



School Course Calendar

Pending Ministry-Inspection

Ontario Virtual Academy (OVA)

School Course Calendar

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a. Our Mission

At Ontario Virtual Academy (OVA), our priority is simple: giving you, the student, a high-quality, affordable and collaborative online learning experience that revolves around your success.

Our courses are designed by Ontario Certified Teachers to help prepare you for the rapidly changing educational environment and demands of the future workplace in Ontario, or abroad. That means lessons aren't just traditional readings and assignments - but rather involve a combination of the most recent learning tools, software, and interactive assessment methods to promote student success in the current social, political and economic landscape.

Our goal is to support you in achieving short-term success in earning credits that will enhance your knowledge and overall skillset, while also working towards your bigger goal in mind - completing your OSSD (*pending a successful Ministry of Education Inspection*). Completing your OSSD and completing it as well as possible, continues to be a major contributing factor to positive outcomes in the future. Whatever your future goals are, our experienced staff will help you in this journey and be a source of support. We are here to help you stay on track, build confidence, and succeed both in school and beyond.

b. OVA Overall Principles

- To provide students with clear, organized, and accessible online learning that supports earning the OSSD
- To give students opportunities to learn, grow, and develop into individuals who positively contribute to society
- To support every student with meaningful opportunities to succeed
- To maintain fairness in all aspects of student learning and assessment
- To operate with equity and inclusion at the core of decision-making
- To keep communication open and transparent with parents and the wider community
- To understand and respond to the diverse needs of students in an online environment
- To provide an authentic and credible online schooling experience for students, parents, and stakeholders

c. Philosophy

At OVA, the main focus is developing academic achievement and student support.

We believe a strong education goes beyond coursework alone. It includes meaningful learning experiences both inside and outside of formal lessons. It also involves getting to know student needs, wants and overall goals in order to work together to achieve them. We also strongly believe that parent involvement plays an important role in student success.

Because of this, OVA makes a consistent effort to keep parents informed about our goals, expectations, and overall mission. In return, we expect strong collaboration and support from families as we work together to help students succeed academically and personally.

d. Program Overview

Ontario Virtual Academy (OVA) is a private online secondary school **not yet authorized** to grant Ontario Secondary School Diploma (OSSD) credits. The program is currently in its pilot and testing phase, and pending a *Ministry Inspection*. The program model at OVA is through a fully online, flexible learning environment. Courses are designed to meet all Ontario Ministry of Education curriculum expectations and are delivered using modern educational technology, high-quality digital resources, and ongoing Ontario Certified Teacher (OCT) support.

OVA provides students with the opportunity to enrol in one or more courses throughout the year. Learning is primarily asynchronous, allowing students to access course content, assignments, and assessments 24 hours a day, 7 days a week. Students progress through courses at a flexible pace within established guidelines, supporting individualized learning while maintaining academic rigour.

Students are required to complete a course within 12 months of starting it. Students who have not completed a course within 12 months need to apply to the office to have their time extended.

Each course is facilitated by a qualified instructor who guides student learning through structured online lessons, pre-recorded videos with a digital whiteboard, multimedia resources, and curriculum-aligned instructional materials. Teachers provide ongoing feedback and support through assignment feedback, virtual check-ins, discussion forums, and direct communication.

Courses may also include optional or scheduled synchronous sessions (e.g., live virtual meetings or conferences) to support student engagement and clarify learning expectations. These sessions supplement independent study and are designed to enhance understanding and academic success.

All course materials are delivered online. In most cases, no physical textbook is required unless otherwise specified. Student work is submitted electronically and is assessed for both achievement of curriculum expectations and academic integrity. Final evaluations may include culminating tasks and/or examinations completed under supervised conditions as determined by the school.

To complete a course successfully, students must demonstrate achievement of Ontario curriculum expectations and complete a minimum of 110 hours of planned learning activities, including both online and offline components.

Students are expected to engage consistently with their course, with a minimum requirement of logging in and participating at least three times per week on the Moodle Learning Management System (LMS). Regular engagement is essential for success in an asynchronous learning environment and aligns with Ontario Ministry of Education expectations outlined in *Growing Success (2010)*.

If a student is absent from the course and does not log-in three times per week the student will be deemed 'Absent' and this indication will appear on their midterm and final report card. For example, one week of absences (not logging in three times per week) will result in one absence on the report card. If absences persist, progressive disciplinary actions will be taken including a phone call home, an action plan to succeed going forward, and in some cases, withdrawal from the course.

NOTE: Students have up-to 5 instructional days after their Midterm report card has been issued to decide whether they want to remain enrolled in the course. Once a student maintains registration after the 5th instructional day, the grade will be reported as a part of their Ontario Student Transcript (OST). This only applies to grade 11 and 12.

Currently, OVA is only offering grade 9 courses. As we hope to build and expand, there will be further detailed information for grade 11 and 12 courses.

Students are expected to develop strong self-discipline, time management, and organizational skills. These competencies are intentionally supported through the structure of OVA courses and are essential for success in post-secondary education and future careers.

e. Student Registration

Student enrolment at OVA is open and follows a continuous intake model throughout the year. Applications and registration are completed online and are available 24 hours a day through www.ontariovirtualacademy.org or contacting the administrative team at principal@ontariovirtualacademy.org.

Proof of Ontario residency in the form of an OEN number, birth certificate, passport, transcript, or report card from an Ontario School is required to complete registration (and domestic course fee). Please email this to principal@ontariovirtualacademy.org with your registration.

Once received, documentation is reviewed to ensure accurate student placement and appropriate course selection. Access to the Learning Management System will be made available within 48 hours of registration.

f. Prior to Registering with OVA: What Should You Know

It is important for students to read, comprehend and accept this Handbook and Course Calendar as presented prior to registering. Parent(s), guardian(s) and advisors of students under the age of 18 years should also note the following information:

- We are an official private school and although in our pilot and preparatory phase, have expectations and a Code of Conduct, which applies to students, parents and teachers (see below).
- We are currently **not Ministry-Inspected** and are **not authorized** to grant credits towards the Ontario Secondary School Diploma (OSSD).

- Students must provide appropriate credentials that they have the proper qualifications and/or pre requisites to register for a course(s) with OVA. For example, proof of age is required via a Birth Certificate, Driver's License or current Passport.
- Students may not register and start a course without unofficial credentials and identification.
- Report cards and course planning charts do not suffice as Official Transcripts but may be used as evidence of prerequisite for enrollment purposes.
- Canadian Adult Education Credential (CAEC) is **not offered** by OVA. CAEC is designed to provide adults who have not graduated from high school with an alternative means of credential completion.
- Students must be well versed in the use of the English Language, even when online. If you are an English Language Learner (ELL), inform us and we will use the following document to best support you:
<http://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf>
- OVA is not a bilingual service or French language school.
- Being an online school that is asynchronous, OVA does not have official terms and semesters. Report cards (Midterm: 55 Hours & Final: 110 Hours) will be issued at the above-mentioned milestones in each course (as applicable). Additionally, being an online school, students are required to login three times per week as indicated below, as opposed to a daily timetable which would normally be used in a brick-and-mortar school. Students who fail to respond to emails after 6 months may be removed from the course and dropped from the school without a refund.
- Attendance reminders will be sent to students at 30, 60, 90 and 180 days after enrolment for account inactivity. One absence will be recorded on the midterm or final report card for each week of inactivity.

Sample timetable for any given week:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	Log in - engage with lessons, course content and assessments		Log in - engage with lessons, course content and assessments		Log in - engage with lessons, course content and assessments	

- The OVA reporting period at 55 hours and 110 hours, into the course enrolment of a student. This will parallel the mid-term and final report cards.

g. Fee Overview

For our pilot phase, the current cohort of students participating in OVA programming will be free of charge. Upon successful Ministry-Inspection, OVA will update its school fees and payment policies.

h. Refund Policy

As noted above, there are currently no school fees while OVA is in its pilot phase. This will be updated upon successful Ministry-Inspection.

i. Course Prerequisites

Students must submit proof that they have successfully completed the prerequisite for any course in which they intend to enrol after registration. This may include a report card, transcript, or credit summary, which should be submitted to the OVA admissions email or designated submission process.

Students who do not currently meet a course prerequisite but can provide reasonable evidence of prior equivalent study or relevant work/learning experience may apply for a prerequisite exemption. This request is reviewed on a case-by-case basis and requires submission of supporting documentation.

The prerequisite exemption form must be completed and submitted to the OVA office for Principal approval prior to course enrolment being granted.

Students may be required to submit academic records, grades, and any relevant documentation related to prior schooling or learning experience as part of the review process before approval is finalized.

j. Assessment and Evaluation: Categories of Knowledge and Skills

The Achievement Chart outlined in the Ontario Ministry of Education *Growing Success* document (2010) (<https://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>) identifies four categories of knowledge and skills that are common to both the elementary and secondary panels, as well as across all subject areas and disciplines. These categories, defined by clear criteria, represent four broad areas within which the expectations for any given course are organized.

The four categories are interrelated and reflect the wholeness and interconnectedness of learning. They support teachers in assessing not only students' acquisition of knowledge, but also the development of their skills in thinking, communication, and application.

At OVA, student achievement is evaluated using a balanced assessment model consisting of two main components: 70% term coursework and 30% final evaluation (which may include a final exam and/or culminating activity). Within the 70% term coursework component, OVA ensures a balanced representation of the four achievement chart categories below, where appropriate to the course. For example, a course may distribute the coursework weighting evenly across categories (e.g., 17.5% each), or adjust weighting in alignment with course design and curriculum expectations.

The four categories of knowledge and skills (KICA) are as follows:

- Knowledge and Understanding: Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
- Thinking: The use of critical and creative thinking skills and/or processes.
- Communication: The conveying of meaning through various forms.
- Application: The use of knowledge and skills to make connections within and between various contexts.

Accommodations at OVA: As an online secondary school, OVA provides a range of supports to assist students in successfully completing their courses. These accommodations are designed to support equitable access to learning without modifying overall curriculum expectations:

- 24/7 online academic support and tutoring access
- Extended time for proctored tests and examinations (when applicable)
- Supplementary instructional materials and handouts
- Formula sheets and reference materials (where appropriate)
- Audio, video, and virtual conferencing support sessions

k. Tests and Assignments

The number of tests and assignments within a course can vary, but all together the coursework will always constitute 70% of a student's final mark. The type of tests and assignments may include labs, projects, discussion board participation, short answer questions as well as essays, audio recordings and video presentations. Assignments should be uploaded online into the respective submission boxes using the Moodle LMS. Video presentations by students will be recorded, with their consent, and retained in the student folder. Students are given suggested timelines in each of their courses to help them complete the course credit in a reasonable amount of time. However, students may establish their own schedule for regularly submitting assignments and writing tests within the 12-month timeframe. Course instructors return assignments with grades and comments consistent with the assessment and evaluation policies as encouraged by the Ontario Ministry of Education and the *Growing Success 2010* document.

l. Final Exam

All courses will have a final examination or evaluation worth 30% of a student's final mark, which is 100% of their final evaluation, unless otherwise agreed to by the Principal.

To write the final exam, students will need to submit a proctor approval form (available within the course flow). The selected supervisor must be approved by OVA before their exam date can be finalized. Examinations must take place in a professional environment, they may not be held at a private residence (unless due to an exceptional circumstance ie. COVID). Acceptable supervisors require a work email

address and may be asked to produce a copy of their diploma or certificate of qualification or practicing license in order to validate an exam application.

Acceptable supervisors include Ontario Certified Teacher, lawyer, registered family physician, registered nurse, government social worker, registered psychologist and professional registered counsellor. Relatives, supervisors without a professional email address and hired tutors will not be approved to proctor a student exam.

You can learn more at www.ontariovirtualacademy.org

Proctor Guidelines

If the student is currently registered in a public or private school, then the student should consider arranging to write the exam with a person associated with his or her home school (Teacher, Librarian, Counselor), where feasible. If the student is not currently registered with another school, or this is not an option, we recommend that the student contact a local public library, college/university or testing center to see if they offer proctoring services.

The student will be required to adhere to policies and procedures of these locations in addition to OVA final exam policies and procedures. If this option is not available, then the student can ask anyone who he or she knows that meets all requirements set out above. A few examples of individuals who would most likely be approved as a proctor are: engineers, registered nurses, lawyers, Chartered Accountants.

Additional Proctor Guidelines:

- Appointed, no conflict of interest (not a relative or friend)
- Recommended ratio is one proctor to every thirty students (when necessary)
- Recommended where possible to have one male and one female proctor
- Age of majority
- No conflict of interest (have a family member or a business relationship with the student)
- Does not work, or intend to work for an organization that is part of, or affiliated with, the educational profession
- English or bilingual speaking

Duties:

- Collect papers from secure location (or electronically)
- Distribute exams and answer books to examination desks before the exam begins
- Commence exam promptly, make all announcements, end at the appropriate time
- Verify student identity (compare student name on attendance roster with the on a Photo ID)
- Complete Proctor Assessment Information Form
- Record incidents or circumstances that may need to be taken into consideration
- Ensure all unused question papers not used by students for recording their answer are discarded
- Determine whether emergency procedures for evaluation should be initiated

- Contact exam team lead/director in the event of a suspended breach of regulations
- Responsible for security of the exam room, all exam materials and return of all exams

m. Student Code of Conduct

The OVA Code of Conduct applies to all members of the school community including students, parents and guardians, and teachers.

All members of the school community have a responsibility to respect and honour the school Code of Conduct, to demonstrate age and developmentally appropriate social behaviour, and to take responsibility for their own actions.

All members of the school community are expected to:

- Demonstrate honesty and integrity
- Treat one another with dignity, respect, and fairness, regardless of race, ancestry, place of origin, colour, ethnicity, creed, citizenship, religion, gender, gender identity, sexual orientation, age, ability, socioeconomic status, or any other attribute
- Take appropriate action to help those in need, seeking assistance to resolve conflict constructively and respectfully
- Show proper care and regard for school academic and intellectual property and the property of others

Parent and guardian responsibilities include:

- Taking an active role in their son/daughter's education by ensuring that he/she is prepared for learning, including punctual and regular attendance, promptly reporting or communicating authorized absences and late arrivals, and communicating regularly with the school
- Reviewing the school Code of Conduct with their son/daughter and helping him/her follow school rules (signing the welcome waiver if less than 18 years old)
- Helping their child understand that it is not appropriate to tease or bully others
- Monitoring their child's internet use and taking responsibility for his/her behaviour when accessing electronic resources from home

Student responsibilities include:

- Demonstrating a commitment to learning through punctual and regular attendance, being prepared and ready to learn
- Practicing honesty and integrity including, but not limited to, not participating in or encouraging plagiarism, misrepresentation of original work, use of unauthorized aids, theft of evaluation instruments, or false representation of identity
- Following school rules and taking responsibility for his/her own actions
- Refraining from bringing anything to school, or using anything inappropriately, that may risk the safety of themselves or others

- Showing proper care and regard for school and community property, as well as only visiting other schools for school-related and authorized activities

School-Wide Attendance Policy:

- The Ministry of Education mandates accurate attendance records of all students in a school. For purposes of attendance, Ontario Virtual Academy uses the notion that a student was “present” when he/she has actively engaged and completed a virtual lesson; 1 AAL, 1 AFL or 1 AOL is expected to be completed per week. The expectation is that students log in to the learning platform 3 times per week alongside that.
- If a student is absent from the course and does not log in three times per week, the student will be deemed ‘Absent’ and this indication will appear on their midterm and final report card. For example, one week of absences (not logging in three times per week) will result in one absence on the report card.
- Parents (for students under 18) will be informed of absences (also known as inactivity) in the course stemming from 30, 60, 90 and 180 days, along with course removals due to expiry (as applicable). The principal sends out an email to students and parents about attendance expectations upon registration.

School-Wide Course Engagement Policy:

As outlined in Ontario’s Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) document, your ongoing engagement in learning is essential for academic success. Regular attendance (3 times per week), participation in activities, and communication with your teachers ensure that assessments reflect your true progress and achievement.

Key Points:

- ❖ Assessments are based on evidence collected "over time and in a variety of ways" (Growing Success, p. 39). Prolonged absences disrupt this process.
- ❖ Submitting large amounts of work after prolonged absences ("data dumps") does not align with the principles of effective learning or assessment.
- ❖ Continuous engagement supports your development of essential skills like responsibility, organization, and self-regulation (Growing Success, p. 10).
- ❖ Unexcused absences may affect your ability to demonstrate your learning and achieve course completion. If you encounter challenges that prevent regular attendance or engagement, please speak with your teacher or school administration as soon as possible.

The expectation is that students submit at least 1 AAL, 1 AFL or 1 AOL per week to meet the above requirement.

Students’ Responsibilities With Respect to Evidence for Evaluation:

Students are responsible for providing evidence of their learning within established timelines, and there are consequences for cheating, plagiarizing, not completing work, and submitting work late (Growing Success, Page 42). To remain aligned with Growing Success, we have created the following policies around cheating and plagiarism, and late and missed assignments.

Plagiarism Policy for Students

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.

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

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. Academic misconduct is any action or behaviour (including any attempt to engage in such behaviour) that breaches one or more of the above values associated with academic integrity. You can learn more about our policy and infractions [here](#)

AI Usage Policy for Students

In order to maintain a culture of academic integrity, students are expected to promote:

- Honesty
- Trust
- Fairness

- Respect
- Responsibility

Rely on Traditional Methods

Stick to traditional methods of learning and problem-solving that don't involve complete reliance on AI technology. Use texts, classroom discussions, and hands-on activities to study and explore different subjects.

Engage in Human Interaction

Prioritize interactions with teachers, classmates, and other members of the school community for learning and support. Seek guidance and feedback from real people rather than relying on AI-based tools or systems.

Develop Critical Thinking Skills

Sharpen your critical thinking skills by analyzing information, evaluating sources, and forming your own opinions.

Instead of using AI-generated recommendations or answers, engage in independent research and reasoning. This must be cited in proper formation.

Organization and Study Skills

Embrace manual processes for tasks like studying, organizing information, and managing your schedule. Use traditional tools like notebooks, planners, and flashcards to help with your learning.

Despite these suggestions, OVA recognizes that digital tools, including artificial intelligence (AI), are increasingly part of the learning environment. Their use must support, not replace, student learning. Their use may assist in the process for learning but absolutely not when there are evaluations of student learning through observation, conversation and products.

AI Disclosure Requirement

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

Prohibited Use of AI

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

You can learn more about Infractions and disciplinary measures of inappropriate AI usage and how your teacher will proceed [here](#)

Communication Policy

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

Official Communication Channels

All official communication will occur through:

- School email
- The Learning Management System (LMS)

Students are responsible for checking these regularly.

Communication 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.

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

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

Professionalism in Communication

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

Communication for 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.

Late or Missed Assignments Policy

Students must demonstrate evidence of their achievement of the overall expectations within the time frame specified by OVA (within 12 months) and in the sequential order in which the course has been designed. This includes all formative and summative tasks. OVA courses are structured to ensure that students progress through learning in a logical sequence and avoid “data dumps,” in alignment with *Growing Success* (p. 43–44).

Failure to meet these expectations at OVA may result in the withholding of midterm or final report card processing and/or the final evaluation of the course until all required components have been submitted.

Where, in the teacher’s professional judgement, it is appropriate, a range of strategies may be used to prevent and/or address late, missed, out-of-order, or non-sequential submissions at OVA. These may include (*Growing Success*, p. 43):

- asking the student to clarify the reason for not completing the assignment;
- supporting students in developing improved time-management skills;
- collaborating with staff to prepare a part- or full-year calendar of major assignment deadlines across courses;
- structuring major assignments in stages so students are not faced with an all-or-nothing situation at the end;
- maintaining ongoing communication with students and/or parents regarding due dates and late submissions, including scheduling meetings if concerns persist;
- in secondary contexts, referring the student to the Student Success team or teacher;
- considering legitimate reasons for missed deadlines;
- establishing a student contract where appropriate;
- using counselling or peer tutoring supports to address challenges constructively;
- holding teacher-student conferences;
- reviewing the need for additional support for English language learners;
- reviewing whether special education services are required;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Indigenous counsellors and extended family members where appropriate;
- ensuring understanding of the cultures, histories, and contexts of First Nation, Métis, and Inuit students and their previous experiences with the school system;
- providing alternative assignments or assessments where, in the teacher’s professional judgement, it is reasonable and appropriate;

- deducting marks for late assignments, up to and including the full value of the assignment.

Attendance and Course Drop Deadlines

Once a student registers into a course they are required to login three times per week and complete their coursework.

- First Warning: A student has not logged in to the course and completed any work in 30 days.
- Secondary Warning: A student has not logged in and completed any work in over 60 days.
- Final Warning: A drop deadline will be established after 90 days if no communication is made from the students and/or no progress is made in the course.
- The student will be dropped from the course. If this occurs before the midterm point of the course there will not be any academic penalty. If this occurs after 5 business days from when the midterm report card has been issued a 'W' ie. Withdrawal will be reported on their transcript. Grade 11 and 12 only.

Staff responsibilities include:

- Helping students achieve to the best of their ability, developing self-worth, and being responsible citizens
- Maintaining order in the school and holding everyone to the highest standard of respectful and responsible behaviour
- Communicating regularly and meaningfully with parents/guardians
- Establishing a range of clear, fair and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour including but not limited to homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour
- Responding to and reporting behaviours which may have a negative impact on school climate

Privacy & Student Record Policy

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.

Use and Misuse of OVA 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

n. Privacy and Content Ownership

SAFE SCHOOLS

OVA will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. Protection of a person's dignity and self-esteem is crucial and not negotiable. All members of the OVA community, which includes students, staff and parents, will treat each other with

respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive, harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the OVA Principal. Resolutions may include counseling, restorative practices, parental involvement, suspension, expulsions and/or the involvement of the authorities. 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.

o. Reports

Students receive a midterm report when 50% of the course material has been completed. Teachers at OVA use criterion-referenced assessment and evaluation involving products, conversations and observations; student work is assessed and evaluated in a balanced manner with reference to established criteria for the four levels of achievement that are standard across Ontario, rather than by comparison with work done by other students, or through the ranking of student performance.

p. Assessment Rubrics for Online Collaboration, Discourse, and Knowledge Building

Communication and discussion are essential for successful learning across all disciplines. OVA courses provide for a variety of assessment as/for/of strategies over the duration of the course that may include:

- Contributions to online discussion groups
- Completion of online assignments
- Portfolio submissions
- Projects and video presentations

Instructors use the *Assessment Rubric for Online Collaboration* presented below as a reference to help them guide the learning, assessment and evaluation of their students.

q. Parental Role

Parents are encouraged to monitor and support the learning of their children by helping them create a studying schedule, and checking on assignment completion and submission. Parents are free to contact the school with any comments or concerns. Students under 18 will have their parents notified of absences in the course that stem from 30, 60 or 90 days. Parents of children under 18 will also be included in the midterm and final report card email that we send.

r. Hardware and Software Requirements

Important Note: Using a tablet such as an iPad strictly for online course access is not recommended. A full-featured computer is necessary to ensure compatibility with course materials, software, and assessments.

PC Minimum Requirements

Intel Core i5 (8th Gen or higher recommended) or AMD Ryzen 5

High-speed internet connection (minimum 10 Mbps download speed)
Windows 10 or Windows 11 (latest updates installed)
At least 8 GB RAM (16 GB recommended for optimal performance)
Monitor with a minimum resolution of 1920 x 1080
All-in-one multifunction printer with scanner (if required for coursework)
Storage: At least 256 GB SSD (Solid State Drive) for better performance
A way to save work to a removable drive (USB) or cloud storage
A dedicated sound card (or built-in equivalent) and a USB headset with a microphone

Mac Minimum Requirements

Apple Silicon (M1/M2/M3) or Intel Core i5 (8th Gen or higher)
High-speed internet connection (minimum 10 Mbps download speed)
macOS Monterey (12.0) or higher (running Windows via Bootcamp or virtualization is acceptable)
At least 8 GB RAM (16 GB recommended)
Monitor with a minimum resolution of 1920 x 1080
All-in-one multifunction printer with scanner (if required for coursework)
Storage: At least 256 GB SSD
A way to save work to a removable disk (USB) or cloud storage
A dedicated sound card (or built-in equivalent) and a USB headset with a microphone

Linux Minimum Requirements

Intel Core i5 (8th Gen or higher) or AMD Ryzen 5
High-speed internet connection (minimum 10 Mbps download speed)
Linux Kernel 5.4 or higher (Ubuntu, Fedora, Debian, or other mainstream distributions recommended)
At least 8 GB RAM (16 GB recommended)
Monitor with a minimum resolution of 1920 x 1080
All-in-one multifunction printer with scanner (if required for coursework)
Storage: At least 256 GB SSD A way to save work to a removable disk (USB) or cloud storage
A dedicated sound card (or built-in equivalent) and a USB headset with a microphone

Students registered in Mathematics courses may need access to a scanner or camera to submit assignments with complex mathematical concepts.

s. Guidance Support

OVA students are encouraged to direct any specific questions regarding course selection, general support, marks or general guidance support questions to info@ontariovirtualacademy.org

Additionally, local assistance may not be known due to the nature of the online school, please visit your local community support center.

The following website can be used to assist with educational planning and course selection process:
<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

Student Support from Guidance

At Ontario Virtual Academy, student support is a key component of our programming and educational model. We are working towards having a guidance counselor as a permanent staff and part of our academy.

At OVA, here are some examples of the ways in which we aim to support students:

- Strategies and resources (www.careercruising.com)
- Course selections via <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>
- Referral to programs as provided by the Province — <https://www.ontario.ca/page/community-programs-risk-and-high-risk-children-and-youth> which provides at-risk students with the support they need.
- Using the Ministry websites for Curriculum and Resources to inform our support of English Language Learners (ELL) and English and Second Language (ESL) students: <https://www.dcp.edu.gov.on.ca/en/>
- eCampus Ontario Online Library: <https://www.ecampusontario.ca/open-education-resources/>
- Libraries around the OVA Office: <https://beinspired.ca/>
- Mature students, depending on their unique circumstances may benefit from participating in literacy and basic skills (LBS) programming supported by the Ministry of Labour, Immigration, Training and Skills Development (MLITSD)
- Community partners – such as Employment Ontario and/or Indigenous Skills and Employment Training (ISETs) providers to enhance the career education program, create opportunities and serve mature students by creating linkages to further education, skills training, and employment.

t. Appropriate Use of Technology

In the case that a student is found to use technology in an unacceptable manner, the student and parent (if under the age of 18) will be contacted. The consequences of such actions may result in the removal of the student from the course without refund. Unacceptable behaviours may include, but may not be limited to the following:

- Creation and transmission of offensive, obscene, or indecent documents or images;
- Creation and transmission of material which is designed to cause annoyance, inconvenience or anxiety;
- Creation of defamatory material;
- Creation and transmission that infringes copyright of another person;
- Transmission of unsolicited commercial or advertising material and deliberate unauthorized access to other services accessible using the connection to the network/Internet;
- Causing technical staff to troubleshoot a problem for which the user is the cause, corrupting or destroying other user's data;
- Violating the privacy of others online;
- Using the network in such a way that it denies the service to others;

- Continuing to use software or other system for which the user has already been warned about using; and
- Any other misuse of the network such as introduction of viruses;

u. Program and Planning

In Ontario, students are required to stay in secondary school until they reach the age of eighteen or until they obtain an Ontario Secondary School Diploma (OSSD). OVA understands the importance and value of completing a secondary education and is committed to reaching every student and helping them achieve a successful outcome from their secondary school experience.

Below is a summary and discussion of the relevant policies set out in Ontario Schools, Kindergarten to Grade 12: Policies and Program Requirements, 2011 (OS) as set out by the Ministry of Education.

Available online:

<http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf>

v. Types of Secondary School Courses

The curriculum is organized into several types of courses, intended to enable students to choose courses suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination, which may include university, college, apprenticeship training, or the workplace. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110 or 55 hour course that has been developed or approved by the Ministry of Education. **(Note: We will mention again that OVA is not yet authorized to grant credits at this current time before a Ministry-Inspection).** The common course code of all courses consists both of a five-code character and a course title component, as designated by the Ministry of Education and Training in Ontario:

For example: MTH1W, Mathematics (De-Streamed)

MTH	1	W
Course Descriptor	Grade of Course	Course Type
	1 - Grade 9 2 - Grade 10 3 - Grade 11 4 - Grade 12	W De-Streamed D Academic P Applied O Open U University C College M University or College

OVA is currently only offering a Grade 9 de-streamed Mathematics course and a Grade 9 de-streamed science course. More information on grade 9, 10, 11 and 12 courses as well as an entire course catalog will be made available in the future.

Cooperative Education and Other Workplace Experiences

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

OVA does **not** operate a Cooperative Education Program at this time.

w. Courses offered at OVA and Course Outlines

Courses and course outlines can be found on the school website www.ontariovirtualacademy.org in the course description section

Grade 9 destreamed Mathematics

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical

reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Grade 9 destreamed Science

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens

x. Courses OVA aims to build in 2026-2027

OVA aims to build the following courses in the upcoming school year:

- Grade 10 mathematics
- Grade 10 science
- Grade 11 english
- Grade 12 english
- Grade 11 biology
- Grade 12 biology
- Grade 11 chemistry
- Grade 12 chemistry
- Grade 11 physics
- Grade 12 physics
- Grade 11 functions mathematics
- Grade 12 advanced functions mathematics
- Grade 12 calculus and vectors
- Grade 12 nutrition and health
- Grade 12 social justice and equity

y. What is a Credit?

A credit is granted in recognition of the successful completion of a course (50% or higher) that has been scheduled for a minimum of 110 hours for schools that are *Ministry-Inspected* and have a BSID number. OVA currently does not have a BSID number. The principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry grants credits. A half-credit may be granted for each 55-hour part of a 110-hour ministry developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents. OVA students' learning is self-directed so the number of hours scheduled for the course will be determined by logging the number of hours the student is logged on to the learning site and the number of hours spent on course work, discussion, assignments, tests, projects and presentations.

z. Compulsory Course Requirements (18 Credits)

If you started Grade 9 in or before Fall 2023:

In order to obtain the Ontario Secondary School Diploma (OSSD), students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines. The compulsory credits are to be distributed as shown below:

Compulsory Credits (Courses you must take)

- 4 credits in English (1 credit per grade)*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts**
- 1 credit in health and physical education
- 1 credit in French as a second language***
- 1/2 credit in civics
- 1/2 credit in career studies

Plus one credit from each of the following groups:

- Group 1: one additional credit in English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- Group 2: one additional credit in French as a second language, the arts, business studies, health and physical education, cooperative education
- Group 3: one additional credit in French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

*	The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit
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	requirement. For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
**	The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
***	Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

Optional Credits (Courses you get to choose)

In addition to the 18 compulsory credits described above, students must also complete the following requirements for their Ontario Secondary School Diploma:

- ☐ 12 Optional Credits: The 12 optional credits may include up to 4 credits earned through approved dual credit courses.
- ☐ 40 hours of community involvement activities: Students who began secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility, the role he or she can play, and the contribution he or she can make in supporting and strengthening communities. The OVA Principal will determine the number of hours of community service the mature student is required to complete, based on the grade level in which the student enrolls into.
- ☐ The provincial literacy requirement: If you entered Grade 9 in the 1999 - 2000 school year or in subsequent years, the student must successfully complete the Provincial Secondary School Literacy Requirement. This test, administered by EQAO, determines whether the student has acquired the reading and writing skills considered essential for literacy. It is based on the Ontario curriculum expectations for language and 45 communication, particularly reading and writing, up to and including Grade 9. Note: See subsection 11.1.4 below for more information.
- ☐ Online learning graduation requirement – Memorandum 167. This requirement is designed to support students footnote 2[2] to enroll in online learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. It is guided by a vision of an Ontario where every student has equitable access to high-quality online learning within a modernized education system that prepares them to succeed in a digital and ever-changing world. Refer to the “Eligible credits” section for a detailed definition of “online learning”. Students have the option to opt-out of this requirement with their day school and those choosing to enroll with us are waiving their ability to opt out of this requirement.
- ☐ Students who started grade 9 in the 2020-21 school year or later are required to earn at least 2 online learning credits to obtain the OSSD. School boards must develop and implement a

protocol or procedure that allows for students to be opted out of the online learning graduation requirement at the request of the student's parents or guardians, or, at the student's request if over the age of 18 or 16 years or older who have withdrawn from parental control.

If you started Grade 9 in the Fall of 2024 or after:

In order to obtain the OSSD, students must earn 17 compulsory credits.

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

Stem-Related course group

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional Credits

You must earn 13 optional credits by successfully completing courses from the school's program and course calendar. Optional credits may include up to 4 credits earned through approved dual credit programs.

aa. Community Involvement Requirement

All students are required to complete a minimum of 40 hours of unpaid community involvement as a condition of graduation. This requirement is in addition to the 30 credits needed for an Ontario Secondary School Diploma.

Upon successful Ministry-Inspection, students enrolled at OVA may select their own community involvement activities, provided they follow school and Ministry guidelines. These activities must be

completed outside of instructional time and should be appropriate to the student's age, maturity, and abilities. Students are responsible for ensuring their safety and must not participate in any activity that poses risk. Activities not listed as approved must receive prior written approval from the OVA Principal

Students are responsible for tracking and documenting their hours using the forms provided by OVA. Completed documentation must be submitted at intervals determined by the school, and final records will be maintained in the student's official file. The Principal will review submissions and determine whether the requirement has been fulfilled, recording completion on the student's transcript.

Activities that are not eligible include, but are not limited to:

- paid work;
- cooperative education;
- school-organized activities;
- competitive sports participation;
- unsafe or unsupervised activities;
- roles involving operation of vehicles or heavy equipment;
- administration of medical procedures;
- activities that displace paid workers;
- work in restricted environments based on age;
- handling hazardous substances or valuable items;
- routine household duties; and
- court-ordered community service.

Examples of eligible activities include:

- volunteering with non-profit organizations;
- community fundraising;
- coaching or assisting with local sports;
- supporting community events, food banks, or committees;
- assisting seniors;
- participating in environmental initiatives; and
- involvement in faith-based or cultural organizations.

Students must submit a "Notification of Planned Community Involvement Activities" form before beginning any activity, signed by a parent/guardian if under 18. Upon completion, a "Completion of Community Involvement Activities" form must be submitted, signed by the student, parent/guardian (if applicable), and the community sponsor.

Parents/guardians are encouraged to support students in selecting appropriate activities and must provide consent for students under 18.

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form. Community sponsors will be responsible for ensuring that their liability insurance will protect them for their involvement in the 50 program. The community sponsor should be aware that the students do not have either accident insurance or Workplace Safety Insurance through OVA. The community sponsors should ensure that the students are provided with adequate safety instructions, are trained properly for their work and supervised to ensure a safe volunteer experience.

bb. Grade 10 Literacy Requirements (OSSLT) Provincial Secondary School Literacy Requirement

If you entered Grade 9 in September 1999 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must write the Ontario Secondary School (OSSLT). Students in OVA seeking an Ontario Secondary School Diploma will have to take the Secondary School Literacy Test in Grade 10 (upon successful Ministry-Inspection). Students must pass the test in order to graduate, and their result would be recorded on their Ontario School Transcript.

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.

Accommodations

Students who are receiving Special Education programs and services that have an Individual Education Plan (IEP) may receive the accommodations that are set out in the students' IEP.

Deferrals

Deferral of the test may occur for students who have been identified as exceptional and students registered in English as a Second Language (ESL)/English Literacy Development courses who have not yet

acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and the time period for the deferral.

Exemptions

Students whose IEP indicates that they are not working towards the attainment of a Secondary School Graduation Diploma or Ontario Secondary School Diploma may, with parental consent and approval of the principal, be exempted from participating in the OSSLT.

NOTE: Students are requested to take the OSSLT test once, however if they do not pass, they are allowed to take the test a second time. However, before taking it the second time, the Principal in cohesion with the School Administration would decide whether it is in the best interest of the student to take the OSSLT test a second time, or to go directly into the Ontario Literacy Course directly, upon successful Ministry-Inspection.

cc. Prior Learning Assessment and Recognition (PLAR)

Introduction Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum in order to earn credits towards the OSSD, upon a successful Ministry-Inspection.

All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses. After a review of the students' existing documentation and evidence of prior learning, principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma requirements, and determine how the PLAR process can best be applied.

The PLAR process for mature students involves two components: "equivalency" and "challenge".

Mature students typically complete their secondary education with specific goals and timelines in order to support their future career and education endeavors. It is important that mature students are supported to expeditiously achieve their Ontario Secondary School Diploma (OSSD) and efficiently move to sustainable employment, postsecondary education and/or apprenticeship. Prior Learning Assessment and Recognition (PLAR) for Mature Students provides a process by which the prior experiences of adult learners, both formal and informal, can be recognized for secondary credit, minimizing duplication of learning, saving the learner time and opportunity costs, and providing them with an enhanced pathway to high school graduation.

Beginning on February 1, 2022 the newly revised mandatory PLAR requirements set out in this memorandum will come into effect, and will apply to mature students as defined as:

- a mature student is a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD)

PLAR for Mature Students:

Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum in order to earn credits towards the OSSD.

All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

After a review of the students' existing documentation and evidence of prior learning, principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma requirements, and determine how the PLAR process can best be applied.

Grade 9 and 10 credits

For Grade 9 or 10 credits the equivalency process is as follows:

- students participate in individual assessment consisting of four subject based assessments, as needed, for the purpose of granting Grade 9 or 10 credits
- up to 16 Grade 9 and 10 credits may be granted through the Grade 9 or 10 equivalency process at the discretion of the principal following individual assessment
- There is no challenge process for Grade 9 and 10 credits.

Grade 11 and 12 credits

For Grade 11 or 12 credits both the equivalency process and the challenge process are as follows:

- through the equivalency process, students participate in an evaluation of their credentials, other appropriate documentation and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum
- through the challenge process, students' prior learning is evaluated using assessments for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum
- up to 10 of 14 Grade 11 and 12 credits may be granted through either the equivalency or challenge process
- a minimum of four Grade 11 and 12 credits must be earned by taking the necessary courses, with the following exception:

- at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution may qualify for the OSSD under 54 Ontario Schools by completing a minimum of one Grade 11 or Grade 12 credit

Following the equivalency or challenge process, any remaining required credits may be earned by taking the required courses

*Note: OVA does not offer the Challenge process

- Mature students who have previously accumulated 26 or more credits towards the diploma (excluding those with postsecondary credentials as noted above) must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Additional information can be found in Memo PPM No. 132 outlines in detail the PLAR policy and requirements that apply to mature students.

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-132>

Diploma requirements for mature students

OSSD under Ontario Schools diploma requirements

If a mature student who is working towards the OSSD under Ontario Schools has not already successfully completed each of the four Grade 11 and 12 compulsory credit requirements, a mature student must obtain a credit that meets the compulsory credit requirement(s) under Ontario Schools in each of the following:

- English, Grade 11 – only the following substitution is permitted: students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English the fourth credit must be for a Grade 12 compulsory English course
- English, Grade 12 - no substitution is permitted
- Mathematics, Grade 11 or 12 - no substitution is permitted
- Computer Studies, Science, Technological Education, or Math, Grade 11 or 12
- The secondary school literacy graduation requirement

As per Ontario Schools, all students are required to meet the secondary school literacy graduation requirement in order to earn an OSSD.

Mature students should be encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Mature students also have the option to enrol directly in the Ontario Secondary School Literacy Course (OSSLC) without attempting the OSSLT.

PLAR for Regular Day School Students:

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2 in OS).

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

Community involvement requirement

Principals will determine, at their discretion, the number of hours of community involvement activities that a mature student who is working towards the OSSD under Ontario Schools may have to complete (between 0 and 40).

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column.

The Ontario Student Transcript (OST): Manual, 2010, p.13-14

dd. Equivalent Credit Assessment

For regular day school students transferring from home schooling, a non-inspected private school, or a school outside Ontario, the OVA Principal will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process, upon successful Ministry-Inspection. Determining equivalency involves the assessment of the student credentials from other jurisdictions, as shown on their transcripts and/or report cards. The Principal of OVA will determine the total credit

equivalency, as well as the number of compulsory and optional credits remaining to be completed in accordance with Ontario Schools, Appendix 2, Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools.

If opted for, the fee for an equivalent credit assessment will be \$250

The Principal of OVA will determine if an equivalency (EQV) is granted under the Prior Learning Assessment and Recognition (PLAR) procedures, and will review the admission academic documents. PLAR is the formal evaluation and credit granting process whereby students may obtain credits for prior learning. Prior learning includes knowledge and skills that students have acquired in both formal and informal ways, in and outside of secondary school. This includes college, apprenticeships and workplace experiences. PLAR is outlined in the document:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf>, pg. 36-41, sec6.

- The PLAR process involves two components: challenge and equivalency. OVA offers the Equivalency portion upon successful Ministry-Inspection. OVA does not offer the Challenge opportunities for credit.
- The Equivalency (EQV) portion of PLAR is the process and procedure the Principal uses to grant credits based on credentials from other non-Ontario jurisdictions for the process of awarding EQV credits. All EQV credits granted through the PLAR process must represent the same standards of achievement as have been established for students who have taken the comparative Ontario Secondary school courses/credits. Submissions should therefore not only include a transcript but also an English description and/or sometimes the Course Outline of each course of study. This may be requested prior to making an assessed decision.

ee. Assessment and Evaluation

Assessment and evaluation of student learning at OVA is conducted in accordance with the Ontario Ministry of Education (2010) "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" seven fundamental principles:

- Are fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- Are communicated clearly to students at the beginning of each course;
- Are 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;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. Information gathered through assessment helps teachers to determine students’ strengths and weaknesses in their achievement of the overall curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students’ needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment for learning, teachers provide students with descriptive feedback that guides their efforts towards improvement. Descriptive feedback helps students learn by providing them with specific information about what they are doing well, what needs improvement, and what specific steps they can take to improve. Multiple opportunities for feedback and follow-up are provided during a student’s course to allow for improvement in learning prior to assessment of learning (evaluation).

EVALUATION

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Although all curriculum expectations in a course are accounted for in instruction, student evaluations focus solely on a student’s achievement of the overall curriculum expectations in his or her course. Evidence of student achievement for evaluation is collected over the duration of a course and is based on observations, conversations, and student products. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout each course, typically at the end of a module of study.

ff. The Achievement Chart

The achievement chart for each course is included in the curriculum policy document for each discipline of study/subject area. The chart provides a reference point for all assessment practice and a framework by which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking, Communication, and Application.

The Achievement Chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents. The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students’ achievement.

Please refer to the curriculum document of any subject area for a specific example of the achievement chart. The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Achievement Chart		
Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

Students who are achieving at level 3 are well prepared for work in the next grade or the next course. An evaluation of achievement of Level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

gg. Reporting on Student Achievement

Student achievement will be communicated formally to students and parents by means of a report card. The report card focuses on two distinct but related aspects of student achievement:

1. The achievement of curriculum expectations and
2. The development of learning skills.

To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Midterm report cards are issued once a student has completed the first 50% of their course. A final report card will be issued after the final exam.

ACHIEVEMENT OF CURRICULUM EXPECTATIONS

The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's

overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.

The final grade for each course in Grades 9-12 will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three different sources; observations, conversations and student products. Evaluation is the responsibility of the teacher and does not include the judgment of the student's peers.

DEMONSTRATED LEARNING SKILLS

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement

hh. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all coursework and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder. The transcript will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;

- Confirmation that the student has completed the community involvement requirement;
- Confirmation that the student has completed the provincial secondary school literacy requirement;
- Confirmation that a student in a Specialist High Skills Major has completed all the requirements;
- The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 courses.

ii. Course Withdrawal

Withdrawals occurring within 5 days of the issuing of the first report card from the OVA course will result in the mark not being recorded on the OST. Currently OVA is only offering grade 9 courses. In the future pending successful Ministry-Inspection, a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card would result in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal. Withdrawals at any time from Grade 9 or 10 courses would not be recorded on the OST. If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

jj. Repeat Courses

Only one credit is earned if a course is repeated. In Grades 11 and 12, an "R" appears on the student's OST for the course with the lower mark. All repeated courses taken for mark upgrading are 110 hours in nature and necessary for credit attainment.

kk. Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation.

If the student is currently attending another school - public or private - and is simply taking a single course from OVA, then that student's OSR will reside at the school where the student is attending. Where students registered in a publicly funded secondary school earn a credit or credits with OVA, the principal of the publicly funded secondary school is responsible for ensuring that the OSR credit is recorded on the student's OST. OVA establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of OVA.

The OSR contains:

- An OSR folder in Form 1A or Form 1
- Report cards
- An Ontario Student Transcript, where applicable

- A documentation file, where applicable
- An office index card
- Additional information identified as being conducive to the improvement of the
- Instruction of the student

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Origin of OSR:

Requesting an existing OSR:

A student who has previously attended a public, a Catholic, an inspected Ontario private school or an Ontario International School will have an existing OSR. If a student is no longer registered with their school but wishes to take a course with OVA then the following occurs:

- a. The student, or guardian if the student is under 18, contacts the school hosting the OSR and grants permission to the school to have the OSR transferred to OVA.
- b. Student contacts OVA confirming that permission has been granted to the school to transfer the OSR to OVA.
- c. OVA then formally requests from the school the transfer of the student's OSR. The responsibilities of OVA will include requesting and receiving the OSR, reviewing the documents in the OSR and returning any documents to the student if applicable.

The fee to request the transfer of an OSR is \$0.

Establishing a new OSR:

A student who has not previously attended a public, a Catholic, an inspected Ontario private school or an Ontario International School will not have an OSR. If the student plans on taking a course or courses with OVA then an OSR will have to be established. OVA will be responsible for establishing the OSR and issuing an Ontario Education Number (OEN) to the student.

The fee to establish an OSR for any student is \$0.

Access to OSR

Every student has the right to have access to his or her Ontario Student Record (OSR). The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare. A student or authorized parent of a student who wishes to view the student's OSR should send a written request to OVA. Identification will be requested on the scheduled viewing date.

II. OSR Services

After an OSR has been delivered to OVA from another Ontario school or after an OSR has been established by OVA, then there may be optional services carried out by OVA. These services would be made available upon Ministry Inspection. These services, and their related costs, are listed below.

SERVICE #1: Ontario University Application Centre (OUAC) or Ontario College Application Service (OCAS):

If a student's OSR resides at OVA (transferred or created) and the student is planning on attending a post-secondary institution, then that student may request that OVA establish a Personal Identification Number (PIN) for them. Once OVA creates the PIN, it is e-mailed to the student along with the school BSID number, Secondary Student Number and application instructions. The student then uses this information to log in and create a 101 Application with OUAC. Once the student has applied, all Grade 11 and 12 academic information will be uploaded to OUAC for each student that has had a Personal Identification Number (PIN) created for them by OVA. OVA will provide guidance to students regarding the application process and the uploading of marks. Students wishing to apply to Ontario College Application Service (OCAS) apply on their own via www.ontariocolleges.ca. OVA will mail any documents required directly to OCAS on behalf of the applicant.

SERVICE #2: Ontario Student Transcript

The Ontario Student Transcript (OST) is an official document issued by public, Catholic, inspected private schools in Ontario or Ontario International Schools. The OST contains a list of the courses completed (successfully or unsuccessfully), withdrawals from courses occurring 5 days or longer after the midterm report card has been issued, repeated courses in Grades 11 and 12, and equivalent credits granted for work in non-inspected Ontario private schools or schools outside of Ontario. The OST is stored in the OSR and retained for 55 years after a student retires from school.

If the student is currently attending another school - public or private - and is simply taking a single course from the Ontario eSecondary School, then that student's OSR continues to reside at the school that the student is attending. Upon completion of the course with OVA, OVA will send a copy of the report card back to the home school where the course will be added to the ongoing list of courses on the student's transcript.

Students needing a certified copy of their Ontario Student Transcript are required to contact the guidance secretary of the last secondary school at which they were registered. OVA charges \$40 for this service.

SERVICE #3: Report Card

The OVA report card provides a record of the student's achievement of the course expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the

achievement chart for the discipline. A credit is granted for every course in which the student's grade is 50% or higher.

The final grade for each course in Grades 9–12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E–Excellent, G–Good, S–Satisfactory, N–Needs Improvement). The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed. The report card may also include the principal's comments on the performance of the student.

SERVICE #4: Ontario Secondary School Diploma

The Ontario Secondary School Diploma (OSSD), is the primary goal of high school students. Students must successfully complete a total of 30 credits (18 of which are compulsory), the Ontario Literacy Requirement and 40 hours of community service in order to be granted the OSSD. A credit is defined as a 110-hour course in which the expectations laid down by the Ministry of Education in the Province of Ontario have been successfully completed.

Upon successful Ministry inspection, OVA will issue the OSSD to students who take all of their courses with OVA. OVA will also issue the OSSD to students who have completed courses at other schools but took their final credit or credits with OVA. The OSSD issued by OVA is the same OSSD as issued by all other schools in Ontario and is fully recognized by all Colleges and Universities around the world.

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