLA style including thesis statement, developmental paragraphs, paraphrasing, researched quotations, parenthetical
documentation and a list of works cited. Daily emphasis on vocabulary and writing prepares students for college writing and college admissions tests.

(Textbook: *The British Tradition* Prentice Hall + supplemental novels and vocabulary text)

**BRITISH LITERATURE HONORS*\nOne semester (Block): one credit\nDegree of Difficulty: Above Average\nHomework: Above Average**

Honors students receive differentiated assessments, products, process, and content. This course examines significant British Literature written from the fifth century to the present including the Medieval Period, the Renaissance Period, the Romantic Period, the Victorian Period, and the Modern Period. Students read drama, novels, prose and poetry and participate in a variety of class discussions, group activities, written responses and oral presentations. In addition to essays and a writing response journal, students write an expository research paper in MLA style including thesis statement, developmental paragraphs, paraphrasing, researched quotations, parenthetical documentation and a list of works cited. Daily emphasis on vocabulary and writing prepares students for college writing and college admissions tests.

(Textbook: *The British Tradition* Prentice Hall + supplemental novels and vocabulary text)

**WORLD LITERATURE*\nOne semester (Block): one credit\nDegree of Difficulty: Regular\nHomework: Average**

This course examines significant traditional and contemporary World literature. Students read drama, novels, prose and poetry and participate in a variety of class discussions, group activities, written responses and oral presentations. In addition to essays and a writing response journal, students write an expository research paper in MLA style including thesis statement, developmental paragraphs, paraphrasing, researched quotations, parenthetical documentation and a list of works cited. Daily emphasis on vocabulary and writing prepares students for college writing and admissions tests.

(Textbook: *World Literature* Glencoe + supplemental novels and vocabulary text)

**WORLD LITERATURE HONORS*\nOne semester (Block): one credit\nDegree of Difficulty: Above Average\nHomework: Above Average**

Honors students receive differentiated assessments, products, process, and content. This course examines significant traditional and contemporary World literature. Students read drama, novels, prose and poetry and participate in a variety of class discussions, group activities, written responses and oral presentations. In addition to essays and a writing response journal, students write an expository research paper in MLA style including thesis statement, developmental paragraphs, paraphrasing, researched quotations, parenthetical documentation and a list of works cited. Daily emphasis on vocabulary and writing prepares students for college writing and college admissions tests.

(Textbook: *World Literature* Glencoe + supplemental novels and vocabulary text)

**AP ENGLISH LITERATURE & COMPOSTION*\nOne year; one credit\nDegree of Difficulty: Advanced\nPrerequisite: British Literature\nHomework: Heavy**

The goal of this course is to help students acquire the ability to read using the cloze method, understand the conventions of literary discourse, develop an appreciation of literature, and write accurately and insightfully about it. This AP course includes college level work, including adult reading materials and high expectations related to effort and achievement. There is independent reading outside of the regular class assignments. Students are committed to doing their very best work in this class as they prepare to take the AP Exam in May. Students generate pieces of writing that meet the demands of the Advanced Placement Exam in English Literature and Composition. They read texts that represent both classical and contemporary literature in the genres of drama, fiction, and poetry. They develop their ability to present discourse and to discuss important ideas based upon their reading of challenging literature. Students sit for the AP exam in May.

(Textbook: *Reading and Writing for Literature* Houghton Mifflin + supplemental novels and vocabulary text)
JOURNALISM I *
One semester (Block); one credit
Degree of Difficulty: Regular
Prerequisite: none
Homework: Average
This course examines the historical and legal aspects of journalism, staff organization, layout, writing basic news stories, interviewing, and editing. Students study the text, *Journalism Today*, and utilize the internet for research projects, are responsible to meet news deadlines, and share in the class responsibility to produce the *Heritage Voice*. (Textbook: *High School Journalism* McGraw Hill+ newspapers)

COMPOSITION/ADV. COMPOSITION *
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average/Above Average (Honors)
This course is designed for students to learn the art of writing in a variety of forms. Objectives in this course include: understanding and practicing the writing process and writing workshop; practicing and publishing expository, expressive, persuasive, and analytical documents; practicing and publishing documents of observation, recall, investigation, and reflection; creation and maintenance of a writer’s portfolio; practicing correct mechanics and usage; and using mature syntax in writing. (Textbook: *Elements of Writing* Warriner)

SPEECH COMMUNICATIONS *
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average
This course offers practical experience in a variety of forms of public speaking with an emphasis on argumentation and persuasion to improve the student’s ability to transmit a well-researched, cogent, thoughtful message adapted to a particular audience. Emphasis is also placed on the study of effective aural communication. Students engage in critical thinking and rhetorical criticism exercises. (Textbook: *Speech* Glencoe + recordings, primary and supplemental resources)

MANDARIN 1 *
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average
Mandarin I introduces the four major skills of foreign language learning: listening, speaking, reading, and writing in a communicative approach. In addition, the culture of China including major cities, history, and traditions are explored. Students read and interpret a variety of written passages and a comprehensive selection of characters and sentence patterns. (Textbook: *Discovering Chinese Pro*)

MANDARIN 2 *
One semester (Block); one credit
Degree of Difficulty: Average
Prerequisite: Mandarin I
Homework: Average
Mandarin 2 continues to emphasize the four major skills of foreign language learning: listening, speaking, reading, and writing in a communicative approach. (Textbook: *Discovering Chinese Pro*)

SPANISH I *
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average
Spanish I introduces the four major skills of foreign language learning: listening, speaking, reading, and writing in a communicative approach. In addition, the culture of Spain including major cities, history, and traditions are explored. Grammar focuses on verb formation in the present and past tenses, agreement of nouns and adjectives, introduction to object pronouns, forming questions, and appropriate word order. Students read and interpret a variety of written passages and learn to paraphrase in the target language. (Textbook: *Avancemos Level 1* Houghton Mifflin + primary and supplemental resources)
SPANISH I HONORS*  
*One semester (Block): one credit  
Degree of Difficulty: Above Average  
Homework: Average to Above  
Honors students receive differentiated assessments, products, process, and content. Spanish I introduces the four major skills of foreign language learning: listening, speaking, reading, and writing in a communicative approach. In addition, the culture of Spain including major cities, history, and traditions are explored. Grammar focuses on verb formation in the present and past tenses, agreement of nouns and adjectives, introduction to object pronouns, forming questions, and appropriate word order. Students read and interpret a variety of written passages and learn to paraphrase in the target language.  
(Textbook: *Avancemos Level 1* Houghton Mifflin + primary and supplemental resources)  

SPANISH 2  
*One semester (Block): one credit  
Degree of Difficulty: Average  
Prerequisite: Spanish 1  
Homework: Average  
Spanish 2 continues to emphasize the four major skills of foreign language learning: listening, speaking, reading, and writing in a communicative approach. In addition to Spain, the countries and cultures of Mexico, Central America, and South America are explored. Grammar focuses on increasingly difficult structures including preterit vs. imperfect, future, conditional, perfect tenses, double object pronouns and comparative forms.  
(Textbook: *Avancemos Level 2* Houghton Mifflin + primary and supplemental resources)  

SPANISH 2 HONORS*  
*One semester (Block): one credit  
Degree of Difficulty: Above Average  
Prerequisite: Spanish 1  
Homework: Average to Above  
Honors students receive differentiated assessments, products, process, and content. Spanish 2 continues to emphasize the four major skills of foreign language learning: listening, speaking, reading, and writing in a communicative approach. In addition to Spain, the countries and cultures of Mexico, Central America, and South America are explored. Grammar focuses on increasingly difficult structures including preterit vs. imperfect, future, conditional, perfect tenses, double object pronouns and comparative forms.  
(Textbook: *Avancemos Level 2* Houghton Mifflin + primary and supplemental resources)  

SPANISH 3  
*One semester (Block): one credit  
Degree of Difficulty: Regular  
Prerequisite: Spanish 2  
Homework: Average  
Spanish 3 is designed for those who already have a grasp on the basic grammatical concepts, oral comprehension and written comprehension in Spanish. The goal of this course is to enable students to improve the four language skills: reading, listening, speaking, and writing. In addition, cultural insights of Latino America and Spain are explored.  
(Textbook: *Avancemos Level 3* Houghton Mifflin + primary and supplemental resources)  

SPANISH 3 HONORS*  
*One semester (Block): one credit  
Degree of Difficulty: Above Average  
Prerequisite: Spanish 2  
Homework: Average to Above  
Honors students receive differentiated assessments, products, process, and content. Spanish 3 is designed for those who already have a grasp on the basic grammatical concepts, oral comprehension and written comprehension in Spanish. The goal of the course is to enable students to improve the four language skills: reading, listening, speaking, and writing. Cultural insights of Latino America and Spain are explored.  
(Textbook: *Avancemos Level 3* Houghton Mifflin + supplements and primary and supplemental resources)
ADVANCED SPANISH 4 *
One semester (Block); one credit
Degree of Difficulty: Advanced
Prerequisite: Spanish 3
Homework: Above Average
Spanish 4 (Advanced Grammar and Culture) encompasses a study of advanced grammar, composition, and communication. At this level, effective communication (written and oral) continues to be the ultimate goal. Short stories, poetry, essays and a novel are used as an introduction to Hispanic literature. Students write descriptive essays and opinion papers. Students study the effect of the history of Spain and the Hispanic world.
(Textbook: *Avancemos Level 4* Houghton Mifflin + primary and supplemental resources)

AP SPANISH LANGUAGE AND CULTURE*
One semester (Block); one credit
Degree of Difficulty: Advanced
Prerequisite: Spanish 4
Homework: Average to heavy
At the core of the AP Spanish Language and Culture course are six groups of learning objectives. These outline expectations of student abilities in the following areas: Spoken Interpersonal Communication; Written Interpersonal Communication; Audio, Visual, and Audiovisual Interpretive Communication; Written and Print Interpretive Communication; Spoken Presentational Communication; and Written Presentational Communication. When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s); incorporate interdisciplinary connections; make comparisons between the native language and the target language and between cultures; and use the target language in real-life settings. Students sit for the AP exam in May.
(Textbook: *Galeria de Arte y Vida* Glencoe + primary and supplemental resources)

DRAW AMERICAN HISTORY
One semester (Block); .5 credit
Degree of Difficulty: Regular
Homework: Average
Developmental Reading and Writing Social Studies students learn US and world history presented in the English language. Students are given the opportunity to learn through language-enhanced exercises such as personal writing, oral presentation, group and individual projects. Students will learn at his or her own proficiency rate and be assessed according to an English language and social studies content assessments.
(Textbook: *America’s Story* Harcourt + primary and supplemental resources)

SOCIAL STUDIES 7/8
One semester: (Block)
Degree of Difficulty: Regular
Homework: Average
World Geography, US History, Civics, and World Civilizations are survey courses that rotate for grades 7/8 each year. Geography is the study of eastern and western hemisphere physical geography with an emphasis on the human geography of culture regions around the world. Students utilize research skills and a variety of forms of presenting information via graphs, charts, technology.
Building Citizenship: Civics and Economics
This course prepares student for citizenship in today’s world by studying the government, civics, political system, and economics of the USA from the Colonies to modern foreign affairs.
World Civilizations centers on the story of human beings as they developed early civilizations. Included in the course is the study of the spread of cultures around the world up to the Age of Exploration. Students explore early man, Mesopotamia, Egypt, Ancient China, Greece, Rome, the Middle Ages, and the Crusades. Included will be the development of major world religions.
American History centers on the study of the American republic from pre-revolution through post- Civil War. with the study of the first inhabitants of the Americas who crossed the Bering Strait from Asia and follows the settlement of North America from the Age of Exploration through the period of Reconstruction. Students learn foundations of U.S. constitutional government. Emphasis is on cause and effect in the course of history and linkages to today’s world.
WORLD HISTORY *
One semester (Block): one credit
Degree of Difficulty: Average
Homework: Average
This course focuses on the following: The First Humans, Prehistory, Western Asia and Egypt, India and China, Ancient Greece, Rome and the Rise of Christianity, the World of Islam, Early African Civilizations and Europe in the Middle Ages. Emphasis will be placed on cause and effect in the course of history and linkages to the world today.
(Textbook: World History and Geography McGraw Hill + primary and supplemental resources)

WORLD HISTORY HONORS*
One semester (Block): one credit
Degree of Difficulty: Above Average
Homework: Average to Above
Honors students receive differentiated assessments, products, process, and content. This course focuses on the following: The First Humans, Prehistory, Western Asia and Egypt, India and China, Ancient Greece, Rome and the Rise of Christianity, the World of Islam, Early African Civilizations and Europe in the Middle Ages. Emphasis will be placed on cause and effect in the course of history and linkages to the world today.
(Textbook: World History and Geography McGraw Hill + primary and supplemental resources)

U.S. HISTORY*
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average
(Textbook: United States History and Geography McGraw Hill + primary and supplemental resources)

U.S. HISTORY HONORS*
One semester (Block); one credit
Degree of Difficulty: Above Average
Homework: Average to Above
(Textbook: United States History and Geography McGraw Hill + primary and supplemental resources)

AP UNITED STATES HISTORY*
One year: one credit
Degree of difficulty: Advanced
Homework: Heavy
AP American History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of American History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college survey courses. In this pursuit, the acquisition of factual knowledge is the beginning point of the process, not the end. Students learn to interpret and evaluate the relative significance of primary and secondary source material and to present their evidence and conclusions clearly and persuasively in an essay format. Students sit for the May AP Exam.
(Textbook: The American Pageant AP Cengage + primary and supplemental resources)
U.S. GOVERNMENT/ECONOMICS *
One semester (Block): one credit
Degree of Difficulty: Regular
Homework: Average
The course focuses on the following: How our government came to be organized; the background and political philosophies of our founding fathers; the Bill of Rights; the office and duties of the Chief Executive; and the organization of Congress and the landmark Supreme Court cases and their significance today. In Economics, the course focuses on The Basis of Economics; Capitalism and the Market Economy; Demand and Supply; Determining Prices; Measuring Economics Performance; Inflation and Unemployment; Money and Banking; The Federal reserve system and Monetary Policy and Taxes; and National Debt and Fiscal Policy.
(Textbooks: US Government—Our Democracy McGraw Hill / Economics Prentice Hall + supplemental resources)

AP U.S. GOVERNMENT & POLITICS *
One semester: one credit
Degree of difficulty: Advanced
Homework: Heavy
The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Students study constitutional underpinnings of US government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government: Congress; the Presidency; the Bureaucracy; the Federal Courts; public policy; civil rights and civil liberties. Students sit for the AP exam in May.
(Textbook: AP Government Institutions and Policies Cengage + primary and supplemental resources)

AP MICRO-ECONOMICS*
One semester: one credit
Degree of difficulty: Advanced
Homework: Above average
The purpose of the AP course in microeconomics is to give the students a thorough understanding of the principles of economics and to apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of the government in promoting greater efficiency and equity in the economy. Students sit the AP Exam in May.
(Textbook: Krugman’s Economics for AP BFW Publishers + primary and supplemental resources)

HUMAN/PHYSICAL GEOGRAPHY *
One semester (Block): one credit
Degree of Difficulty: Regular
Homework: Average
In this course students study the influence of geography on events of the past and present. The course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies.
(Textbook: Geography—Human and Physical Worlds McGraw Hill + primary and supplemental resources)

PSYCHOLOGY*
One semester (Block): one credit
Degree of Difficulty: Regular
Homework: Average
Psychology is an introduction to basic principles and concepts of psychology. Special attention is given to provide an exposure to a wide variety of human behaviors, which may include but are not limited to: sensation, perception, learning, memory, thinking, development, personality, and disorders. Students take a field trip to a memory center to interact and make meaning of the core elements of the course.
(Textbook: Psychology—Principle in Practice Holt McDougal + primary and supplemental resources)
AP PSYCHOLOGY*
One year: one credit
Degree of difficulty: Advanced
Homework: Above average
AP Psychology is a full-year course designed to provide students with a broad overview of the diverse field of psychology and prepare students for the AP Psychology Exam given in May. The purpose of AP Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. To achieve these goals, most of class time will be devoted to lectures, discussions, and extensive review sessions. However, time will also be allocated for demonstrations, experiments, and class activities; the content of which may or may not be covered in the text.
(Textbook: Myer's Psychology for the AP Course BFW Publishers + primary and supplemental resources)

SOCIOMETRY *
One semester (Block); one credit
Degree of difficulty: Regular
Homework: Average
Sociology is the scientific study of society and human behavior. During the semester, students study these topics: the sociological perspective, culture, socialization, social groups, crime & deviance, sex & gender, race and ethnicity, social structures, social class, the elderly, family and marriage, medicine, and social change. This course is a basic introduction to the field of sociology.
Textbook: Sociology and You McGraw Hill + primary and supplemental resources)

STREET LAW *
One semester (Block); one credit
Degree of difficulty: Regular
Homework: Average
This practical, inquiry-based course is designed to provide students with the ability to analyze, evaluate, and resolve legal disputes. It is a course in democracy education and will also touch upon current law-related public issues including intellectual property, marriage equality, immigration, terrorism, and technology. Students will engage in mock trials, case studies, role-plays, small-group and other class activities. Community resource people like police, lawyers, judges, consumer advocates, etc. will be utilized as guest speakers.
(Textbook: Street Law Mc Graw Hill + primary and supplemental resources)

WORLD RELIGIONS*
One semester (Block): one credit
Degree of difficulty: Regular
Homework: Average
In World Religions, the student will study and compare the major religions of the world. The course will take a historic and a contemporary approach to understanding the fundamental likes and differences among religions and how they are practiced. The student will learn about the relationship between religion and the people of a region. Essential questions of what religion is, what does it mean to be human and interact with the sacred, and how does the sacred become community. Each religion is studied through the same set of questions, and students will be able to develop personal critical thinking skills through comparison, contrast, analysis, and evaluation.
(Textbook: THINK World Religions Pearson + primary and supplemental resources)

DRAW LIFE SCIENCE
One semester (Block)
Degree of difficulty: Average
Homework: Average
MS/HS Science is designed as an integrated life and physical science course. Students utilize an integrated science text to learn and comprehend advanced scientific vocabulary and concepts in the English language. It’s expected that students perform in laboratory and engage in group projects involving hands-on activities, as well as give oral presentations. Students gain confidence in using the language of science in English as a form of preparation to mainstream into higher-level science classes such as Biology, Physics, or Chemistry.
Textbooks: ESL Biology Life Science McGraw Hill and ESL Science Longman + primary and supplemental resources)
INTEGRATED SCIENCE 7/8

One semester (60 min.)
Degree of Difficulty: Average
Homework: Average

The goal of this course is to further the students’ knowledge in science as begun in Integrated Science 7. Laboratory investigation will increase in difficulty with the student expected to perform more complicated experiments, develop more complex thinking strategies and communicate more effectively. Age-appropriate tools, techniques, diagrams and charts will be required. Topics of study include the structure, function and processes of the cell; cell reproduction and heredity; multi-cellular organization and differentiation; systemic human anatomy and physiology; ecology; populations and ecosystems; and states, properties, classification and changes of matter; life science; earth science; interactions of the human systems; physical science; and an introduction to chemistry.

(Textbook: iScience Glencoe + primary and supplemental resources)

STEM*

One semester (Block): one credit
Degree of Difficulty: Average
Homework: Average

Engineering the Future: Science, Technology, and the Design Process is a physical science course designed to give students a strong foundation in science and technology and engineering. This is a project-based problem-solving class in which students learn first-hand about systems analysis, engineering drawing, the design process, the manufacturing process, structures and loads, materials and forces, energy efficiency, buoyancy, robotics and hydraulics, rocketry, renewable resources, heat engines, geothermal power, nuclear power, computer systems, optical fibers, electromagnetic spectrum, electricity, series and parallel circuits, solar and wind power.

(Textbook: Engineering for the Future It’s About Time Publishers + primary and supplemental resources)

STEM HONORS*

One semester (Block): one credit
Degree of Difficulty: Above Average
Homework: Above Average

Honors students receive differentiated assessments, products, process, and content. Engineering the Future: Science, Technology, and the Design Process is a physical science course designed to give students a strong foundation in science and technology and engineering. This is a project-based problem-solving class in which students learn first-hand about systems analysis, engineering drawing, the design process, the manufacturing process, structures and loads, materials and forces, energy efficiency, buoyancy, robotics and hydraulics, rocketry, renewable resources, heat engines, geothermal power, nuclear power, computer systems, optical fibers, electromagnetic spectrum, electricity, series and parallel circuits, solar and wind power.

(Textbook: Engineering for the Future It’s About Time Publishers + primary and supplemental resources)

BIOLOGY *

One semester (Block): one credit
Degree of Difficulty: Average
Homework: Average

This course introduces students to the study of living organisms including microscopic and dissection work. Topics include an introduction to chemistry and biochemistry; a comprehensive study of the structure and function of the cell; Photosynthesis and cellular respiration; cellular reproduction; genetics; and evolution. Weekly laboratory assignments include the writing of formal laboratory reports. This course prepares students for college biology or AP Biology.

(Textbook: Modern Biology Houghton Mifflin + primary and supplemental resources)

BIOLOGY HONORS*

One semester (Block): one credit
Degree of Difficulty: Average
Homework: Average

Honors students receive differentiated assessments, products, process, and content. This course introduces students to the study of living organisms including microscopic and dissection work. Topics include an introduction to chemistry and biochemistry; a comprehensive study of the structure and function of the cell; Photosynthesis and cellular respiration; cellular reproduction; genetics; and evolution. Weekly laboratory assignments include the writing of formal laboratory reports. This course prepares students for college biology or AP Biology.

(Textbook: Modern Biology Houghton Mifflin + primary and supplemental resources)
MARINE BIOLOGY*
One semester (Block): one credit
Degree of Difficulty: Average
Prerequisites: Biology
Homework: Average
This introductory survey course in marine biology covers marine environments, algae, plants, invertebrates, fish, reptiles, birds, mammals, tidal zones, salt marshes, estuaries, rocky shores, and open ocean. Students participate in several field experiences. Lab experiences focus on higher level thinking skills. This course is not designed as a substitute for first year biology.
(Textbook: Life on an Ocean Planet Current + primary and supplemental resources)

AP BIOLOGY*
One semester; one credit
Degree of difficulty: Advanced
Homework: Above average
The main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Primary emphasis in an AP Biology course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. Students sit for the AP exam in May.
(Textbook: AP Biology in Focus Pearson + primary and supplemental resources)

INTEGRATED CHEMISTRY-PHYSICS*
One semester (Block); one credit
Degree of Difficulty: Average
Homework: Average
This course explores the nature of force, motion, energy, and matter. Course topics include kinematics, force, momentum, waves, atoms, the periodic table, molecular bonding, chemical reactivity, electricity, and nuclear energy. The course provides students with opportunities to learn and practice scientific skills within the context of relevant scientific questions.

CHEMISTRY *
One semester (Block); one credit
Degree of Difficulty: Average
Homework: Average
This course introduces students to the composition of substances at the atomic and molecular level. Basic problem-solving techniques, metric conversions, scientific notation are also studied. Students become familiar with the mole and stoichiometry and the composition and states of matter at the atomic and molecular level, the naming of formulas, and chemical reactions. The course includes hydrocarbons, gas laws and nuclear chemistry. Weekly laboratory assignments include the writing of formal laboratory reports. A course requiring higher level thinking abilities forces students to solve complicated word problems. Work is cumulative with the material of the succeeding chapters building upon proceeding work.
(Textbook: Chemistry Pearson + primary and supplemental resources)

CHEMISTRY HONORS*
One semester (Block); one credit
Degree of Difficulty: Above Average
Homework: Average to Above
Honors students receive differentiated assessments, products, process, and content. This course introduces students to the composition of substances at the atomic and molecular level. Basic problem-solving techniques, metric conversions, scientific notation are also studied. Students become familiar with the mole and stoichiometry and the composition and states of matter at the atomic and molecular level, the naming of formulas, and chemical reactions. The course includes hydrocarbons, gas laws and nuclear chemistry. Weekly laboratory assignments include the writing of formal laboratory reports. A course requiring higher level thinking abilities forces students to solve complicated word problems. Work is cumulative with the material of the succeeding chapters building upon proceeding work.
(Textbook: World of Chemistry Holt + primary and supplemental resources)
AP CHEMISTRY*
One year; one credit
Degree of difficulty: Advanced
Homework: Above average
This course prepares students for the Advanced Placement Chemistry exam which offers students the opportunity to earn advanced placement or college credit for their high school achievement. Through lecture, problem solving, and labs this course covers the following material: structure and states of matter, chemical reactions, stoichiometry, thermodynamics, equilibrium, acid/base solutions, electrochemistry, oxidation-reduction, organic chemistry and nuclear chemistry. Students sit for the AP exam in May.
(Textbook: AP Chemistry Cengage + primary and supplemental resources)

ANATOMY*
One semester (Block); one credit
Degree of Difficulty: Average
Homework: Average
Anatomy is the study of the structure of body parts and physiology is the study of the function of these parts. This course in an introductory course which will cover all the basic information necessary for a general understanding of the structure and functions of the human body. Units are as follows: human organization, cell structure, structure and functions of the skin, skeletal and muscular systems, nervous system, senses, endocrine system, composition of blood, blood types, blood groups, vascular and circulatory system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive development.
(Textbook: Hole’s Essentials of Human Anatomy and Physiology McGraw Hill+ primary and supplemental resources)

EARTH SCIENCE*
One semester (Block); one credit
Degree of Difficulty: Average
Homework: Average
Earth Science is the study of Earth’s processes in the hydrosphere, geosphere, atmosphere and biosphere. Topics include rocks and minerals, weathering, earthquakes, volcanoes, plate tectonics, oceanography, meteorology, and astronomy. Students will come to an understanding of how many of these topics are interrelated. Students identify key concepts through the reading material and then apply that knowledge in review activities and virtual field trips.
(Textbook: Earth Science McGraw Hill + primary and supplemental resources)

ENVIRONMENTAL SCIENCE*
One semester (Block); one credit
Degree of Difficulty: Average
Prerequisite: Biology
Homework: Average
Environmental Science provides students with knowledge needed to understand the interrelationships among living and nonliving systems. Units include the sustainability of life on Earth, the biodiversity of healthy ecosystems, an examination of Earth’s biomes, and environmental concerns related to people.
(Textbook: Environmental Science Pearson + primary and supplemental resources)

AP ENVIRONMENTAL SCIENCE*
One semester (Block); 1 credit
Degree of Difficulty: Above Average
Homework: Above Average
From the College Board, “The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Interdisciplinary themes: science is a process; energy conversions underlie all ecological processes; the earth itself is one interconnected system; humans alter natural systems; environmental problems have a cultural/social context; and human survival depends on developing practices that will achieve sustainable systems.” Students sit for the AP exam in May.
(Textbook: Living in the Environment Cengage + primary and supplemental resources)
PHYSICS HONORS*
One semester (Block); 1 credit
Degree of Difficulty: Average
Homework: Average
This course introduces students to the study of matter and energy and the relationship between the two. Physics involves extension problem solving, basic geometry, and coordinate systems. Students should have knowledge of integrated problem solving. This course includes a study of vectors, forces, motion, and momentum, a study of the basic forms of energy, states of matter, waves, light, electricity and magnetism. The course prepares students for college physics or AP Physics.
(Textbook: HMH Physics Holt + primary and supplemental resources)

AP COMPUTER SCIENCE PRINCIPLES*
One semester (Block); 1 credit
Degree of Difficulty: Above Average
Homework: Above Average
Approved by the College Board, this course is an entry-level course that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics: programming, algorithms, the Internet, big data, digital privacy and security and the societal impacts of computing. This course seeks to provide foundational knowledge and skills to meaningfully participate in our increasingly digital society, economy, and culture.

INTEGRATED MATH  7/8
One year (Block);
Degree of Difficulty: Regular
Homework: Average
This course demonstrates the usefulness of math in everyday life and to show the connection between math and other courses. It is part of an integrated math curriculum, with continuity from 6th grade. Students expand on previous exposure to simple algebraic concepts involving integers and including linear equations/functions and pattern recognition. Fractions and proportional reasoning are used in everyday scenarios. Skills are developed in measuring geometric 2-/3-dimensional figures. (Textbook: Math Courses1 and 2 Prentice Hall + supplemental resources)

MATH 8 /PRE-ALGEBRA
One year (Block); (90 minutes)
Degree of Difficulty: Regular
Homework: Average
This course demonstrates the usefulness of math in everyday life and shows connections between math and other courses. The pre-algebra course is the culmination of an integrated math curriculum from 6th through 8th grade in preparation for Algebra 1 and geometry. Algebraic concepts studied include rational numbers, real numbers, Pythagorean Theorem, inequalities, non-linear functions and polynomials. Proportional reasoning is strengthened, and matrices are covered with respect to statistics. Geometry skills extend to include measurement of area and volume. (Textbook: Math Course 3 Prentice Hall, Pre-Algebra McGraw Hill + supplemental resources)

ALGEBRA 1*
One semester (Block); one credit
Degree of Difficulty: Regular
Homework: Average
In this course, students acquire and demonstrate knowledge of these topics in algebra: expressions and equations, real numbers, solving linear equations, graphing relations and functions, analyzing linear equations, solving linear inequalities, solving systems, polynomials, factoring, quadratic functions, radical expressions, rational expressions, statistics, and probability.
(Textbook: Algebra 1 Glencoe + supplemental resources)

ALGEBRA 1 HONORS*
One semester (Block); one credit
Degree of Difficulty: Above Average
Homework: Average to Above
Honors students receive differentiated assessments, products, process, and content. In this course, students acquire and demonstrate knowledge of these topics in algebra: expressions and equations, real numbers, solving linear
equations, graphing relations and functions, analyzing linear equations, solving linear inequalities, solving systems, polynomials, factoring, quadratic functions, radical expressions, rational expressions, statistics, and probability. (Textbook: Algebra 1 Glencoe + supplemental resources)

GEOMETRY *
One semester (Block); one credit
Degree of Difficulty: Average
Homework: Average
Topics covered include the language of geometry; reasoning and proof; parallels; congruent triangles; applying congruent triangles; quadrilaterals; similarity; right triangles and trigonometry; circles; polygons and area; surface area and volume; more coordinate geometry; loci; and transformations. Students demonstrate knowledge of the concepts, definitions, and properties outlined above. Students develop critical thinking and decision-making skills by applying concepts learned to practical real-world situations. (Textbook: Geometry Glencoe + supplemental resources)

GEOMETRY HONORS*
One semester (Block); one credit
Degree of Difficulty: Above Average
Homework: Average to Above
Honors students receive differentiated assessments, products, process, and content. Topics covered include the language of geometry; reasoning and proof; parallels; congruent triangles; applying congruent triangles; quadrilaterals; similarity; right triangles and trigonometry; circles; polygons and area; surface area and volume; more coordinate geometry; loci; and transformations. Students demonstrate knowledge of the concepts, definitions, and properties outlined above. Students develop critical thinking and decision-making skills by applying concepts learned to practical real-world situations. (Textbook: Geometry Glencoe + supplemental resources)

ALGEBRA 2 *
One semester (Block); one credit
Degree of Difficulty: Regular
Prerequisite: Algebra 1
Homework: Average
In the context of real-world applications, this course develops students’ computational powers and ability to generalize and craft mathematical solutions to everyday problems. Content explores linear relations and functions, systems of equations and inequalities, matrices. Skills with quadratic and polynomial functions are applied through practice. The course includes sections on advanced functions like conic sections and exponential/logarithmic relations. Trigonometry concepts are introduced in anticipation of subsequent classes Pre-calculus and Calculus classes. (Textbook: Algebra 2 Pearson + supplemental resources)

ALGEBRA 2 HONORS*
One semester (Block); one credit
Degree of Difficulty: Above Average
Prerequisite: Algebra 1
Homework: Average to Above
Honors students receive differentiated assessments, products, process, and content. In the context of real-world applications, this course develops students’ computational powers and ability to generalize and craft mathematical solutions to everyday problems. Content explores linear relations and functions, systems of equations and inequalities, matrices. Skills with quadratic and polynomial functions are applied through practice. The course includes sections on advanced functions like conic sections and exponential/logarithmic relations. Trigonometry concepts are introduced in anticipation of subsequent classes Pre-calculus and Calculus classes. (Textbook: Algebra 2 Pearson + supplemental resources)

STATISTICS *
One semester (Block); one credit
Degree of Difficulty: Regular
Prerequisite: Algebra 1, Algebra 2, Geometry
Homework: Average
This introductory statistics course emphasizes the elements of statistical thinking and focuses on data and concepts. Students explore data, examine relationships, and make inferential decisions. Included is study of sampling distributions, graphing results, the normal distribution, probability, and inference. Upon completion of this course, students will have a strong background in statistical concepts to be well prepared for a college level Statistics course. (Textbook: Stats Modeling the World Pearson + supplemental resources)
STATISTICS HONORS*  
One semester (Block); one credit  
Degree of Difficulty: Above Average  
Prerequisite: Algebra 1, Algebra 2, Geometry  
Homework: Average to Above  
Honors students receive differentiated assessments, products, process, and content. This introductory statistics course emphasizes the elements of statistical thinking and focuses on data and concepts. Students explore data, examine relationships, and make inferential decisions. Included is study of sampling distributions, graphing results, the normal distribution, probability, and inference. Upon completion of this course, students will have a strong background in statistical concepts to be well prepared for a college level Statistics course.  
(Textbook: Stats Modeling the World Pearson + supplemental resources)

AP STATISTICS*  
One semester (Block); one credit  
Degree of Difficulty: Above Average  
Homework: Above Average  
The AP course in statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:  
1. Exploring Data: Describing patterns and departures from patterns  
2. Sampling and Experimentation: Planning and conducting a study  
3. Anticipating Patterns: Exploring random phenomena using probability and simulation  
4. Statistical Inference: Estimating population parameters and testing hypotheses  
Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course in college. Students sit for the May AP exam.  
(Textbook: Statistics & Probability with Applications BFW Publisher + supplemental resources)

PRECALCULUS HONORS*  
One semester (Block); one credit  
Degree of Difficulty: Above average  
Prerequisite: Algebra 1, Algebra 2, Geometry  
Homework: Average to Above  
Pre-calculus completes the study of the elementary functions begun in Algebra I, Algebra II, and Geometry. Students focus on the use of technology, modeling, and problem-solving using data analysis, trigonometric and circular functions, their inverses, polar coordinates, complex numbers, conics and quadratic relations. Students who complete this course will understand the conceptual foundations of limit, the area under a curve, and the slope of a tangent line, in preparation for the formal study of calculus.  
(Textbook: Precalculus Enhanced Pearson + supplemental resources)

CALCULUS*  
One semester (Block); one credit  
Degree of Difficulty: Advanced  
Prerequisite: Pre-Calculus  
Homework: Average to Above  
Calculus is for students with a strong ability and interest in mathematics. Course content includes differential and integral calculus applied to algebraic, polynomial, exponential, logarithmic, and trigonometric functions. Course material incorporates a broad spectrum of interesting applications from the business, social and scientific fields. Problem solving involves a balanced approach to obtain solutions algebraically and analytically and support these results graphically and numerically. Graphing calculator use is mandatory for this course.  
(Textbook: Calculus Prentice Hall + supplemental resources)

AP CALCULUS AB*  
One semester (Block); one credit  
Degree of Difficulty: Above Average  
Prerequisite: Calculus recommended  
Homework: Above Average  
AP Calculus AB is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is the equivalent of a semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course. Students sit for the AP exam in May.  

In addition to the in-seat Heritage Academy courses listed, if there is a schedule conflict, students may take Florida Global Virtual School courses offered each year.
Join the Heritage Pride & Achievement Wall!
HONORS CONTRACT

Student: ________________________  Course: ______________________
Teacher: ________________________

• I understand and accept the academic rigor and guidelines for participation in the “Honors Challenge” for this class.

• I understand that I can drop out of the honors challenge only if I am doing below C-work at the end of the quarter. After that time, I may not drop the honors challenge regardless of my grade.

• I understand that the honors recognition will appear on my report card and transcript.

• I understand that I must demonstrate honorable academic work and behavior throughout the course.

Student Printed Signature ______________________________  Date _____

Teacher Printed Signature ______________________________  Date _____

Parent/Houseparent Printed Signature _________________________  Date _____
**Individual Graduation Plan**

Name: ________________ College Preparatory or General Studies Diploma: _____________

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## NCAA Requirements

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“LEARNING HOW TO LEARN IS LIFE’S MOST IMPORTANT SKILL.”

TONY BUZAN
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Transcript Review
Transcripts Sent to Other Schools
Tuition and Payment Policy
Tutors
Parents, guardians, and students are encouraged to stay abreast of school happenings go logging in to our school portal on a regular basis.

Be

Responsible.

Your future depends on it
POLICY SIGNATURE PAGE FOR Students, Parents/ Guardians

**Overall Statement:** I have read the Student Handbook and understand and agree to abide by all policies, procedures and expectations therein. **Initials:**  

**Specific Statement:** I have read and will abide by each of the following policies, regulations, and expectations.

Students, Parents/Houseparent/Residential Instructor/Staff Member, please initial each line below.

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Printed Name: ____________________________ Grade ____

Signature: __________________________________________________________________________

Parent / Houseparent/ Residential Instructor Signature:

_____________________________________________________________________________________

Date: ______________________________________________________________________________

*Students are to submit the signed form to his or her Block 3 teacher no later than the 3rd day after you begin class at Heritage Academy.*
HERITAGE ACADEMY
11 NEW ORLEANS RD.
HILTON HEAD IS., SC 29928
Fax: (843) 842-9620

www.heritagehhi.com
(public website)
www.heritagehhi.powerschool.com
(student/parent portal)

HERITAGE ACADEMY MISSION:
To have a transformational impact on the lives of students pursuing professional training in extra-curricular interests through providing a balanced and personalized educational college prep education program in supportive learning environments