



Ontario Virtual Academy

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1.0 Attendance and Student Engagement Policy

Regular and active participation is essential to student achievement, well-being, and success at Ontario Virtual Academy (OVA). Consistent with the expectations outlined in Growing Success, students are responsible for demonstrating ongoing engagement in their learning.

1.1 Minimum Access in Courses

Students who do not log in regularly or who fail to actively participate in course activities place their academic progress at risk. As such, students are expected to access their courses a **minimum of two to three times** per week.

Teachers and school staff will monitor student engagement and attendance patterns on an ongoing basis. Where concerns arise, educators will work collaboratively with students and, where appropriate, parents/guardians to provide support and intervention strategies aimed at improving participation and achievement.

1.2 Insufficient Participation

If concerns persist despite intervention, the issue will be referred to school administration. **Progressive responses** may include communication with parents/guardians, the development of an attendance or engagement contract, and, where necessary, **withdrawal from the course**.

1.3 Start and End Dates of Course

OVA operates using a *continuous intake model*, meaning that courses do not have fixed start or end dates. Students are responsible for establishing a reasonable timeline for course completion in consultation with their teacher and are expected to adhere to this plan.

Attendance is documented based on demonstrated engagement and completion of course expectations. A lack of consistent participation may result in administrative review and intervention.

Students who do not complete their course within a **six-month timeframe** may be withdrawn. Re-entry will be considered only where documented extenuating circumstances are reviewed and approved by administration.

2.0 Academic Integrity: Cheating and Plagiarism Policy

OVA is committed to upholding the principles of academic integrity, which are foundational to student learning, evaluation, and achievement, as outlined in Growing Success.

Students are expected to complete all assessments independently and honestly, demonstrating respect for the intellectual property of others.

2.1 Plagiarism is defined by OVA as:

- Representing the ideas, expressions, or work of another individual as one's own without appropriate acknowledgment
- Incorporating direct quotations, paraphrased content, or summarized material without proper citation
- Submitting work that has been partially or wholly completed by another person
- Presenting material obtained from digital or electronic sources, with or without modification, as original work

2.2 Cheating is defined by OVA as:

- Purchasing, selling, or distributing assignments, tests, or examination materials
- Submitting the same work for evaluation in more than one course without prior teacher approval
- Having another individual complete work on one's behalf
- Allowing one's work to be copied or submitted by another student
- Providing work to another student for submission
- Giving or receiving unauthorized assistance during tests or examinations

Academic dishonesty undermines the integrity, fairness, and validity of the evaluation and assessment process. As such, OVA maintains a zero-tolerance approach to all forms of academic misconduct, whether intentional or arising from a lack of understanding.

Students found to have engaged in academic dishonesty will **receive a mark of zero** on the affected assessment. In addition, further consequences will be applied using a **progressive discipline** approach, consistent with Ministry policy.

Consequences will be determined on a case-by-case basis and will consider:

- The student's grade level
- The student's level of maturity
- The number and frequency of incidents
- The individual circumstances surrounding the behaviour

3.0 Assessment and Evaluation Policy

At Ontario Virtual Academy (OVA), assessment and evaluation are designed to support and improve student learning. Consistent with the principles outlined in the *Growing Success 2010* document (<https://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>), assessment is an ongoing process used to gather information about student achievement of curriculum expectations. This information enables teachers to identify students' strengths and areas for improvement, adapt instructional strategies to meet individual learning needs, and evaluate the effectiveness of instructional practices.

As part of the assessment process, teachers provide students with clear, descriptive, and timely feedback to support their progress and guide their next steps in learning.

3.1 Evaluation of Student Achievement

Evaluation refers to the process of assessing the quality of student work based on established criteria and assigning a value to represent that level of achievement.

While all curriculum expectations are addressed through instruction and assessment, evaluation focuses on students' achievement of the **overall expectations**. Students' performance on the overall expectations is determined through evidence gathered from related **specific expectations**.

Teachers use professional judgment to determine:

- Which specific expectations will be used to evaluate overall achievement
- Which expectations will be addressed through instruction and assessment but not formally evaluated

3.2 Assessment and Evaluation Practices

To ensure that assessment and evaluation are fair, valid, and reliable, OVA teachers use strategies that:

- Address both what students learn and how effectively they demonstrate their learning
- Are aligned with the **achievement chart categories**: Knowledge and Understanding, Thinking, Communication, and Application
- Are varied in nature and administered over time to provide multiple opportunities for students to demonstrate learning
- Reflect the learning activities, instructional goals, and diverse needs and experiences of students
- Are equitable and inclusive for all learners
- Provide appropriate accommodations for students with special education needs, in accordance with their Individual Education Plans (IEPs)
- Support students who are developing proficiency in the language of instruction
- Include clear and ongoing feedback to guide student improvement
- Promote student self-assessment, reflection, and goal-setting
- Include evidence of learning through samples of student work
- Are communicated clearly to students and, where appropriate, parents/guardians at the beginning of the course and throughout the learning period

3.3 Achievement Chart

Student achievement is assessed and evaluated according to four categories of knowledge and skills as aligned with ministry expectations:

- Knowledge and Understanding

- Thinking
- Communication
- Application

OVA ensures that assessment and evaluation are balanced across these four categories and aligned with the curriculum expectations for each course.

3.4 Determination of Final Grade

A final percentage grade is recorded for each course. A credit is granted when a student achieves a final grade of **50% or higher**.

The final grade is determined as follows:

Term Work (70%)

- Based on evaluations conducted throughout the course
- Reflects the student's most consistent level of achievement
- Greater emphasis may be placed on more recent evidence of learning

Assessment is distributed across the four achievement chart categories as follows:

- 25% Knowledge and Understanding
- 25% Thinking
- 25% Communication
- 25% Application

Final Evaluation (30%)

The final 30% of the grade is based on:

- A **final examination**, administered at or near the end of the course
- A **summative (culminating) project**, which may be developed throughout the course

4.0 Appropriate Use of Technology Policy

4.1 Use and Misuse of Digital Content

OVA provides students with access to a **Learning Management System (LMS)** to support teaching and learning. This system is to be used **exclusively** for educational purposes.

All students are expected to demonstrate responsible digital citizenship and to use technology in a manner consistent with school expectations and applicable laws.

Inappropriate use includes, but is not limited to:

- Engaging in illegal, unethical, or criminal activity

- Accessing, sharing, or distributing inappropriate or offensive content
- Using the LMS for commercial or non-educational purposes

The school reserves the right to monitor and review student activity within its digital platforms to ensure compliance with this policy.

Where misuse is identified, a range of consequences may be applied in accordance with progressive discipline practices. These may include **suspension, removal from the program, or further action where required.**

In serious cases, additional steps may be taken, including communication with a student's day school, consultation with legal representatives, or involvement of law enforcement.

Students are expected to take proactive measures to ensure appropriate use of technology. This includes:

- Protecting and maintaining the confidentiality of login credentials
- Reporting any suspicious or inappropriate activity to a teacher immediately
- Accessing only materials and resources intended for student use

5.0 Safe Schools Policy and Community Expectations

5.1 Safe Schools

OVA is committed to creating and maintaining a safe, inclusive, equitable, and accepting learning environment, consistent with Ontario's safe schools framework.

All members of the school community - including students, staff, and parents/guardians - are expected to contribute to a positive school climate by treating one another with dignity, respect, and fairness.

5.2 Unsafe Behaviours

Behaviours that negatively impact the school climate or the well-being of others will not be tolerated. These include, but are not limited to:

- Disrespectful or inappropriate communication
- Harassment, bullying, or discrimination
- Abusive, threatening, or harmful behaviour

All incidents will be addressed promptly by school administration, including the Principal, using a progressive discipline approach that emphasizes both accountability and learning.

Consequences may include:

- Restorative practices and/or counselling
- Parent/guardian involvement

- Suspension
- Expulsion
- Referral to external agencies or authorities, where appropriate

OVA is committed to ensuring that all students are able to learn in an environment where their dignity, self-worth, and safety are protected at all times.

6.0 Tuition, Payment & Refund Policy

6.1 Tuition and Fees

Tuition fees for courses depend on various factors and the total fees for each course are clearly outlined on the OVA website (www.ontariovirtualacademy.org). There are differences in tuition fees for international students, which are also clearly outlined on the OVA website. Any additional fees (if applicable), such as administrative or examination-related fees, will be communicated prior to enrollment.

6.2 Payment Requirements

Full payment of tuition is required prior to the student being granted access to the course.

6.3 Course Access

Students will receive access to their course LMS within **24-48 hours** only after payment has been successfully received and processed. Enrollment is not considered complete until payment has been confirmed

6.4 Refund Policy

Refund requests must be submitted in writing. Refunds will be processed if requested **within 24 hours of purchase**. Thereafter, no refunds will be provided due to the administrative nature that is required in establishing a student record in our system and granting access to the course content. Before you purchase a course, please ensure it meets your requirements - if you aren't sure, please email principal@ontariovirtualacademy.org

6.5 Payment Methods

OVA currently accepts payment via e-transfer of the total course fees as listed on the OVA website to principal@ontariovirtualacademy.org

6.6 Withdrawal Policy

Students may withdraw from a course at any time by submitting a written request. Withdrawal from a course does not guarantee a refund and may be recorded in the student's academic record, if applicable.

7.0 Privacy & Student Record Policy

7.1 Privacy & Student Records

Student information and academic records are collected and stored securely through password-protected systems for educational and administrative purposes.

Ontario Virtual Academy maintains student records, including enrolment information, coursework, and final grades, in a secure digital format. Student work may be retained as evidence of learning.

Access to records is limited to the authorized principal, the teacher of the student, the student, and parent/guardian (where applicable). Information may be shared with other institutions where required for credit recognition or reporting.

By registering, you consent to the collection, use, and storage of your educational records.

8.0 Communication Policy

Ontario Virtual Academy (OVA) maintains clear and consistent communication between students, parents/guardians, and school staff to support student success.

8.1 Official Communication Channels

All official communication will occur through:

- School email
- The Learning Management System (LMS)

Students are responsible for checking these regularly.

8.2 Response Times

Teachers aim to respond to student and parent inquiries within **24–48 hours** on school days. Response times may vary during weekends and holidays.

8.3 Progress Communication

Teachers may communicate with students and/or parents regarding:

- student progress and achievement
- missing or incomplete work
- concerns related to engagement or academic integrity

8.4 Parent/Guardian Communication

For students under 18, parents/guardians may be contacted when:

- there are concerns about participation or progress
- academic integrity issues arise
- intervention or support is required

8.5 Professionalism in Communication

All communication must remain respectful and appropriate. Inappropriate or abusive communication may result in restricted communication or further progressive disciplinary action.

8.6 Grade Inquiries

Questions about grades must be directed to the teacher in a respectful and timely manner. Final decisions regarding grades are based on professional judgment and Ministry policy. Teachers will be providing ongoing timely feedback after course assessments.

9.0 Use of Artificial Intelligence (AI) and External Tools

Ontario Virtual Academy recognizes that digital tools, including artificial intelligence (AI), are increasingly part of the learning environment. Their use must support, not replace, student learning.

9.1 Permitted Use

Students may use AI or external tools:

- for brainstorming or idea generation
- for research support
- to clarify concepts

Only where permitted by the teacher and course guidelines.

9.2 Disclosure Requirement

Students must clearly disclose the use of AI or external tools when used in completing assignments. Failure to disclose AI use is considered a form of academic dishonesty.

9.3 Prohibited Use

Students may not:

- submit AI-generated work as their own
- use AI during assessments unless explicitly permitted
- rely on tools in a way that prevents demonstration of their own learning unless specific exceptions are made by the teacher explicitly

9.4 Academic Integrity and AI

Improper use of AI tools falls under the Academic Integrity Policy and may result in:

- a mark of zero
- requirement to redo work
- further disciplinary action

10.0 Credit Granting Policy

OVA currently **does not** grant credits towards the Ontario Secondary School Diploma but is pending a Ministry-inspection with the Ontario Ministry of Education in order to be able to offer credits.

11.0 Prior Learning Assessment & Recognition (PLAR) Policy

OVA recognizes Prior Learning Assessment and Recognition (PLAR) in accordance with Ontario Ministry of Education policy. PLAR is available to students in Grades 10–12 and allows students to earn credits through the evaluation of prior learning.

As OVA currently offers Grade 9 courses only, PLAR is not actively implemented at this time. The policy will be applied when senior grade courses are offered.

When applicable, PLAR may include:

- Challenge process for individual courses
- Equivalency credits based on prior education

Documentation and assessment procedures will follow Ministry guidelines.

12.0 Ontario Secondary School Literacy Requirement Policy

To earn the Ontario Secondary School Diploma (OSSD), students must meet the literacy requirement set by the Ontario Ministry of Education.

12.1 OSSLR Pathways

Students may fulfill this requirement by:

- Successfully completing the OSSLT
- Successfully completing the Ontario Secondary School Literacy Course

As OVA currently offers Grade 9 courses only, students will typically complete the literacy requirement in future years. Guidance will be provided to students as they progress.

13.0 Community Involvement Hours Policy

Students must complete a minimum of 40 hours of community involvement activities to earn the Ontario Secondary School Diploma (OSSD).

13.1 Acceptable Community Activities

Activities towards community involvement hours must:

- Be unpaid
- Benefit the community
- Be completed outside of instructional hours
- Comply with Ministry guidelines

13.2 Community Activity Approval Process

Students are encouraged to obtain approval from the school prior to beginning community involvement activities to ensure eligibility.

13.3 Community Activity Tracking Process

Students are responsible for:

- Recording their hours
- Providing verification (e.g., supervisor signature or email confirmation)

OVA will maintain records of completed hours.

By registering for any course at Ontario Virtual Academy, you acknowledge and agree to the terms of enrolment and school policies as highlighted in this document.