

CANADA VIRTUAL SCHOOL

COURSE CALENDAR

September 2022 - August 2023

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1. About the School

Mission – Committed to developing literacy, independence, and autonomy in our students.

Vision - A recognized provider of a global curriculum preparing learners for success.

Brief Description of the School

Canada Virtual School (CVS) offers a curriculum that challenges students to be independent learners, capable of communication, inquiry, critical thinking, and global mindedness. CVS programs strive to be a media rich and differentiated learning experience for all students. We offer rigorous courses where students are told to take control of their learning. But we also understand that students require a supportive and diverse learning environment where communication, interaction, and motivation are a regular part of their online learning experience.

School's Philosophy

At **CVS** we believe that literacy - which we define as the ability to read, write, think, and speak - is the most important achievement an individual can make. We believe that educational programs should offer plentiful opportunities for students to develop their literacy by producing and engaging with high-level material, discussing & understanding concepts, thinking globally, and applying the writing process. By developing these abilities, **CVS** students can expect to be prepared for a life full of learning experiences.

Reporting Periods

Parents will receive a midterm report at the 55 hour mark in the course and a final report once the course has been completed. To increase the communication between parents and teachers, parents are also encouraged to track their child's progress. Full course offerings can be obtained by emailing our support team at support@canadavirtualschool.com

2. Requirements for the Ontario Secondary School Diploma (OSSD)

2.1 The Importance and Value of Completing Secondary School

It is mandated by the Ministry of Education that all students under the age of 18 remain in secondary school until they reach the age of majority or achieve their OSSD. While this is the legal requirement for students in Ontario, CVS also believes that there is intrinsic value in completing a secondary school education. The Ontario curriculum as outlined in the Ministry's curriculum documents provides the basic skills and knowledge necessary to become a well-rounded contributing member of society. With this end-goal in mind, CVS is committed to providing the support necessary for each student to fulfill the requirements set out in the Ministry's curriculum successfully.

2.2 OSSD Diploma Requirements

In order to earn the Ontario Secondary School Diploma (OSSD) as outlined under the *Ontario Schools Kindergarten to Grade 12*, a student must:

- Earn 18 Compulsory Credits
- Earn 12 additional Optional Credits
- Successfully Pass the Ontario Secondary School Literacy Test (OSSLT)
- Complete 40 hours of Community Involvement Activities

2.2.1 Compulsory Credits– 18 Credits

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 1 credit in French
- 3 credits in Mathematics (at least 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
- .5 credits in Civics
- .5 credits in Career studies

The other 3 compulsory credits should come from one of the courses in each group:

- **Group 1:** 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:** French as a second language, the arts, business studies, health and physical education, cooperative education
- **Group 3:** 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 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
- 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.

2.2.2 Optional Credits– 12 Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by the school.

2.2.3 The Ontario Secondary School Literacy Test (OSSLT)

Students must pass the Ontario Secondary School Literacy Test (OSSLT) which is administered annually in spring. Passing the test is a requirement to obtain the Ontario Secondary School Diploma (OSSD). The test is scheduled annually and is administered by the Education Quality and Accountability Office (EQAO). The result is recorded on the student transcript.

Students will normally take the test in Grade 10. However, deferrals may be granted to some students: ESL students, for example, may be allowed to defer taking the test until they have reached the appropriate level of proficiency in English. Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the OLC4O course to meet the diploma requirements. Additional time, to a maximum of 50% of the allotted time, is the special provision for English language learners at CVS.

2.2.4 Community Involvement

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society, even beyond the

minimum number of hours required, as well as to continue to make a selfless contribution to their community in the future. For more details regarding the Community Involvement procedure and requirements, please refer to section 2.4 below.

2.2.4 Eligible and Ineligible Community involvement activities

Eligible Activities are volunteer activities that may be counted towards 40 community involvement hours that must be accumulated by students as a graduation requirement. Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories in the following list and is not on the list of ineligible activities students must obtain written approval from the principal before beginning the activity.

INELIGIBLE ACTIVITIES

The Ministry of Education has developed a list of activities that may **not** be chosen as community involvement activities and that are therefore **ineligible activities**. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience).
- Takes place during school hours, except during the student's lunch break or spare periods.
- Takes place in a logging or mining environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.
- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding (eg. snow blower, power mower, hedge trimmers, etc.)
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act (eg. asbestos, lead, dangerous chemicals, toxic materials, etc).
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

ELIGIBLE ACTIVITIES

The following guiding principles, read in conjunction with the list of the ineligible activities, are intended to assist the student and parents/guardians to determine whether a planned activity is within an approved area for the completion of the community involvement requirement:

- An event or activity designed to be of benefit to the community;
- An event or activity to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of the Ministry of Education;
- Any structured program that promotes tutoring, mentoring, visiting or coaching, or
  whose purpose is to assist others who require the benefit of that assistance;
- Participation in an event or activity that supports ethical work of a global nature;
- Participation in an event or activity that promotes positive environmental awareness;
- Participation in an event or activity that contributes to the health and well-being of
  any ethical group that conforms to the community standards of morality and conduct, including school-based activities;
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.

2.4 Community Involvement Requirements and Procedures

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school. Students must choose an activity that is approved by the school such as peer tutoring, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community. A student who wishes to undertake an activity that is not on the approved list must receive the written approval of the school principal.

Parents and students play a major role in this initiative. The school through the principal supervises the activities to confirm completion of the 40 hours. Documentation attesting to the completion of each activity must be submitted to the administration. This documentation must include for each activity, the name of the organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved. A list of all activities is on the school bulletin board and is also available in person at the school.

2.5 Ontario Secondary School Literacy Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC).

2.5.1. Ontario Secondary School Literacy Test (OSSLT)

The purpose of the OSSLT is to determine whether students have acquired the reading and writing skills that they are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*. The OSSLT will identify students who have demonstrated the required skills in reading and writing as well as those who have not demonstrated these skills and need to do further work. For students who have not demonstrated the required skills, the test will identify areas of weakness for remediation purposes.

Deferrals:

Deferrals are done prior to the test and in consultation with the parents/ guardians and the appropriate teaching staff when the student:

- is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
- has not yet acquired the reading and writing skills appropriate for Grade 10 or
- Has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided.

Documentation

A letter from the Principal and all other documentation related to the decision to grant a deferral is kept in the student's file.

Exemption

Exemption decision is made prior to the test and in consultation with the parents/ guardians and the appropriate teaching staff when the student:

- Is not working toward an OSSD (and this is indicated in his or her IEP).

Documentation

A letter from the principal and a signed consent letter are kept in the student's file.

2.5.2. Ontario Secondary School Literacy Course (OLC4O)

Students who do not pass OSSLT may take the Ontario Secondary School Literacy Course (OLC4O). The OSSLC is offered in accordance with *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*.The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Students, who have had two opportunities to take the Ontario Secondary School Literacy Test (OSSLT) and have been unsuccessful at least once, are eligible to enroll in this course to achieve both a Grade 12 credit and their literacy credential for graduation. A student may be permitted to take OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is the best educational interests of the student to do so. Students who successfully undertake or pass the OLC4O are considered to have met the literacy graduation requirement.

A mature student may enroll directly in the OSSLC without first attempting the OSSLT. A mature student must be at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

***CVS will be offering the Literacy Course in Summer of 2023.**

2.6 Ontario Secondary School Certificate (OSSC) and Certificate of Education/Accomplishment

The Ontario Secondary School Certificate (OSSC) is a certificate granted on request to students who leave secondary school without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits as follows:

Compulsory Credits (Total of 7)
2 credits in English
1 credit in Canadian geography or Canadian history
1 credit in mathematics
1 credit in science
1 credit in health and physical education
1 credit in the arts, technological education or computer studies

Optional Credits (Total of 7)
7 credits selected by student from available course

2.7 Substitutions for Compulsory Courses

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1 of OS.

Substitutions are made to promote and enhance student learning or to respond to special needs and interests. Each substitution is noted on the student's Ontario Student Transcript.

The decision to substitute one course for another for a student is made only if the student's educational interests are best served by such a substitution. If a parent requests a substitution, the principal will determine whether the substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent and appropriate school staff.

The following are limitations on substitutions for compulsory credits as mandated by the Ontario Schools document:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section 6.1.1 of the OS.)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.(refer to section 7.3.1 of the OS)

Documentation
Students who apply for substitutions for compulsory courses need to fill out a form that needs to be signed by the principal as well as their parents/guardian (if the student is under 18) and is placed in the student's OSR file.

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Education/Accomplishment. The Certificate of Education/Accomplishment is a useful means of

recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment directly after leaving school.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Certificate or the Ontario Secondary School Diploma may later be granted if the student meets completely the appropriate requirements.

3. Curriculum

3.1 Courses Offered at CVS

Courses offered at CVS this school year are presented in a chart in section 3.5.

3.2 Definition of a Credit

A credit (1.0) is granted in recognition of the successful completion (final percentage mark of 50 or higher) of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction.

3.3 Types of Courses

Grade 9 and 10 Courses

There are three types of courses in Grades 9 and 10:

- **Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied** courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Open** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In **Grades 9 and 10**, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

Grade 11 and 12 Courses

There are five types of courses in Grades 11 and 12:

- **College preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace preparation** courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **Open Courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In **Grades 11 and 12**, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways.

3.4 Course Coding System

Courses are identified by three letters followed by a number and a letter. For example, "ENG2P" means English for Grade 10 students, taking an applied course.

The first character indicates the subject area:

A Arts
B Business
C Canadian and World Studies

E English
F French
G Guidance and Career Education
H Social Sciences and the Humanities
I Computer Studies
L Classical and International Languages
M Mathematics
N Native Studies
P Health and Physical Education
S Science
T Technological Studies

The next two characters differentiate between subjects within the subject area:
CGC means Geography of Canada, while CHC means Canadian History Since World War I.
The first number indicates the grade level of the course:

1 Grade 9
2 Grade 10
3 Grade 11
4 Grade 12

The letter following the first number indicates the nature of the course or the level of difficulty:

D Academic
L Locally Developed Compulsory Credit
O Open
P Applied
C College Preparation
E Workplace Preparation
M University/College Preparation
U University Preparation

For example:

ENG 3U	English, year 3, University preparation
AMI 1O	Music, Instrumental, year 1, Open
FSF 1P	French, year 1, Applied

3.5 List of Available Courses

Here are the courses which the school offers this school year:

Department/Course Code	Grade Level/Course Title
English	
ENG3U	English, Grade 11, University Preparation
Mathematics	
MHF4U	Advanced Functions Grade 12, University Preparation
MCR3U	Functions Grade 11, University Preparation
ESL	
ESLBO	English as a Second Language, Level 2, Open
ESLDO	English as a Second Language, Level 4, Open

3.6 Minimum Hardware and Software Requirements

Minimum Hardware Requirements:

• IBM compatible PC with Pentium II 500 MHz and above, with XP operating system or better

• MAC Power PC,G3 233 MHzmachines or better, withOS X latest version

• Both PCs and Macsshould have a sound card with speakers or headphones

• Internet connection (broadband speed preferred but a dial up connection will work)

• Screen resolution: atleast 800 x 600 (min. 1024×768 recommended)

• Memory: minimum 500 MB or above

Recommended Browser:

Firefox is the preferred browser to use Moodle on both PC and Mac.
Click here to download Firefox.

Recommended Settings:

- Make sure that the browser is set to accept cookies (from both 1st party and 3rd party). See Firefox Support Document for Cookies for details (use the "managing cookies" links on the bottom of the page).
- Javascript must be enabled. See Firefox Support Document for installing and using Java

3.7 CVS Course Offerings for Grades 9 to 12: Prerequisites and Description

The following courses are offered by the school. All courses have been developed in accordance with the Ontario curriculum policy documents, which can be viewed at:
http://www.edu.gov.on.ca/eng/curriculum/secondary/

English

Course Title: English, Grade 11, University Preparation
Grade Level: 11
Ministry Course Code: ENG3U
Prerequisite: English, Grade 10, Academic

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Mathematics

Course Title: Advanced Functions, Grade 12, University Preparation
Grade Level: 12
Ministry Course Code: MHF4U
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Course Title: Functions, Grade 11, University Preparation
Grade Level: 11
Ministry Course Code: MCR3U
Prerequisite: Principles of Mathematics, Grade 10, Academic

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically,

algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

English as a Second Language

Course Title: English as Second Language - ESL Level 2
Grade Level: N/A
Ministry Course Code: ESLBO
Prerequisite: ESLAO or Equivalent

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Course Title: English as Second Language - ESL Level 4
Grade Level: N/A
Ministry Course Code: ESLDO
Prerequisite: ESLCO or Equivalent

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts

Changing Course Types

If a student decides to change course types, they are able to do so. In most cases, a student may enrol in a different course type in a given subject in Grade 10 that he or she completed in Grade 9 in English, Science and French.

At CVS, in Grades 10 to 12, a student may change to a different type of course only under the following conditions:

- the student has demonstrated adequate preparation including course prerequisites and/or equivalent experience.

4. Evaluation and Examination Policies

4.1 Assessment and Evaluation

The Assessment and Evaluation Principles and Practices of CVS are based on ***Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010.***

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and of determining a grade to represent that quality.

Assessment and evaluation are based on the provincial curriculum expectations and the achievement levels. A variety of assessments are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations measured through the areas of Product, Observation, and Conversation. Assessments are based on products that students complete, on teacher's observation of students and on conversations between teacher and student. The final grade determined is based on performance in these three (3) areas of assessment.

A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

Teachers develop learning goals for their lessons using the specific curriculum expectations. Learning goals help students understand what they are expected to know and be able to do. Assessment tasks relate both to the learning goals and the success criteria set out in the instructional plans. Success criteria describe by category what successful attainment of the learning goals looks like. As the school gains confidence in the implementation of Growing Success, teachers will involve students in the development of learning goals and success criteria.

In accordance with Ministry guidelines, evaluation(s) carried out during the term will form 70% of the students' overall grade. This grade will be based on the most consistent level of achievement in each

of the four categories below, with special regard being given to more recent evidence of achievement. The final evaluation(s) involving all four categories is worth 30% and will occur towards the end of the course and assess all expectations taught in the course.

4.1.1 Forms of Assessment in CVS

There are three important forms of assessment which will be employed by all teachers at CVS to provide a complete and holistic assessment of student's performance as mandated by the Growing Success document, these are:

Assessment for Learning:

- Diagnostic assessment occurs at the beginning of the teaching/learning cycle. It provides information about students' prior knowledge and skills as well as their collective and individual strengths and needs. Curriculum plans may be modified on this basis.

Assessment as Learning:

- Formative assessment (and evaluation) occurs during the teaching/learning cycle. It provides information about students' progress, to that particular point, in order to inform further steps for teaching and learning. This includes but is not limited to teacher feedback, peer feedback, and self-evaluation.

Assessment of Learning:

- Summative assessment and evaluation occurs at the end of the teaching/learning cycle. It provides students with opportunities to demonstrate their achievement of the important and enduring learning addressed during that period of time. It is used to evaluate and describe student growth relative to the Ontario Curriculum expectations and the provincial standards.

4.1.2. Evidence of Student Achievement for Evaluation: Observations, Conversations and Products

- Evidence of student achievement for evaluation is collected over time from three different sources- observations, conversations and products. When evidence is collected from multiple sources over time, the reliability and validity of the evaluation of student learning is increased. This often referred to as the *Triangulation of Assessment*.

- **Student products** may be in the form of: tests, essays, portfolios, reflections, rich performance tasks, demonstrations and projects.

- **Observations** may include presentations, group/partner work and discussions.

- **Conversations** may include formal debates, informal classroom discussions on a specific topic, and informal/formal conferences with the teacher.

4.2 Weight of Categories

Students will be assessed and evaluated according to the following four categories (and their respective weight): The weight of categories varies depending on the subject discipline, but as recommended by the Ministry, balanced approach is taken towards the weight of the four categories.

Categories of knowledge and skills:	
Knowledge and Understanding	Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding). Examples: Forms of text, strategies used when listening, speaking, reading, writing and viewing, literary concepts, ideas, opinions and relationships.
Thinking and Inquiry	The use of critical and creative thinking skills and/or processes, which include planning, processing, critical/creative thinking processes. Examples: generating ideas, organizing information, drawing inferences, interpreting, analyzing, synthesizing, evaluating, critical analysis, metacognition)
Communication	The conveying of meaning through various oral, written, and visual forms. Examples: clear expression, logical organization, use of appropriate style, voice and point of view, proper use of conventions (grammar, spelling, punctuation, usage) vocabulary and terminology.
Application	The use of knowledge and skills to make connections within and between various contexts. Examples: Literary strategies and processes, literary terminology, concepts and theories, and making connections between the text, personal knowledge and experience, other texts and the world outside of school)

For example in ENG3U, the weighting is:

- Knowledge and Understanding (25%)
- Thinking and Inquiry (25%)
- Communication (25%)
- Application (25%)

4.3 Assessment Tools and Strategies

Assessment Tools

Assessment tools marked with "x" in the course outlines will be the ones used in that course

Marking schemes		Rubrics	
Anecdotal comments		Checklists	
Rating scales			

Assessment Strategies

Assessment for Learning		**Assessment as Learning**		**Assessment of Learning**	
Quizzes		Journal		Tests	
Tests		Exit and Entrance Cards		Presentations	
Presentations		KWL Chart		Journals	
Journals		Self/Peer Assessment		Essays	
Essays		Logs		Models	
Models				Projects	
Projects				Teacher Observations	
Demonstrations				Conferencing	
Conferencing				Questioning	
Questioning				Major Assignment	
Independent Study Assignment				Art Exhibits	
Art Exhibits				Lab Work	
Researching				Role Playing	
Reading Aloud				Problem Solving (process focused)	

Problem Solving (process focused)				Debates	
Debates					
Work Sheets					
Role Playing					
Homework Assignments					

4.4 Reporting Student Achievement

The Achievement Chart

Levels or degrees of achievement are organized into categories: knowledge/understanding, thinking, communication and application. The achievement levels serve as a guide for gathering information and act as a framework to assess and evaluate student achievement. They enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents. To help students better understand the criteria on which they are assessed, teachers develop success criteria for their lessons. These criteria are derived from the achievement charts.

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provide a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. The following details some important features of the Achievement Chart:

- The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.
- The achievement chart provides CVS's teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- 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.

NOTE: Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that 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 3. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

4.4.1 The Report Card

The School Report Card communicates student achievement formally to students and parents. The report card provides a record of the student's achievement of the curriculum 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 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 report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed.
- The School issues report cards twice during each term with the percentage grade achieved, credit earned, attendance details demonstrated by the student.
- The report issued at the 55 hour mark also reports on the student's performance with reference to study skills and work habits.

In addition to the report card, there will be informal reports to parents, which may include: telephone calls, emails and parent-teacher conferences.

5. Recording and Reporting

5.1 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.

If the student is currently attending another school - public or private - and is accepted in CVS for a single course, the student's OSR will reside at the school that the student is attending on a fulltime basis. Upon admission of the student, CVS informs the other school for proper coordination. On completion of the course credit, CVS will forward the final results to that school along with confirmation of completion of the credit course. CVS establishes or obtains the student OSR only when the student is taking his/her fulltime program at the School.

Contents of the OSR

- Student Registration form
- Provincial Report Card if student has been enrolled for more than 6 weeks
- Ontario School Transcript (OST)
- Documentation Files for such things as IPRC, IEP, Psychological Assessments, Violent Incident Form, etc.
- Annual Community Involvement Report

Personal information in the OSR is maintained for at least one year after usage. Report cards documentation files are maintained for five years after usage. The OSR folder containing the OST along with the Office Index Card will be maintained for fifty-five years and the rest of the material is shredded. They will be locked in a safe office.

Access to the OSR

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Parents or guardians need to make an appointment with the principal to view their child's OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education. The procedure of accessing the OSR for parents and guardians include making an appointment in advance and viewing the OSR in the presence of the guidance counselor or the principal.

Transfer

The OSR is an ongoing record and will be transferred from CVS if the student transfers to another school in accordance with the Ministry policy. Transfer of all of the original material in the OSR occurs by Priority Post when the School receives written request from the receiving school. If a student transfers to a school outside Ontario, then only a copy of the OSR is transferred.

5.2 Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby 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 an Ontario secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

The PLAR process involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

The PLAR process at CVS involves only equivalency. Equivalent credits are granted by the principal based on the high school courses students have taken. The principal determines the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students must successfully complete the provincial secondary school literacy graduation requirement. The principal determines the number of hours of community involvement activities that the student will have to complete. The principal records the results of the equivalency assessment in the student's Ontario Student Record (OSR). Equivalency credits are for placement only and are granted in accordance with Appendix 2, *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016*.

5.3 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official and consistent summary of a student's cumulative achievement in Ontario secondary school credit courses. It contains the student's official record of credits earned and other graduation requirements completed. A current, accurate, and complete copy of the OST is maintained electronically by the School and will be prepared for students on demand when needed. In addition a copy will be prepared and issued to the student who transfers to another school in Ontario and when a student graduates or retires from the school. At the time of transfer or retirement, an up-to-date copy of the OST will be placed in the OSR. Copies will be provided at any time upon request by a college, university or the Ontario University Application Centre.

A student's final result on the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included in the OSR. A copy is available, upon request, for a student and/or parent if the student is under the age of 18. The OSR is the official document to present whenever evidence of secondary education standing is required.

For Grade 9 and 10 courses, only courses for which the student has successfully completed the requirements are listed.

For Grade 11 and 12 courses, all courses that the student has completed or attempted – that is, courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn, are listed.

If a student withdraws from a Grade 11 or 12 courses within five (5) instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five (5) instructional days following the issue of the first report card, the withdrawal is recorded on the OST (showing "W" on the transcript) and the student's percentage grade at that time is recorded on the OST.

Where a student takes a course for the second time, an "R" is entered opposite the course with the lower percentage grade and where necessary, the credit will be transferred to the higher mark.

6. School Services

6.1 Resources

International students interested in applying at Canadian Universities & Colleges will receive immigration consulting on behalf of *Defensa Hispana* located in Toronto, Ontario.

6.2 Guidance and Career Education Program

The skills and competencies that students acquire through the guidance and career education program will not only help students succeed in school, but will also contribute to their success in the workplace. Throughout their secondary school education, students will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

***CVS will offer Civics & Carrers in Summer of 2023.**

6.3 Educational Planning and Course Selection

Educational Planning and Course Selection at CVS is done in consultation with the student's mentor teachers and Administration in order to determine a suitable career and education path for the students. The administration and the teachers continually reassess student's needs and make the necessary adjustments to their pathway plan. Students are encouraged to review and revise their Individual Pathway Plan (IPP). Parents are welcome to attend all guidance meetings and translators are available upon request.

The administration will help the students to identify their interests, learning styles and skills, research the available programs on the Ontario universities website, review the requirements for the programs and finally select the best programs for them. Upon the request of parents/ guardians, a copy of the course selection is available for the parents to pick up or it will be mailed to them.

6.4 Partner Institutions

CVS partners with international institutions to provide a sense of community to our students, as well as safe place to perform unit tests and examinations, if applicable. Students can also receive tutoring services at these locations.

***CVS began partnering in December 2021, as of now we have 1 active partner in Fusagasuga, Colombia. We aim to establish more partnerships in the coming year of 2023.**

7. Student's Roles and Responsibilities

7.1 Code of Conduct

CVS provides a learning environment designed to meet individual needs, promote personal development and social growth. Every member of the school's community has the right to work, learn, and play free from the disruption of others. Our School's Code of Conduct outlines the school's behaviour expectations.

7.1.1 Online Safety

All members of the online community must:

- Never reveal personal information such as name, address, age to any member of the online community or on the online platform.
- Never reveal someone else's personal information without consent and without knowledge that the information will not be used inappropriately.
- Never share audio recordings, video recordings, pictures of online classroom sessions, or material posted on the online course platform without explicit instruction or permission from the teacher.

7.1.2 Expected Behaviour

All members of the online community must:

- Demonstrate respect towards others in the online community
- Be multiculturally sensitive and respect the differences among members
- Respect the rights of all members of the online community
- Express a cordial tone in their communication with others members of the online community
- Refrain from using offensive language in any interactions with members of the online community
- Maintain the online learning environment free of noise, spam, and other factors that impede meaningful engagement with course content and members of the online community

All students must:

- Attend online sessions punctually and consistently
- Engage meaningfully with the learning program
- Refrain from using online resources that may render the student guilty of academic dishonesty

- Report to the teacher any circumstances that can affect the student's performance in the course
- Dress appropriately for virtual meetings

7.1.3 Unacceptable Behaviour

All members of the online community must not:

- Participate in actions that are motivated by hate
- Discriminate against other members of the online community
- Engage in behaviours that can be considered to impede the operations of the online school, or that that reflect negatively on the moral tone of the school
- Share login credentials with each other or anybody else outside of the online school community
- Distribute course content
- Participate in the viewing or sharing of obscene material
- Use the online platform for purposes other than completion of the course expectations
- Use the online platform for religious or political purposes
- Record teachers or classmates
- Engage in *Academic Dishonesty*

7.2.1 Online School Attendance

While the function and appeal of online education is the autonomy and flexibility that it provides the students, online classes still require a consistent and reliable rate of work.

The course should begin soon after enrollment and the student should be involved in a flexible but steady and consistent rate of work. The reasons for this are as follows.

- Students might require a grade soon after completion, but there is no guarantee that the grade can be delivered on time if the student does not provide the teacher sufficient time to assess their work properly.
- There is a low chance of successful completion if the student begins too late into the 6 months.
- Students that do not begin their course early on without supervision or notices of attendance might not finish their course.
- Student learning is impacted if learning and progress are sporadic instead of measured and consistent.
- Parents might want security and updates with regards to their student's progress.
- Most importantly, we want all students at CVS to have an enriching experience and to be accomplished students.

Keeping these considerations in mind, CVS's attendance policy with respect to the Online School Operation is as follows.

Attendance will be tracked by each teacher through course activity. Student activity is trackable online through the Moodle notification system, and teachers can at anytime review the student's logs.

Parents, or students above 18+, should communicate any expected extended absences from course activity to the teacher.

The student is expected to log in and complete activities at one of the two rates below.

- The student requires the credit, or the conclusion of the course at a specific time in the next 12 months to accommodate other educational or professional pursuits and goals.

- The student has a flexible schedule and wishes to take their allotted 12 months to complete a course.

CVS teachers will track the student's activity with respect to their communicated goal or deadline (or 12-month deadline). In any case, students will be considered *at risk* if they are within the final 50% of the course duration without comparable completion.

At Risk students will receive attendance warnings explaining the consequences of late engagement with the course.

7.3 Internet Use Policy

Students recognize that the primary purpose of Internet connections in a school is to enable students to do research and gather information for assignments. Therefore, whether in the classroom or the library, they will use the Internet for educational purposes only.

The following are the terms of agreement for using any connection to the Internet services of CVS:

- Students will not transmit materials that are racist, sexist, pornographic, homophobic, or dangerous, that contain portrayals of illegal acts, or that are against any other school policy.
- Students will immediately report to a teacher the accidental discovery of any material mentioned above.
- Students will NOT give out personal information such as address, telephone number, or parents' work numbers.
- Students will make absolutely sure that their communications online or through the use of e-mail are research-related, respectful, responsible, and ethical.
- Students will not publish the school's name or any students' names on the Internet without express permission to do so either at school or through a private Internet connection.

The contravention to the internet policy may lead to a possible suspension.

7.4 Acceptable Use Policy

The school reserves the right to monitor all material in any user account on the file server to determine the appropriateness of computer and system use when a challenge has arisen. The following processes have been put into place:

The Moodle Learning Management System at CVS Online is intended for educational purposes only. Any use of any Learning Management System (LMS) tool within a course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

- Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws
- If the LMS is used inappropriately or in a prohibited manner, including malicious LMS network damage or interference, the Principal will be notified, and a discussion will take place with the student. The Principal reserves the right to terminate registration if subsequent prohibited actions take place.
- It is important to be aware that activities in an online environment are not private
- The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

- Never reveals their password to their course or to any individual (except your parents/guardians)
- Immediately report to their Principal any email or chat message which causes them concern or any message which requests inappropriate personal information from them.
- Never attempt to access unauthorized material or to impersonate another user
- Never attempt to vandalize, harm or destroy data of another user
- Never attempt to vandalize the data of the course or school

7.5 Academic Dishonesty

Plagiarism is considered a form of cheating. It is the act of taking the ideas or words of another and presenting them as your own. Examples of plagiarism include:

- failing to acknowledge a source used in researching an assignment
- failing to footnote or endnote material directly taken from another source
- completely "lifting" whole sections of someone else's work
- purchasing an essay and handing it in as your own work
- copying assignments, graphics, work of peers, homework, published work (text, periodicals, pamphlets, and recordings), material from Internet websites
- misrepresenting the ideas of others as your own

Cheating

Cheating is the act of using unauthorized materials and/or resources during tests, exams or other Assessment of Learning tasks. Examples of cheating include:

- giving your own work to others
- using the work of others
- using unauthorized study aids
- copying the work of others on tests or exams

Responsibilities of the Teacher

Teachers are expected to help students avoid plagiarizing by:

- defining the term and reminding them of it when setting out an assignment
- giving them examples of what constitutes plagiarism
- emphasizing the importance of using process skills to arrive at a product
- teaching them research skills so they can avoid plagiarizing: note taking, paraphrasing, summarizing
- teaching them proper formats for footnoting, end-noting and bibliographies
- teaching them organizational skills: finding and organizing information to build understanding of a topic
- teaching them how to make an outline for a report or research essay
- having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved
- assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- informing students of the consequences of plagiarism
- providing students with information about what constitutes plagiarism and cheating
- designing evaluations which minimize the opportunities for students to plagiarize
- monitoring the steps in the assignment process to ensure work is being done

Responsibilities of the Student

Students are expected to:

- Ensure they are aware and understand the school's plagiarism/cheating policy.
- Complete all assignments on time, with care, and without copying the work of another.
- Complete the steps of the assignment process and submit all rough work.
- Do not distribute work to others for the purpose of allowing them to copy it.

7.5.1 Cheating and Plagiarism for the Online Context

Academic honesty is critical in any learning environment and educational institution; however, it is rightly perceived to be a fundamental issue especially for an online environment, where communication between student and teacher is indirect and more reliant on the written word of the student.

Unlike a classroom setting, where the teacher can observe students write their submissions, an online environment does not share this characteristic. For a teacher to evaluate a student's work properly and objectively, the teacher must be sure that it is the student's own. Therefore, CVS has set up well-defined, articulated policies and a culture of prevention to avoid such scenarios.

As per 7.5, **Cheating** is the act of using unauthorized materials and/or resources during tests, exams or other Assessment of Learning tasks. Examples of cheating include:

- giving your own work to others
- using the work of others
- using unauthorized study aids
- copying the work of others on tests or exams
- **Particularly important for online:** paying for services, using tutor's work as your own work, or having tutors extensively edit work rendering it a collaborative effort.
- **Particularly important for online:** using unauthorized materials during Unit Tests.
    - **Note:** Cheating on unit tests is not only identifiable, but it also impedes successful completion of a course as the Final Exam will be monitored.

Plagiarism can be defined as: using someone else's words, ideas, or thoughts as if they were your own. Plagiarized material may be an entire paper, a paragraph or even a single sentence. Teachers expect, without exception, that all students will use their own words and do their own work when submitting online assignments. Where you have used ideas or information from another source, you should name the source of that information in a bibliography.

Especially for the online context, students should not copy & paste someone else's words, ideas, or thoughts as if they were their own from sites such as SparkNotes, Enotes, and other reliable/unreliable sources.

The use reliable and informative sources are encouraged; but students should be aware that these sources do not constitute an exhaustion of knowledge or activity, these sources serve merely as

starting points for your own research or development of ideas. Teachers and the assignments provided will specify the expectations with respect to the number of sources used and the proportion of their incorporation into assignments.

Students should be especially aware that teachers are experienced and can often easily identify when writing is not the student's own. Student should be aware that their work will be reviewed with plagiarism detectors if any suspicions arise, and regularly if there has been antecedent plagiarism and cheating.

Consequences, for both Online and On-site incidents

Depending on the severity of the incident, the consequences for plagiarism or cheating will reflect a continuum of behavioural and academic responses, based on at least the following four factors:

- grade level of the student
- maturity of the student
- number and frequency of incidents
- individual circumstances of the student

Procedure

Plagiarized assignments will be given a mark of zero and parents will be notified.

- **1st offence**: Informing the principal, possible zero as a placeholder (at teacher's discretion after consulting with the principal), home contact, if necessary.
- **2nd offence or more**: Informing the principal, zero as a placeholder, meeting with principal and the details of the plagiarism will be recorded by the guidance counselor.

In order to prevent cheating and Plagiarism, teachers talk about them at the beginning of the semester and familiarize the students with the importance of acknowledging the work of others as well as the consequences of plagiarism and cheating.

Appeal

Students may appeal the teacher's decision to the Principal after discussion with the teacher.

7.6 Safe School Environment

- CVS is determined to provide and maintain a safe environment in which learning can occur. Protection of a person's dignity and self-esteem is critical.
- All students are expected to treat people with mutual respect, courtesy and consideration. Profanity will not be used in any of the communication.
- All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.

- Threats, remarks, abuse or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the Principal immediately. The Principal will discipline the student using a variety of means including counseling, contacting the home or suspension from the course.

7.7 Intervention strategies, supports, and programs for student success, including for students at risk of not completion.

Students at risk of not completing a course will be contacted 2 months into the behaviour and patterns in question. A meeting will be arranged between the teacher and the student, and judge if asynchronous delivery is the best delivery method for the student. Alternatives will be discussed with the parents and students such as synchronous online classrooms with peers and a teacher at authorize partner schools.