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# **Robert Land Academy Parents' Handbook (2019-2020)**

# ROBERT LAND ACADEMY HERITAGE

Robert Land (1736 – 1818) was an adventurous, loyal frontiersman, who served with the 79th Gordon Highlanders of the British Army. He saw action in the Battle of Louisbourg (1758) and fought with General Wolfe at the Battle of The Plains of Abraham (1759). In 1763, Robert, his wife Phoebe, and their nine children settled in the outlying village of Cushetunk, Pennsylvania. Here, the Land family had immediate contact with the local native peoples and, while hunting, found a wounded aboriginal and carried him home to be nursed back to health. This kindness was to serve him well when he came to rely heavily on his native friends as a British Agent and spy during the American Revolution.

Robert Land remained loyal to the Crown when the American Revolution broke out (1775). He was saved from a fiery death when a native companion warned him of danger only hours before the rebel militia razed his home with the intent of taking him and his family hostage. The Land family fled to New York. Robert Land continued in dangerous missions for the British, leading troops through unmapped, otherwise hostile native Indian Territory to attack rebel strongholds.

At the end of the hostilities, Captain Robert Land crossed the Niagara River. It was here, after so many hardships, that the Land family settled under the British Flag of Upper Canada and were the first settlers of what is now the City of Hamilton. Robert Land died in 1818 at the age of 82 years.

G. Scott Bowman, the Academy's Founder, is a direct descendent of Robert Land and his wife Phoebe Land. In its inaugural year (1978) the Academy enrolled 28 young men.

Today, Robert Land Academy is home to more than 125 Cadets. Its 168 acre campus includes a fully equipped athletic complex, residences, classrooms, labs, playing fields and more. Robert Land's life as a frontiersman, soldier, father and magistrate personified the values of labour, loyalty, courage, commitment and honour. These values are the central pillars upon which the Academy exists. They have and will continue to be a part of our heritage.

## **VALUES**

Robert Land Academy seeks to advance five key values that are held to be central to a productive and fulfilling adult life. The Academy's goal is to instil these values while demonstrating them concretely through example and programming.

**Labour** involves sustained intense effort and is fundamental to success in all walks of life.

**Loyalty** involves a bond with others in which their interests are held to be as important as our own.

**Commitment** involves a fixed, sustained and consistent adherence to the realization of an objective or person.

**Courage** involves the ability to rise above personal fear and anxiety to meet challenges and confront difficulties.

**Honour** involves the maintenance of personal values regardless of immediate advantage, gain or convenience.

With a clear understanding and acceptance of these values, Robert Land Academy's work begins.

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## **CHAPTER ONE: INTRODUCTION**

### **Welcome to Robert Land Academy.**

We look forward to working with you and your son to provide an opportunity to help him to realize his potential and to stimulate an increased sense of personal responsibility. Our programme fosters and encourages growth at every level with a view towards establishing a stable foundation for future success.

Our graduates over the years have gone on to universities and colleges throughout Canada including the University of Toronto, Queens, McGill, McMaster, Western, Alberta and the University of British Columbia, as well as post-secondary institutions abroad. For the past decade, 100% of our graduates seeking post-secondary admission have been successfully placed.

Your son's journey to success will be a group effort. Although the primary responsibility is upon him, it is the obligation of each student's family to work together with us to provide consistency, clarity and support going forward. This Handbook is intended to help serve this purpose. The terms "student" and "cadet" are used interchangeably throughout this handbook.

### **AIM**

The aim of the Academy is to help realize the potential of each Cadet academically, physically and emotionally by providing a programme that is highly structured, motivational and utilizes a disciplined learning and living environment. All Cadets are required to participate in the many components of the programme.

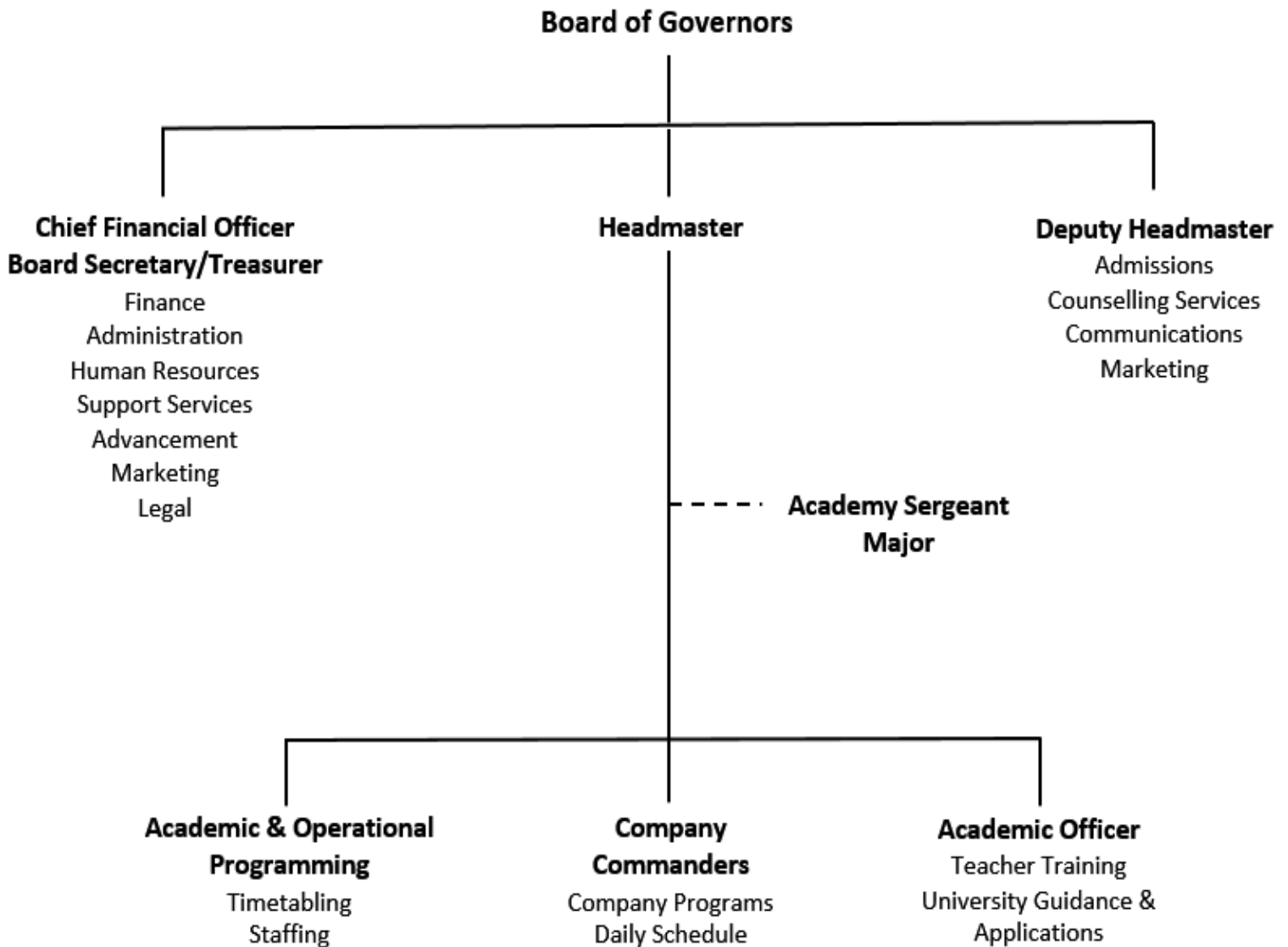
A student's success can be reached when they become fully engaged in the programme. This is achieved with the support of the Cadet's family as they partner with RLA in order to realize their son's potential. This can be achieved with hard work, structured surroundings and the support of those around them no matter their needs and learning style.

### **INQUIRIES**

Parents who have questions or require information about their son's programme or progress, the school's programmes, policies, schedules, fees, or any other matter, should feel free to contact the school. Telephone 905-386-6203 or Fax 905-386-6607 or email: [contact@rla.ca](mailto:contact@rla.ca)

## **ACADEMY ORGANIZATION**

Robert Land Academy operates under The Creative Centre for Learning and Development (CCLD), a not-for-profit corporation operating in Ontario with charitable status under the Canada Revenue Agency (CRA) Income Tax Act. CCLD is governed by a volunteer Board of Governors. Kevin Wendling is the Headmaster of Robert Land Academy. The following chart displays the organizational structure for Robert Land Academy.



## **FACULTY**

The Academy's teaching faculty is comprised of men and women who are committed to teaching both in and out of the classroom. They instil not only knowledge but also the values that provide a framework within which knowledge can be used in a positive way.

As well as academic instruction their duties also include counselling, coaching sports teams, supporting clubs and tutoring. All teachers are Officers of the Academy and wear a uniform with appropriate rank. In addition, non-commissioned Officers assist in providing leadership, guidance and discipline.

The faculty is familiar with how each Cadet learns, their personality, strengths and challenges. Common sense and hard work are the hallmarks of the faculty's endeavours with Cadets.

## **STAFF**

The support personnel are equally concerned with the well-being of each Cadet. The staff in the Mess Hall provides well-balanced, nutritional meals and snacks. The Nurses and Academy's Doctor attend to medical inquiries. The Maintenance and support staff often work directly with Cadets. Most parents get to know the Administrative staff since they handle telephone calls, process payments and ensure good communication.

## **CADET ORGANIZATION**

The Academy is organized into three distinct units as follows:

- "A" Company - Junior Boys (grades 5, 6, 7 and 8)
- "B" Company - Intermediate Boys (grades 9 and 10)
- "C" Company - Senior Boys (grades 11 and 12)

"A", "B" and "C" Companies are supervised by Company Commanders and supported by Company Sergeant Majors (CSM). They are responsible for the efficient conduct of their Company.

## **Houses**

Within each Company Cadets are assigned to a House for the purposes of internal organization and improved attention to individual needs. It is within Houses that friendships, social skills and leadership abilities are developed, under the guidance and direction of a Company Commander.

Houses are comprised of boys close in age, maturity level and interests. Houses are named after figures from Canadian History. Occasionally, Cadets are transferred from one House to another in order to meet students' varied needs, for example to accommodate changes in rank. Three Houses form a Platoon and there are two platoons within each Company.

Students take on leadership roles within their companies, barracks, platoons and houses. Students who strive to take on more senior leadership positions can become Non-commissioned Officers (NCO), which is similar to a prefect.

## **Sections**

Students are also organized into Sections which focus on academics and cadet support. Each Section has a Section Officer who is a teacher responsible for the progress of each Cadet and who supports and advises the Cadets in his or her section. Section meetings are held weekly, giving Cadets and their Section Officers the opportunity to discuss progress and issues. Cadets are encouraged to see their Section Officer for guidance and advice.

## **CHAPTER TWO: PROGRAMMING**

### **RLA PROGRAM INTRODUCTION**

The school year is divided into two semesters, each of which has the same overall structure, roughly the same number of holidays and the same importance in evaluating a Cadet's progress.

Academically, each semester for grades 9 through 12 ends with a set of examinations as their courses end. Grades 5, 6, 7 and 8 will learn all their subjects throughout the school year. At the end of each semester, all Cadets receive a Report Card.

During each semester Cadets are involved with physical training which is supported by the Physical Education program and monthly performance objectives. Seasonal sports are highlighted both for inter and intra-school competitions (RLA is a member of Zone 2 within SOSSA).

The programme at Robert Land Academy also focuses on personal development, character building and leadership.

The beginning of the school year is geared towards organization, establishing routines and learning how to meet the expectations of Academy life. With support, encouragement and motivation, Cadets focus on themselves in terms of becoming self-sufficient, getting to know their own strengths and weaknesses, and in contributing whatever they can to the Academy. During this time Cadets often redefine their limitations and abilities and begin to see their potential.

As the school year progresses, the focus is more on the socialization process. Cadets who have learned how to look after themselves are invited to recognize the needs and aspirations of others. Cadets are accorded the opportunity to practise what they have learned in practical situations. Cadets with leadership abilities, or with an improved, better defined self-esteem, are given the opportunity to display these qualities in their work and play with other Cadets and Faculty.

As the school year draws to a close it is also a time for consolidation and solidification where the emphasis is on finishing the year productively, with the best possible results. This is a time for Cadets to become more comfortable with the success they have achieved and to become more independent in their actions and self-discipline. Over time, the eventual expectation is that Cadets develop the self-discipline to rely less on the structure, external controls and discipline and more on self-control and accountability.

### **SCHEDULES AND ROUTINES**

The "C" Company (grades 11-12) programme focuses upon academic preparation for admission and success at university and college. This involves the development of independent study habits and the appropriate set of skills needed for post-secondary education. RLA stresses developing student responsibility in their achievement levels and taking all necessary steps to seek help independently when required. Students in "C" Company have access to study hall and tutorials to support academic success.

The "B" Company (grades 9-10) programme focuses upon academic foundations, remediation and the development of a sense of accountability and highlights a healthy lifestyle. This involves the development of a sense of purpose needed to take a Cadet's focus from the present to his future and the steps necessary to secure it as students move into the senior grades of high school. Assigned homework is completed during supervised Study Halls and students have access to teacher-led tutorials.

The "A" Company (grades 5-6-7-8) programme focuses upon developing a love of learning through activities intended to maximize learning within a supportive context. Lessons arise from practical situations and applications as well as the development of mastering skills required for high school. These students begin to learn responsibility, self-regulation and organisation through our highly structured living and learning environment.

## Weekday Schedule

Grades 5/6/7/8 (A coy)		Grade 9/10 (B coy)		Grades 11/12 (C coy)	
0630	Reveille	0630	Reveille	0630	Reveille
0630-0715	Morning Routine	0630-0715	Morning Routine	0630-0715	Morning Routine
0715-0800	Inspection	0715-0800	Inspection	0715-0800	Inspection
0800-0840	Breakfast	0800-0840	Breakfast	0800-0840	Breakfast
0840-0855	Colours	0840-0855	Colours	0840-0855	Colours
0855-1155	Classes	0855-1155	Classes	0855-1155	Classes
1155-1250	Lunch	1155-1250	Lunch	1155-1250	Lunch
1250-1335	Activity Period/Tutorial	1250-1335	Study Hall/Tutorial	1250-1335	Study Hall/Tutorial
1335-1630	Classes	1335-1635	Classes	1335-1635	Classes
1630-1730	Activity Period	1640-1730	Activity Period	1640-1730	Activity Period
1730-1830	Dinner	1730-1830	Dinner	1730-1830	Dinner
1830-1915	Activity Period	1830-2000	Classes/Study Hall	1830-2015	Study Hall
1915-2045	Barracks Routine	2000-2100	Barracks Routine	2015-2115	Barracks Routine
2045-2115	Lights Out Routine	2100-2130	Lights Out Routine	2115-2130	Lights Out Routine

(Please note that timings and activities may vary slightly with each Company or scheduled daily events.)

## Weekends

In keeping with the primary mission of helping each student to realize his potential academically, physically and emotionally, the weekends provide an opportunity for additional programming intended to further the realization of these objectives. Structured activities are operated along Company lines intended to address the specific needs of that group. Weekend programming will include various elements of academic training, such as working on Physical Education courses, tutorials and remediation as well as adventure and leadership training, group dynamics/team building activities, community service opportunities and organized team sports.

**Given the importance of weekend training activities, Leave arrangements (see Leaves) are confined specifically to those designated on the Schedule of Events.**

## ACADEMIC PROGRAMMING

Robert Land Academy is a private school inspected by the Ontario Ministry of Education and offers curriculum, instruction and resources that conform to Ministry standards and guidelines. RLA grants credits towards the government issued Ontario Secondary School Diploma (O.S.S.D.).

The academic year is divided into two semesters. Each semester culminates with a set of final assessments and the issuing of a Provincial Report Card giving final grades in the subjects completed at that time.

Some courses are year-round and run throughout the entire academic year. If a student enrolls at second semester he will NOT receive a full credit for compulsory courses that run throughout the year. If the student takes the same course the following academic year and completes another full semester, he will receive a credit for that course.

The academic programme is intended to be as rigorous as the training and physical education components. Students will be directed to courses that will maximize their future career options and choices. All courses offered are at the Academic or Open level.

## **Curriculum and Courses of Study**

The curriculum, in keeping with other aspects of the overall programme, is highly structured and provides little or no choice of course selection until the senior years. The focus of this programme results in boys being placed back into a situation of choice with regards to their own futures. Senior courses are selected on the basis of their appropriateness for university and college admission. Senior students' choices are determined by the university or college programme that they have identified. The Robert Land Academy Course Calendar is available online at [www.rlaadmissions.com](http://www.rlaadmissions.com) under student forms. The Academy ensures every course required for university admissions is offered. **NOTE: Some senior courses are only offered subject to enrolment and need.**

Course Outlines in all subjects are developed in accordance with the Ministry of Education Curriculum. All courses emphasize the development of basic study skills in reading and writing. Students receive instruction and guidance in taking notes, reading texts and developing learning skills. Each intermediate and senior credit consists of a minimum of 110 scheduled hours of instruction.

Subject textbooks are provided by the Academy. Students can purchase pens, stationery and supplies in the Tuck Shop if they lose or damage their issued equipment. Students are expected to take care of all their academic issue, and can be charged to their tuck account for lost or abused materials. Charges are determined by the state of textbooks upon their return, with allowance for fair wear and tear.

## **Stand Down Homework**

Each Stand Down (including Christmas and March Break) Cadets are assigned homework for each subject for each day of the Stand Down. **Homework not completed to the required standard, as determined by the Academy, may result in an academic charge for the first offence and may result in the loss of a future Stand Down for subsequent offences.** Cadets in "A" Company (grades 5, 6, 7 and 8) will work to their own schedule as outlined by the Company Commander.

Stand Down homework is posted the day stand down begins on the Academy's website at [www.rla.ca/homework](http://www.rla.ca/homework)

## **Student Evaluation and Examinations**

Students are evaluated in many ways: observations (daily participation and notebooks), conversations (student conferences) and student products (projects, essays, quizzes, oral and written tests). Students in Grade 9 to 12 write final examinations (lasting two to three hours, depending upon the grade level) for each subject. Exam writing offers the opportunity for Cadets to demonstrate an understanding of course material and to experience formal assessment. Staff will take time to teach Cadets how to prepare for and write examinations and support them in order to promote improvement.

## **Timetables**

Timetables are based on grade requirements and students' post-secondary education aspirations. Parents and students will be asked for input in creating timetables with staff providing support to help achieve future academic goals.

## **Report Cards**

Parents will receive an email confirming their son's timetable. In addition to final report cards, parents will receive a midterm report.

Parents are asked to read reports thoroughly as soon as possible. Feel free to contact the school if you have any questions regarding your son's Report Card. Any inquiries should be directed to the Academy via email at [academics@rla.ca](mailto:academics@rla.ca)

### **Cadet Service Record**

The Cadet Service Record outlines promotions, training activities, leadership positions and awards. The Cadet Service Record is designed so that it can be used as a reference for summer employment, or to other educational environments. **As Robert Land Academy is a unique educational environment, it is impossible to anticipate future behaviours or academic progress outside of the programme. As such, requests to complete reference forms or recommendations for students are denied.**

### **University and College Applications**

All Senior Division students will meet with the Academic Officer to ascertain career and post-secondary objectives. Parents will be advised of the outcome of this meeting. The Academy provides access, through the internet, to all University and College calendars for institutions in Canada, United States and abroad. Since all graduates pursue post-secondary education, the Academy takes an active role in guiding and assisting Cadets to realize their ambitions.

### **Volunteer Experience**

In order to graduate with an Ontario Secondary School Diploma (OSSD) students must complete 40 hours of volunteer work within four years of high school. The responsibility to complete these hours is that of the student and should be done during leaves, Stand Downs and summer vacations. At times RLA **may** have volunteer opportunities available to students.

### **ATHLETIC PROGRAMMING**

It is important for parents to know that the Academy stresses participation and healthy competition for all boys. Such participation is mandatory and results in gains in fitness, self-esteem and social skills.

Sports and fitness are important components of the Academy's overall programme. Participation is the aim of the athletics programme and all students take part in sports and fitness. Students are taught the skills and the theory of sports and recreational activities, as well as the social values intrinsic to team membership. In addition, participants are taught how to compete and how to learn from competition. The emphasis is always on putting forth one's best effort.

The Academy competes against other area high schools in Zone 2 of SOSSA (the organization sponsoring Secondary School Sports) in soccer, basketball, volleyball, wrestling or other varsity sports as interests dictate. Only students who have achieved cadet status and are academically eligible are able to participate in intra-school sports.

The Academy provides some sports equipment, however occasionally students may be asked to purchase or bring items from home.

## **ADVENTURE TRAINING**

In addition to sports, students participate in a variety of adventure activities. Each year Cadets are challenged with a three-day 70 km Fall and / or Spring Exercise.

Robert Land Academy has small groups participate in the Bataan Memorial Death March in New Mexico and the Raider Challenge held at Massanutten Military Academy in Virginia. These experiences help to build leadership skills, outdoor wilderness skills and the ability to work and function as a team. Students are encouraged to try out for these experiences.

Other activities that may be offered throughout the year are scuba diving (SCUBA) and parachuting (PARA).

These activities will only be offered to students who have achieved cadet status and are academically eligible, and may be offered to students based on suitability, age and enrolment. There are costs associated with some of these activities and parents will be notified as such.

### **CHAPTER THREE: THE MILITARY THEME**

Robert Land Academy utilizes a military theme to reinforce the importance of structure, discipline, accountability and self-determination. The demanding intellectual and physical challenges are accompanied by training support and encouragement to assist each student in developing self-confidence and self-worth through genuine achievement.

#### **RANKS**

The Rank system allows boys to earn privileges commensurate with the responsibilities in a highly structured system with clear indicators of achievement. The system is upwardly mobile and encourages boys to learn and practice leadership skills.

##### **Recruit**

All new boys are Recruits and participate in Recruit Phase Training for approximately 4 1/2 to 5 weeks. During this period, they learn the “how tos” of Academy life. They are not considered full members of the Academy and do not have the privileges of a Cadet. They earn the rank of Cadet by passing a number of clearly defined “Performance Objectives” which are shared with cadets in the student handbook. **Recruits are not eligible for Leaves and are only eligible for Stand Downs once they have been at the Academy for four weeks.**

##### **Cadet**

Cadet is the most common rank at the Academy and indicates a full member of the Robert Land community with all of its attendant rights and responsibilities. Cadets make up the rank and file of the school body, wearing the RLA Cap Badge and participating fully in all activities. The use of this term should not be confused with the other use of the word “Cadet(s)”, which is a reference to all students at the Academy, regardless of rank.

##### **Barman**

A Cadet can become a Barman by displaying a consistent mastery of all the individual skills and fulfilling all the individual responsibilities of the Cadet rank. A Barman does well on all inspections, works to his potential in class, displays good behaviour, has a positive attitude and demonstrates an internalization of the Academy’s values. Barman communicate a willingness to help others and is reflected by taking on a leadership role in the barracks or around the Academy.

**Leading Barman** (A & B Coy only): 2 solid bars & 1 thin bar – metallic insignia

**Master Barman** (A & B Coy only): 3 solid bars – metallic insignia

##### **Double Barman**

The standards apply as per Barman. If a Cadet has displayed leadership potential, he is placed in a role which will give him an opportunity to develop this potential.

##### **Other ranks are as follows:**

Lance Corporal:	1 chevron on sleeve
Corporal:	2 chevrons on sleeve
Master Corporal:	2 chevrons, maple leaf on sleeve
Sergeant:	3 chevrons on sleeve
Warrant Officer:	crown

Students can progress through the ranks as they display appropriate conduct, leadership ability and confidence.

### **NCOs**

An NCO is a student who, through hard work and perseverance has earned rank, gained the respect of students and staff, and has been given a top leadership position such as Mess IC, Laundry IC, Platoon IC or Barracks IC. NCOs have frequent meetings with senior staff and faculty during which they discuss problems and issues at the school and receive guidance and instruction in proper techniques in dealing with these problems and issues. NCOs are given some responsibility in organizing activities at the Academy as well as leadership responsibilities with other students. Their role is to instruct others and lead by example.

### **CADET APPOINTMENTS**

As appointed by the Headmaster, in consultation with Senior Staff, these students are:

- exemplars of leadership
- mentors and role models for other students
- positive in nature and supportive to their fellow students and staff

**Head Boy** – serves during his senior years as the highest ranking Cadet of the Academy; this student is an example to all in regards to all aspects of Academy life and leads the Academy during parade

**Parade Sergeant Major** –serves in his senior years and works with the Head Boy as a leader during parade

**Aide-De-Camp** – is a student who is identified as a leader and works with the other leaders at the Academy; he has a prominent role in the parade

All promotions are based on performance results and recommendations from staff.

## **CHAPTER FOUR: ACADEMY POLICIES, PROCEDURES AND EXPECTATIONS**

### **RLA CODE OF CONDUCT**

Cadets are expected to abide by the rules of the Academy, and will be held accountable for their behaviour within the rubric of the discipline system.

Discrimination, intimidation, bullying, hazing, physical violence, harassment, etc. are not tolerated. Sexual activity is not permitted. As such, Cadets are required to immediately report to a staff member any negative behaviour, which is directed toward them or any other member of the Academy. Parents are expected to inform the Academy of any allegation of negative behaviour which is brought to their attention by their son.

Robert Land Academy is committed to providing an environment that is safe for all cadets, faculty, staff, and visitors and has developed policies within which all stakeholders shall govern themselves and be governed. In the interest of enhancing everyone's security and safety, the Academy utilizes closed circuit television (CCTV) cameras in public spaces throughout its premises (indoors and outdoors).

### **A. DISCIPLINE EXPECTATIONS**

Robert Land Academy is a highly structured living and learning environment. Within this context the purpose of progressive discipline is to change behaviour and to develop self-regulation.

The Academy strives for students to consider incentive and disincentives prior to taking action. Right choices reap rewards while poor choices reap consequences. Rewards come in the form of extra privileges, leaves, promotion, special assignments, etc. while consequences are in the form of laps, physical exercise, loss of privileges, extra chores, suspension from regular duties, loss of leaves and stand downs, or dismissal from the Academy.

On occasion, a House, class or Company receives consequences as a group for collective behaviour contrary to the expectations of the Academy.

Consequences are subject to the severity of the behavior and whether it is repeat behaviour. The most severe behaviours, which may result in suspension, include (but are not limited to) assault, cheating or academic misconduct, AWOL (running away from the Academy), theft, racial slurs or discrimination, possession of contraband, bullying, or repeated offences.

Students may be dismissed from the Academy due to continuous disregard of the rules and regulations of the Academy, parental disregard of their respective obligations, or in the event that the well-being of the said student, other student(s) or staff member(s) is placed at an unacceptable level of risk due to the said student's presence or continued presence at the Academy.

Parental support for this system is essential. Requests for exceptions will be denied. Parents are encouraged to insist that home rules and schedules be observed when their son is on Stand Down, on leave or when home as diligently as those at the Academy.

The following are terms associated with the progressive discipline system:

**Academic PT** – Rigorous physical training, approximately 30 to 40 minutes, assigned to the student that has repeated homework not done or consistent lack of effort in the classroom.

Alternative Messing – for reasons of conduct, a Cadet may require additional remedial training resulting in alternate messing arrangements.

Defaulters – a student who, through his negative behaviour, has accumulated a qualifying number of lap entries (A coy 40 entries, B coy 35 entries, C coy 30 entries). Defaulters lose all privileges until outstanding laps have been completed.

Academic Charge – is held when a student does not complete his homework to Academy standards; for plagiarism or cheating; or for repeated gross lack of effort in the classroom. An Academic Charge typically lasts two to four weeks and can include loss of phone privileges, suspension of rank, loss of leaves and loss of other privileges.

Company Commander's Charge (CCC) - conducted by the Company Commander which reviews situations surrounding an alleged incident of a serious nature or repeat behaviour. A Company Commander's Charge follows an investigation of the alleged incident or repeat behaviour.

Consequences are at the discretion of the Company Commander and reflect the nature and severity of the behavior and may include (but not limited to) laps, loss of telephone privileges, suspension from class, loss of leave privileges, loss of position, and suspension or demotion of rank.

Headmaster's Charge (HMC) – is held at the discretion of the Headmaster, which reviews the most severe and/or repeat incidents. Consequences may include on campus suspension, home suspension or dismissal from the Academy.

**Please Note: The Academy MAY continue to support a student's academic learning while he is on home suspension or dismissed from the Academy. Homework and lessons will be emailed to parents for their son to complete. Once completed homework is sent back to RLA, the next lesson/homework will be sent to parents and RLA requests that parents confirm receipt of these emails.**

**School policy requires the exam(s) for students who are not physically at the Academy to be proctored off-site, and the parent/guardian to forward the Proctors' contact information to the Academic Department to schedule the student's exam(s).**

## **B. ACADEMIC EXPECTATIONS**

### **STUDENT RESPONSIBILITY**

Robert Land Academy is committed to “creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting.” (“EduGains” (online resource) Ontario Ministry of Education). The purpose is to help students reach their full potential, make life-long learners and responsible citizens. The responsibility of creating this environment is dependent on both staff and students. Our goal to develop the whole boy and the best all-around citizen is contingent on self-understanding, self-awareness and personal responsibility. The responsibility of students is cited in the Ontario Curriculum:

*“Students’ responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student’s education.”*

The guidelines for acceptable and unacceptable behaviours and their consequences are clearly outlined during orientation and throughout the year. Every recruit/student learns the policies and procedures of discipline that create a safe and healthy environment.

### **ASSESSMENT, EVALUATION, AND REPORTING**

Student assessment will be based on evidence of the provincial curriculum expectations set out in curriculum policy documents. Assessment, evaluation and reporting will be ongoing, varied in nature and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning. Student learning will be balanced with respect to the four categories, and teachers will use observations, conversations and student products to evaluate assessment of learning, which will focus on student achievement of the overall expectations. In addition, assessment for learning and assessment as learning will support students in understanding success criteria as well as what evidence of learning they will provide to demonstrate their knowledge and skills. 70% of the final grade will be based on evaluation conducted throughout the course, reflecting the student's most consistent level of achievement throughout the course with special consideration given to more recent evidence of achievement. 30% of the final grade will be a final evaluation (examination, essay, performance, portfolio) at or toward the end of the course. The final evaluation will allow students an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. To the extent possible, the evaluation of learning skills and work habits, apart from any that must be included as part of a curriculum expectations, in a subject or course, are not considered in the determination of the student's grades. (Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, pages 6-44)

### **EVALUATION CONSEQUENCES TO CHEATING/PLAGIARIZING**

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. Academic responses and consequences to cheating/plagiarism will be based on the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number of and frequency of incidents, and (4) the individual circumstances of the student. Wherein the teacher's professional judgment there is an incident of cheating/plagiarism, the teacher will immediately report to the appropriate Company Commander and to the Academic Officer. A student found guilty of academic misconduct will face an Academic Charge; his Cadet privileges will be suspended for a period of four weeks wherein he is ineligible for promotion. The Charge will also incur additional discipline that will be based on the four factors above. In addition, to promote assessment for learning and assessment as learning, students must resubmit the same (or alternate) assignment for assessment (and evaluation in Grade 9 and Grade 10).

<b>Grade 9 and 10</b>	<b>Grade 11 and 12</b>
The student must resubmit the same (or alternate) test/assignment at a time and date specified in the Company Commander Charge. The assignment will be assessed for descriptive feedback and continuous learning and will be evaluated with a maximum possible mark of 50%.	A student who cheats or plagiarizes in Grade 11 or Grade 12 will be given a zero. He must still re-submit the assignment (or alternate) for descriptive feedback only.

### **LATE AND MISSED ASSIGNMENTS**

Students are not only responsible for their behavior in the classroom and the school but also for providing evidence of their achievement within a time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Wherein the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. These strategies may include (but are not limited to):

- helping students develop better time-management skills;
- holding teacher-student conferences to assist the student in planning assignment completion;
- maintaining ongoing communication with students about due dates;
- using counseling or peer tutoring to try to deal positively with problems.

If the strategies above prove ineffective, the Academy discipline code allows teachers to support and encourage the completion of work in the following manners:

- laps
- academic study in lieu of movie night or clubs
- suspension from varsity sports
- Company Commander Charge (lack of effort)
- loss of Cadet/NCO/Academic leave

Students should internalize that the development of these learning skills and work habits creates an individual and collective freedom. The final strategy to address late and missed assignments involves deducting marks, up to and including the full value of the assignment.

Grade 9 and 10	Grade 11 and 12
<ul style="list-style-type: none"><li>• 5% per day up to 15%</li><li>• In all circumstances, students must submit the original (or alternate) assignment for descriptive feedback and coaching for improvement and a maximum mark of 50%.</li></ul>	<ul style="list-style-type: none"><li>• 5% per day up to 25%</li><li>• In all circumstances, students must submit the original (or alternate) assignment for descriptive feedback and coaching for improvement and a maximum mark of 50%.</li></ul>
<b>Student products that evaluate the achievement of overall course objectives and that have not been submitted will be marked as a zero.</b> Teachers are encouraged to proactively enforce re-submission of culminating assignments to improve student learning through descriptive feedback and reflection on the student's thinking and learning.	

### **C. RESIDENTIAL EXPECTATIONS**

#### **ELECTRONIC EQUIPMENT, CLOTHING AND PERSONAL ITEMS**

Jewelry of any kind (except for Medical Identification Alerts) or civilian attire other than that approved by the Academy are not allowed. All electronic equipment (iPods, video games, iPads, tablets, computers, headphones (earbuds are permitted if necessary) etc.) is considered contraband and should not be sent with your son and may be sent home at your expense.

Cell phones, if required, will be secured and issued for travel purposes only. The Academy does not charge phones or other electronic devices. We recommend you provide your son with a portable charger.

The Academy is not responsible for the loss, damage, storage or return of contraband. Any return of contraband by mail or special delivery will be either billed to the Tuck Account or sent as "cash on delivery".

#### **LOST, STOLEN, WORN, OR DAMAGED ITEMS**

Lost, stolen, worn or damaged items will be re-issued to Cadets and charged to the Student Account.

### **COMMUNICATION WITH CADETS**

#### **TELEPHONE CALLS**

Students in "B" and "C" Company holding the rank of Cadet or higher are permitted one ten-minute phone call home per week. Each student has a specified day and time to call. Your son's first phone call home will be no earlier than four weeks after his start date. He will be able to inform you of his calling time when he is promoted to Cadet and makes his first call home. If you are out or he is not able to call at the specified weekly time, he will try again on Sunday. In cases where parents do not live together, a Cadet will be allowed to make two seven-minute calls per week.

Students in "A" COY are entitled to one ten-minute phone call per week after three weeks. Each student has a specified day and time to call. Your son will be able to inform you of his calling time when he is promoted to Cadet and makes his first call home. If you are out or he is not able to call at the specified

weekly time, he will try again on Sunday.

After promotion to the rank of Cadet students in "A" COY are entitled to two phone calls per week. In cases where parents do not live together, a Cadet will be allowed to make two calls per week.

To allow for all calls to be made within the time period permitted, time limits on phone calls are strictly enforced. The Academy provides a calling card (which is charged to the student account). Calling cards from home are considered contraband, so please do not send them.

Phone calls, for Cadets in all Companies, will be made to parents or guardians ONLY.

**Cadets do not receive incoming calls WITHOUT EXCEPTION.**

### **Letters**

Your son will be writing home once a week. His first letter may tell you that he's on his way home, hasn't eaten for a week, and hates you for sending him to the Academy. Please keep this letter for your future reference (and his as well). Pay attention to the tone and content of letters and feel free to address any concerns you have to the Communications Officer. Usually letters give an indication of academic and social progress. Feel free to offer your son constructive criticism about his letters (e.g. "Tell us more about your Section", "Try to write more neatly") and look for improvements in the course of the year.

International letters or out of province letters that are no more than two pages long may be scanned and emailed upon request.

Letters are mailed/emailed once a week. Please notify the Academy if you are not receiving letters regularly.

**Due to the volume of incoming emails for students, one weekly letter consisting of not more than two pages may be emailed to the student email account at [studentmail@rla.ca](mailto:studentmail@rla.ca). Please be advised that Academy staff will print letters (not photos) from parents or guardians only.**

Additional letters may be sent via regular mail to the following address:

**Robert Land Academy, 6727 South Chippawa Road, Wellandport, ON, L0R 2J0**

Please remember to put your son's name on the front of the envelope.

The Academy respects the confidentiality of student correspondence, however due to the nature of outgoing and incoming student correspondence through email we cannot guarantee confidentiality. Parents should know that incoming packages are opened by Cadets in the presence of a staff member to ensure that contraband is not included in the package (please do not send food items or money).

### **SOCIAL MEDIA & ACADEMY NEWSLETTER**

Robert Land Academy is extremely proud of the boys and their accomplishment both inside and outside the classroom, in sports activities and in the general conduct around the school. To keep you informed we will share your son's and important RLA moments of celebration in the Academy Briefing, a weekly newsletter emailed to parents, and on Facebook and Twitter. To access these social media outlets please follow us on:

Facebook: <https://www.facebook.com/robertlandacademy>

Twitter: @RLAcademy

#### **D. LEAVING CAMPUS**

Leaves and Stand Downs are indicated on the Schedule of Events and cannot be combined or transferred to extend a holiday. Students attach great importance to leaving campus, however, it is important to note leaves are privileges to be earned.

#### **STAND DOWNS**

A Stand Down is our term for a holiday. All Stand Downs follow the same pattern: there may be a parade, signing out and dismissal.

1115	Closing Parade begins (if scheduled)
1200	Sign out and dismissal of Cadets begins

**All students must be on Parade.** Parents wishing to attend the Stand Down Parade should arrive at 1100. Students will leave and return at the indicated times for the stand down. For the Christmas Stand Down, the Academy is closed and all students must leave the campus.

#### **LEAVES**

A leave is a weekend during which a Cadet (or higher rank) is allowed to leave campus at 1630 hours Friday and return by 1600 hours Sunday. A Cadet is responsible for submitting a Leave Request Form to his Company Commander one week prior to the leave. Parents are responsible for notifying the Academy of transportation arrangements, cash withdrawals and other details.

#### **ELIGIBILITY REQUIREMENTS FOR LEAVES**

	<b>ACADEMICS</b>	<b>P.O.s</b>	<b>INSPECTION</b>	<b>OTHER</b>
<b>NCO</b>	65 % in all subjects or working to full potential	Pass	Pass	Hold an NCO position for minimum of 4 weeks
<b>SENIOR NCO</b>	65 % in all subjects or working to full potential	Pass	Pass	Hold an NCO position for minimum of 6 weeks
<b>ACADEMIC</b>	75 % in all subjects as of one week prior to the leave	Pass	Pass	
<b>SCHOLAR</b>	80 % in all subjects	Pass	Pass	

**Each student is eligible for a MAXIMUM of two leaves per semester.**

**DEFINITION OF AN NCO:** House I/C, Platoon I/C, Barracks I/C, Barracks Warden, Phone I/C, Mess I/C, Mess 2 I/C, Aide de Camp, Parade Sergeant Major & Head Boy

**DEFINITION OF A SENIOR NCO:** Platoon I/C, Barracks I/C, Aide de Camp, Parade Sergeant Major & Head Boy

Students who do not go on Leave remain at the school for regular weekend programming.

**Students attach great importance to leaves, however, it is important to remember that they are privileges which are earned, not rights that have been taken away.**

We try to keep departures prompt and efficient. Please call the Academy if you are going to be late in picking up your son or dropping off. Parents are responsible for making all travel arrangements and communicating them to the Academy. The Leave Request form must be completed and can be

accessed at: [www.rla.ca/leaves](http://www.rla.ca/leaves). Parents will receive a reminder email, generally two weeks prior to a Stand Down or Leave. Changes to student travel times made within 72 hours of travel may incur an administrative fee.

At the start of each semester the leave dates will be announced so students and families can make plans. The Academy reserves the right to limit the number of students on leave.

**PLEASE NOTE: Early departures and late returns are not permitted. In the event that this policy is not respected consequences such as loss of days on future leaves may be assigned to students. Leaves cannot be backed upon or added to a Stand Down.**

### **Passes**

During the year, there are occasions that students may be allowed to leave campus for day or overnight passes. The request for a pass, which must include cash requirements, is to be submitted by 1200 hours on the Tuesday prior to the Pass.

### **Religious Holiday/Observance Leaves**

A leave may be granted for the prescribed period of a religious holiday not outlined in the Schedule of Events. Times for departure and return will be strictly observed. Requests for a religious holiday or event must be made through the Academy. Students are required to make up missed time.

Where possible, within the programme and structure of the Academy, our students' religious needs will be accommodated (for example the celebrations of Ramadan, Eids, Passover, Rosh Hashanah, etc.). Please contact the Academy if you have a specific request and we will work with you.

On campus religious services are held on Sunday evenings and a bible study group session is held during the week. Both are led by a Catholic Priest. Attendance at services is not mandatory and all students are welcome.

### **Medical Leaves**

Students who are away from the Academy for illness, surgery or other medical related reasons require a medical note upon return.

### **Billeting**

The Academy does not approve or facilitate billeting of students with another student's family during leaves. Arrangements are made through parents only. There is a permission form that must be completed and signed by the billeting family and acknowledged by the host family. The Academy reserves the right to deny, without explanation, a billet arranged by parents.

### **RETURN FROM LEAVES AND STAND DOWNS**

All students are to return in RLA civilian uniform on the scheduled day by 2000 hours for Stand downs and 1600 hrs for leaves. Late returns may result in consequences which can include but are not limited to loss of privileges, telephone calls, leaves and future stand downs.

### **TRANSPORTATION FOR STAND DOWNS**

Transportation to and from the Academy is the responsibility of parents. An **UNSUPERVISED** bus service (provided by Coventry Transportation) is provided on Stand Downs and leaves (minimum

number required) for an extra fee. Information regarding the drop off location and timings is available online at [www.rla.on/leaves](http://www.rla.on/leaves). Parents unable to pick up or return their sons should make suitable arrangements. If anyone other than the parent/designated guardian will be picking up your son, please call and let us know in advance or your son will be unable to leave the campus.

### **REMAINING AT THE ACADEMY DURING STAND DOWNS**

Due to distance from the campus, it is not always possible for students to return home for all Leaves and Stand Downs. There is no fee to remain on campus. However, staff may arrange for activities off campus which will incur additional charges. It is mandatory that all Cadets leave the campus for Christmas Break.

### **TRANSPORTATION - Medical/Dental/Other**

Parents are requested to arrange medical, dental or other appointments during the scheduled Stand Downs. Should the Academy be required to transport Cadets to local appointments, a transportation charge will be deducted from the Student Account.

### **VISITING**

On campus / off campus visiting during weekdays or weekends is not permitted.

### **LUGGAGE**

Due to limited storage space, students are required to restrict the size of luggage and the amount of non-Academy clothing that they bring to the school. Students travelling home during leaves and Stand Downs will depart wearing the RLA civilian uniform and require nothing more than a “carry on” bag. International students may require additional clothing depending on their travel and accommodation plans. The Academy does not accept responsibility for lost or damaged personal items stored on site.

### **MEDICAL COVERAGE - Out of Country Students**

All international students (including U.S. students) must purchase student medical insurance offered through the Academy’s authorized insurance provider. This may also apply to those students currently residing in Canada without coverage through a Provincial medical insurance plan. Information about the coverage is available through the admissions office or admissions portal.

## **CHAPTER FIVE: SERVICES**

### **LAUNDRY AND LINEN**

The Academy provides a laundry service for all clothing and linens. A schedule is maintained which allows for laundry to be done daily and linens exchanged weekly.

### **MEDICAL**

A Medical Investigation Room (MIR) is staffed by a Registered Nurse or a Registered Practical Nurse at specified times from Monday to Friday. Medical issues may be referred to a medical doctor or specialist as required. A medical doctor usually visits the Academy twice weekly.

All medication authorized by the Academy Doctor or Nurse is kept in the MIR and dispensed by a staff member as specified.

If at any time during the school year medication needs to change for whatever reason, inform the Academy immediately so that staff can monitor any transitions of medications.

**All prescriptions are dispensed by the local pharmacy and are pre-packaged for each student according to dosage. Students need only bring enough prescription medication for seven days on their first day of school. No other medications, vitamins, etc. from home will be administered by RLA.**

### **MEDICAL CARE**

Students must have a completed Medical Form and Immunization Record prior to admission. These forms are kept in the Infirmary for reference and updating.

When necessary, staff administers first aid or non-prescriptive medications (Tylenol, throat lozenges, etc.). When there is an evening or weekend medical illness or emergency, students may be taken to a local hospital. The Academy will not administer vitamins or nutritional supplements of any kind. Homeopathic medications must be prescribed by a medical physician and approved by the Academy doctor.

### **MEDICAL COVERAGE - Out of Country Students**

All international students (including U.S. students) must purchase student medical insurance offered through the Academy's authorized insurance provider. This may also apply to those students currently residing in Canada without coverage through a Provincial medical insurance plan. Information about the coverage is available through the admissions office or admissions portal.

### **TRANSPORTATION - Medical/Dental/Other**

Parents are requested to arrange medical, dental or other appointments during the scheduled Stand Downs. Should the Academy be required to transport Cadets to local appointments, a transportation charge will be deducted from the Student Account.

### **COUNSELLING**

Aside from the ongoing counselling provided by the staff, a registered psychotherapist attends RLA weekly. For information regarding these services and associated fees, contact the Communication Office.

## **STUDENT ACCOUNTS**

An account is set up for each student and reflects charges and payments made on behalf of each student. Items charged to the account include, but are not limited to, school fees, cash withdrawals for leaves and Stand Downs, transportation, extracurricular trips and activities, academic and hygiene supplies, medical prescriptions/supplies, haircuts, replacement of worn, damaged or lost articles, etc.

Major expenses (e.g. Air/train tickets, major medical bills) are handled directly by the parents/guardians.

A statement of account is sent periodically throughout the year. Parents/guardians are to ensure that the account does not fall below a credit balance of \$300.00. Parents/guardians should anticipate upcoming events (i.e. leaves, extracurricular trips) to ensure that sufficient funds are available.

In accordance with the Registration and Enrollment Agreement, the Academy reserves the right to deny classes and services to a student should fees not be paid by the required date and a late payment charge on overdue balances at a rate of 1.5% per month will be applied. Furthermore, academic results (i.e. report cards, granting of credits) may be withheld until all accounts are paid in full. The Academy reserves the right to send a Cadet home for nonpayment of fees.

## **RELIGIOUS OBSERVANCES**

Where possible, within the programme and structure of the Academy, our students' religious needs will be accommodated for the purpose of daily prayer, dietary requirements and fasting.

On campus religious services are held on Sunday evenings and a bible study group session is held during the week. Both are led by a Catholic Priest. Attendance at services is not mandatory and all students are welcome.

Students MAY be permitted to attend certain off-campus religious events/ceremonies. If transportation is required the cost of transportation will be charged to the student's Tuck Account.

A leave may be granted for the prescribed period of a religious holiday not outlined in the Schedule of Events. Times for departure and return will be strictly observed. Students are required to make up missed class time.

Requests for a religious holiday or event must be made through the Communications Office (communications@rla.ca)

The Academy will limit any practices or behaviour on campus which may put the health, safety, or human rights and freedoms of any students or staff at risk.

## **CHAPTER SIX: SOCIAL EVENTS**

### **SOCIAL LIFE**

A Cadet spends most of the time with his fellow Cadets and the staff. This close-knit group forms the basis for most social interactions. However, whenever possible, Cadets are also able to associate with other groups of students at sports events or off campus activities. Although we stress the development of each Cadet within the small and structured environment of the Academy, we recognize and respond to, as much as possible, the need of each boy to enjoy healthy contact with a larger group of people.

The social life of the Academy itself is that of family life, wherein each person contributes to the happiness and well-being of the group. Academy life is rich in the sense of providing many opportunities for comradeship and togetherness. Individuals who are weak at socializing are taught effective techniques and provided opportunities to practice them with peers and adults. Cadets benefit from the smallness and relative isolation of the school, in that they learn how to enjoy a social life and gradually experience more aspects of a well-rounded life.

### **CLUBS**

#### **The Cadet Corps**

Robert Land Academy's Cadet Corps is formally known as #2968 Royal Canadian Army Cadets (RCAC). The Royal Canadian Army Cadets (RCAC) is a national Canadian youth program sponsored by the Canadian Armed Forces and the civilian Army Cadet League of Canada. Under the authority of the National Defence Act, the program is administered by the Canadian Armed Forces and funded through the Department of National Defence. Cadet lessons and training is overseen by Cadet Instructor Cadre (CIC) Officers who are members of the Canadian Armed Forces. The Cadet Corps conducts training for those students who wish to develop skills in the use of map and compass, GPS technology, orienteering, first-aid, camping and survival skills, canoeing, abseiling, trekking, mountain biking, etc. Army Cadets get involved in ceremonial military events and citizenship activities that allow them to connect to their Canadian heritage. They develop a great sense of pride and discipline through their involvement in a hierarchical system that allows them to hone their leadership skills as they grow older and they learn to care for younger cadets. #2968 RCAC operates as a closed Corps and is open only to Robert Land Academy students under the age of 18 years. Aside from weekly parades and training, the Corps participates in RCAC activities with other cadet corps.

#### **Academic Club**

Academic Club is an opportunity to improve student learning. Students are assigned to Academic Club by teachers to complete or improve assignments, compensate for absence, or review material for upcoming evaluation. Academic Club also allows for differentiated learning through explicit instruction: one-on-one instruction will allow the teacher to assess the student's strengths and weaknesses to develop learning strategies for cross-curricular success.

#### **Automotive Club**

The RLA automotive club is currently rebuilding a 1972 Volkswagen Super Beetle. The students learn common automotive skills such as changing a tire, oil changes and dent repairs as well as more complex tasks including window repair and installation, fuel cell installation, electrical work, structural welding

and more. Working in pairs, with time to discuss their work, seek advice or discuss alternative methods to complete a task, students also learn auto body skills such as welding, sanding, grinding, painting, surface preparation, body work, fabrication, and many others.

### **Basketball/Soccer Club**

The Basketball/Soccer Club teaches the skills of these two popular. Each weekly, two-hour club meeting includes warm-up, a range of drills and activities associated with the sports, as well as ample time allotted for scrimmage. The clubs take place in both the gym and on the soccer field.

### **Boxing Club**

The Boxing Club is run by a registered coach with boxing Ontario who is also a former referee and Box On instructor. The Cadets train for approximately 3-4 weeks at the on-campus boxing club learning the fundamentals of boxing. The Boxing Club builds confidence and camaraderie amongst the club members and develops good physical fitness skills and habits (skipping, shadow boxing, bag work and foot work) that can be used in everyday life.

### **Climbing Club**

The Climbing Club introduces students to the safe practices of top rope climbing on an indoor climbing wall. Students are taught how to use and wear an adjustable climbing harness, how to tie a follow through figure 8 knot, and belay a climber using a Grigri belay device. The athletic component of climbing is introduced and improved upon as the year progresses.

### **Multimedia Club**

The multimedia club introduces students to software programs used in multimedia projects, focusing on Adobe Creative Cloud (Photoshop, Illustrator, Dreamweaver and Premiere Pro). Using these tools the club is learning video creation and using the Adobe tools available for video production.

### **Music Club**

The Music Club provides students the opportunity to experience and perform music in a group context. Students should possess a working knowledge of an instrument that can be used in a pop-rock setting. Additionally, all students should be willing to participate in singing, while some will be able to specialize in this. Weekly activities include singing melodies and harmonies, appreciating various musical styles, arranging music for a band context, and performing both in solo and group contexts. Performances may be given at various points in the year, particularly during the Annual Inspection.

### **Weight Training Club**

The Weight Training Club provides an opportunity for boys to develop both physically and mentally. By building strength and muscle tone they are able to increase their self-confidence. By seeing tangible results for their effort and surpassing previous limitations, boys are encouraged to believe that mental as well as physical limitations can be overcome through sustained effort.

### **Wrestling Club**

The Wrestling Club introduces students to the sport of wrestling with the goals of improving physical fitness and self-confidence. Boys who desire to compete in wrestling tournaments can join and practice with the varsity team. The club and varsity team are coached by teachers/coaches certified under the National Coaching Certification Program.

Clubs may be added or removed based on available resources and student interest.

### **STRUCTURED STUDENT CHOICE ACTIVITY**

Our students' wellness and well-being is important to us so along with our clubs program is our structured free activity period. Unlike clubs, where students are committed to a group, free choice allows students to try new activities or relax partaking in an activity they are used to and enjoy. During this time students are able to choose from a number of activities including paintball (seasonal), climbing wall, gym (floor hockey, basketball, indoor soccer), outdoor activities (seasonal), board games, reading, weight room, library, music practice, etc.

### **EVENTS**

1. Annual Inspection

Our Annual Inspection/Open House is held in late Spring. Cadets' academic and athletic accomplishments are on display. We welcome parents, relatives, friends, etc. to attend to celebrate the hard work of the Cadets at Robert Land Academy. More information will be sent to families as this date approaches.

2. Father/Son Day

Held on a Saturday usually in February or March where Fathers can come and spend the day with their sons at RLA engaged in a series of activities and competitive events. It's a day of bonding, fun and laughter. More information will be sent to families as this date approaches.

3. The Robert Land Academy Gala

Held in the Spring The Robert Land Academy Gala is a formal dinner at which The John Brant Award is presented. The dinner features a silent auction and celebrates our graduating class as well as the award presentation and is an opportunity to meet Academy parents and supporters.

4. Graduation Parade & Closing Ceremonies

The Graduation Parade and Closing Ceremonies is the last day of the school year and celebrates both the Grade 8 and Grade 12 graduating classes. The day includes breakfast for the Grade 12 grads with their families, presentation of awards, presentation of graduation certificates, and a guest speaker.

5. Other

From time to time, special events may be held at the Academy. Such occasions may be recreational, social, formal or informal. Prior notice will be provided to parents.

## **CHAPTER SEVEN: WORKING TOGETHER**

### **SUPPORTING YOUR SON IN THE PROGRAMME**

Robert Land Academy is a school that offers a unique programme intended to change behaviour in ways that will promote long-term best interests. The programme is intended to promote self-confidence through success achieved by effort and develop the self-discipline central to future success. To achieve this, support and consistency are necessary from both the school and parents working together to a common purpose.

- Be informed. Read the Parents' Handbook and other communications from the Academy. Attend as many Academy functions as you are able to.
- Write weekly to your son and provide encouraging positive messages.
- Email the Communications Office if you have questions or concerns.
- Always treat your son within the guidelines of the Academy.
- Keep your son productive and constructive while at home. Home should continue and further the programme and not be a holiday from expectations.
- Expect improvements, but not miracles from your son.
- Accept and remember that your son is ultimately responsible for his own success.
- Show genuine interest in your son's activities, ambitions and accomplishments.
- Report any noteworthy behaviour (both positive and negative) displayed at home. The Monitored leave Programme is a tool to provide added structure on Stand Downs and will be supplied upon request.
- Remember that your son is working for his own future and as such deals should not be necessary to get him to do what he needs to do.
- Robert Land Academy is not a punishment or a place of suffering. It is a place that provides boys with the opportunity to turn things around in their life.
- It is important that you believe in the Academy and allow us to go forward with you in pursuing the long term interest of your son. Commitment to the programme and consistency with its values are essential to success.
- Our programme encourages, guides and stimulates personal growth. This is a process that requires effort and support over time before it can become self-sustaining.

## **CHAPTER EIGHT: RLA AWARDS**

### **EXPLANATION OF AWARDS**

There are three (3) main categories in which Awards are presented at RLA: Academic, Athletic and Citizenship. These three (3) categories reflect the major areas of school life. There are levels of achievement in each category. The following list describes the awards given and the criteria by which recipients are selected.

1. GOOD CONDUCT AWARD (LANYARD)
  - no HMC, no CCC, no AC and no defaulters
  - fewer than 10 lap entries for the training phase for A COY
  - fewer than 5 lap entries for the training phase for B and C COY
  - presented 2 times yearly
2. ACADEMY FITNESS AWARDS – signifies a level of achievement for RLA's standard in fitness
3. BAKER'S BADGE – signifies the completion of the Fall/Spring Exercise
4. GOLDEN BOOT - outstanding performance on the Fall / Spring Exercise
5. MARKS OF DISTINCTION – signifies an overall average of 75% to 79.9%
6. HONOUR ROLL – signifies an overall average of 80% and above
7. JUMP WINGS – signifies the completion of the Parachuting course
8. SCUBA PIN – signifies the completion of the SCUBA course

### **ALL ROUND AWARDS - PRESENTED AT HONOUR GRADUATION**

#### **SERVICE PINS**

- for service provided to the school in a voluntary or assigned capacity and during the performance of the service, the Cadet has shown a positive, responsible attitude and has done a good job
- service should have been provided for an extended period (1 month in a position)

#### **CITIZENSHIP**

Citizenship awards are presented for displaying the values of the school, being reliable and responsible in everyday conduct, having a positive attitude and the respect of fellow students.

1. BRONZE
  - no more than one CCC, no HMC
  - awarded the Service Pin
2. SILVER
  - no deficiencies in any area, no CCC's and no HMC
  - awarded the Service Pin
  - held a position for 12 weeks
3. GOLD
  - student meets Bronze and Silver requirements, and carries the school's values during
  - periods in the local and home communities

- awarded the Service Pin
- holds an NCO position for the equivalent of one semester
- 

### **ATHLETIC**

Athletic awards are presented for demonstrating good attitude, effort, values and sportsmanship during participating in athletic programs.

1. **BRONZE**

- participation on at least one sports team
- meeting and maintaining expected standard in all performance objectives

2. **SILVER**

- participation on at least two sports teams
- earned at least 125 points on performance objective testing
- no performance objective charges

3. **GOLD**

- participation on at least two sports teams
- earned a fitness pin
- no performance objective charges
- superior performance in at least one sport defined by earning MVP honours in that sport or participating in SOSSA level competition

### **ACADEMIC**

1. **BRONZE**

- marks of Distinction (defined 75% average)
- no academic or plagiarism charges, and no more than one HWND (homework not done during a stand down)
- Cadets who achieve a final grade average (in second semester) of 70% with no marks below 60% on any one course.

2. **SILVER**

- Honour Roll (defined as 80% average)
- no academic or plagiarism charges and no more than one HWND
- Cadets who achieve a final grade average of 80% with no marks below 65% on any one course

3. **GOLD**

- achieves both a minimum of 90% final grade average (both semesters)
- no marks below 75% in any one course
- no academic charge

### **LEADERSHIP MEDAL**

## Elements

The following are the elements that will be used to determine if a student will have achieved Bronze, Silver or Gold Standing for Leadership at RLA

- A. Theory:  
Includes completing academic courses that speak to and deal with leadership.
- B. Application:  
Application of the leadership learning includes holding a job or position at the Academy such as I/C, Warden or senior NCO.
- C. Adventure Training  
Students who wish to be considered for the Leadership Medal must demonstrate a commitment to leadership by completing one or more of the Adventure Training opportunities offered at the Academy such as the Fall Ex, Para, SCUBA, Raider Challenge or Bataan Memorial Death March.
- D. Reflection Activity  
Students will be asked to write an essay to demonstrate their ability to reflect on the importance and value of leadership.

## Bronze

- A. Theory:
  - completing two of the following courses (or equivalent) that speak with and deal with leadership - GLC 201: Careers Studies, CHV 201: Civics & Citizenship, GLE 101: Learning Strategies
  -
- B. Application:
  - Hold I/C positions such as House I/C, Barracks Warden or equivalent for equivalent of one semester
- C. Adventure Training
  - Complete at least one Fall Exercise or Spring Exercise
- D. Reflection Activity
  - Write an essay to demonstrate the ability to reflect on the importance and value of leadership on the topic of "Three important leadership lessons I learned as a House I/C, barracks warden, etc."

## Silver

- A. Theory:
  - completing four courses that speak with and deal with leadership - BOH 4M Business Leadership, PLF 4M: Healthy Active Living Leadership, GLC 201: Careers Studies, CHV 201: Civics & Citizenship, GLE 101: Learning Strategies
  - complete the NCO course
- B. Application:
  - Hold I/C positions
  - House I/C or Barracks Warden

- Platoon, Barracks I/C or Academy level position (Mess, Laundry, etc.)
  - Must hold the position for a minimum of 10 months
- C. Adventure Training
- Complete the Fall Exercise or Spring Exercise for every year at the academy
  - Complete one of Bataan Death March, Raider Challenge (Massanutten), Para or SCUBA course or Cohort course
- D. Reflection Activity
- Write an essay to demonstrate the ability to reflect on the importance and value of leadership, possible topics may include:
  - Three important leadership lessons I learned as a House I/C, barracks warden, etc.
  - Three important leadership lessons I learned when completing the Bataan Death March, Raider Challenge (Massanutten), Para or SCUBA course

### Gold

- A. Theory:
- completing 4 courses that speak with and deal with leadership - BOH 4M Business Leadership, PLF 4M: Healthy Active Living Leadership, GLC 201: Careers Studies, CHV 201: Civics & Citizenship, GLE 101: Learning Strategies
  - complete the NCO course
- B. Application:
- Hold I/C positions
  - House I/C or Barracks Warden
  - Platoon, Barracks I/C, Barracks Warden or Academy level position (Mess, Laundry, etc.)
  - Senior NCO (Head Boy, Parade Sergeant Major, Aide de Camp)
  - Must hold the position for a minimum of 5 months
- C. Adventure Training
- Complete the Fall Exercise/Spring Exercise for every year at the academy
  - Complete two of Bataan Death March, Raider Challenge (Massanutten), Para or SCUBA course
- D. Reflection Activity
- Write an essay to demonstrate the ability to reflect on the importance and value of leadership, possible topics may include:
  - Three important leadership lessons I learned as a House I/C, barracks warden, etc.
  - Three important leadership lessons I learned when completing the Bataan Death March, Raider Challenge (Massanutten), Para or SCUBA course
  - Three important leadership lessons I learned as Head Boy, PSM or Aide-de- Camp

### **MOST VALUABLE PLAYER (MVP)**

The MVP is awarded for demonstration of superior ability, attitude and effort during participation on school team/club/athletics.

MVP Basketball  
MVP Soccer  
MVP Wrestling  
MVP Volleyball  
MVP Cross Country  
MVP Badminton  
MVP Track and Field

### **SPECIAL AWARDS**

1. JUNIOR ATHLETIC AWARD  
To the junior student who demonstrates the greatest level of sportsmanship and commitment
2. JAMES FITZGIBBON AWARD  
To the junior student who makes an outstanding contribution through leadership and participation
3. ISAAC BROCK AWARD  
To the junior student who achieved the highest level of accomplishment according to his ability in academics, athletics and citizenship
4. ROBERT LAND ACADEMY EXPLORERS AWARD  
To the junior student who demonstrates a positive attitude during environmental activities
5. JUNIOR ENGLISH CREATIVE WRITING AWARD  
To the junior student who displays the most advanced level of Creative Writing
6. JUNIOR ENGLISH LITERACY AWARD  
To the junior student who demonstrates the most improvement in English Literacy skills and appreciation for the English Literacy Programme
7. BAND MASTER'S AWARD  
To the cadet who best demonstrates the traditions of band music
8. SGT. RONALD F. "ANDY" ANDERSON 1 CANPARA MEMORIAL CADENCE AWARD  
To the cadet who demonstrates outstanding improvement in conduct and performance on the parade square and in the barracks.
9. MUSKETRY AWARD  
To the Cadet chosen by the Officer Commanding RCAC as achieving the highest standard of Rifle Safety and Marksmanship
10. ACHIEVEMENT AWARD FOR INTERMEDIATE CREATIVE WRITING  
To the intermediate student who best demonstrates a high level of proficiency in Creative Writing
11. SGT MAJOR BURKHART AWARD  
To the junior Cadet who demonstrates an outstanding level of commitment to personal growth
12. FRENCH PRIZES  
To the top junior student in French class

13. HISTORY BOOK PRIZE  
To the top History student (Junior, Intermediate and Senior)
14. SCIENCE BOOK PRIZE  
To the top Science student (Junior, Intermediate and Senior)
15. MATHEMATICS PRIZE  
To the top Senior Mathematics student (Junior, Intermediate and Senior)
16. VISUAL ARTS PRIZE  
To the top Visual Arts student (Junior, Intermediate and Senior)
17. CENTAURI ARTS ACHIEVEMENT AWARD  
To the Cadet who demonstrated outstanding proficiency in the arts
18. SENIOR ENGLISH BOOK PRIZE  
To the top English student (Intermediate and Senior)
19. SGT. JOHN FEDUCK CADENCE AWARD  
To the student who demonstrates outstanding performance on the Parade Square
20. CANADIAN FORESTERS' AWARD  
To the senior non-graduating student who achieves the highest grade average for the full academic year, over six courses
21. PARADE SERGEANT MAJOR  
To the Parade Sergeant Major in recognition of his contribution
22. ROYAL BANK SENIOR BUSINESS AND COMMERCE PRIZE  
To the top Senior Business and Commerce student
23. LT. COL. C LLOYD AWARD (B-COY)  
To the student who demonstrates an outstanding improvement in Academy life during the academic year
24. HEAD BOY AWARD  
To the Head Boy in recognition of his contribution
25. ROYAL CANADIAN LEGION DUNNVILLE BRANCH 142 BURSARY/RCAC SERVICE AWARD  
To the Cadet who demonstrates superior commitment to the #2968 Royal Canadian Army Cadet Corps and the community
26. SGT R. KURTZ GOLD CITIZENSHIP AWARD  
To the student who displays outstanding citizenship as epitomized by Sgt. R. Kurtz
27. ATHLETE OF THE YEAR  
To the student who demonstrates through his participation in all athletics at the school the highest level of effort, achievement, sportsmanship and leadership

28. LT. PATRICK DUGAS MEMORIAL ATHLETIC AWARD

To the student who, in participation in sports, shows the strongest commitment and values of competition, teamwork and sportsmanship

29. W.L.HAWKINS ACHIEVEMENT AWARD

To the student who demonstrates outstanding achievement in all areas of personal development and contributes to the development of others.

30. AMSCUS AWARD

To the Cadet who, through his academics, leadership, personal and spiritual life, demonstrates the highest qualities of tolerance and self-initiated compassion towards people of other nationalities, creeds, colour and religions, and who personifies the spirit of the best of what we hope Canadian international relations ought to be

31. GENERAL DOUGLAS MACARTHUR FOUNDATION AWARD

To the senior Cadet who displayed the most soldierly performance considering academics, athletics and leadership.

32. GOVERNOR GENERAL'S AWARD

To the student who graduates with the highest academic standing in all senior courses

33. CANADIAN CITIZENSHIP AWARD

To the student most deserving of community recognition for his all-round performance: academic coupled with participation in extra-curricular activities both within the school and community

34. ADJUTANT GENERAL OF NEW MEXICO AWARD

To the student who has performed "beyond the standard" (the motto of the New Mexico National Guard). Awarded donated by Brigadier General (Ret.) Jack Fox

35. HEADMASTER'S MEDAL

To the Cadet who displays outstanding achievement in all areas of school life; academic, athletic, citizenship; who has worked hardest and best according to his ability to reach the highest standard of both personal and academic achievement. This Cadet usually earns 3 Silver Medals.

36. VALEDICTORIAN

Chosen to address honour parade on behalf of the graduates.

37. THE FOUNDER'S AWARD

To the graduating student who made outstanding contributions through leadership, participation, and initiative.