

Elton Academy



ELTON ACADEMY

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Online School Course Calendar

2023 - 2024 Academic Year

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INTRODUCTION AND SCHOOL PHILOSOPHY

Elton Academy is a private, co-educational, non-denominational, independent Private High School, accredited and inspected by the Ontario Ministry of Education. Elton Academy provides our students with the Ontario Ministry of Education Curriculum with high expectations and within an enriched, caring and secure environment. Elton Academy is a private high school in Richmond Hill, Ontario and started its first classes in the summer of 2016. Since then, the school has continued to grow each year and now plans to bring its teachings online. At Elton Academy (EA), we pride ourselves in promoting the academic, social, physical and character development of our students by providing them with a challenging, varied and supportive learning environment. We set high personal and academic standards for our students. We believe with positive support and direction the students will rise to the challenge of meeting EA expectations. Elton Academy believes in the importance and value of completing a secondary education. It is the requirement that students in the province of Ontario remain in school until he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). By introducing on-line courses, we hope to bring that level of education to anyone that is seeking it. Our school philosophy includes our commitment to reach every student to help him or her achieve a successful outcome from their school experiences.

GENERAL INFORMATION

When enrolling in one of the online courses, students must submit a transcript from their current school to ensure that the student has the proper prerequisite. Once the prerequisite has been verified, a welcome letter / email detailing instructions on how to set up an account and join a course will be sent to the students and their parents. In the letter / email, it will also detail attendance, student expectations and timelines.

In our online courses, students may begin a course at any time and the teaching is asynchronous. There will be no physical text book required and all the material can be found online. The course is structured so that each lesson and assessment is done in sequential order so that the student can build a foundation of knowledge layer by layer. Each course will require the student to have a device to record videos such as a smart phone or a video camera. Students will also require a microphone for their computer or laptop to record audio.

Students are expected to log on each day and do an hour of work each day so that student can complete their course in 4 months. Students will have 6 months to complete any course, but have no limitations in how fast a course may be done. Attendance will not be checked daily however, if the student has not logged on for a week, a reminder will be sent to the student. If the student has not completed the course by 5 months, a reminder will be sent to the student and a final reminder will be sent when there is 1 week remaining. Elton academy does not offer the ability to extend a course past the 6 months.

SCHOOL POLICIES

Attendance Policy

Attendance is not tracked, however if a student fails to make any progress in the course for two weeks, a message will be sent to the student and the parents as a reminder. The progress of the course will be based on the number of lessons viewed as well as the completion of assessments.

Acceptable Use Policy

With the introduction of more technology in the classroom and in the school system, the understanding of safe technological use become increasingly important. Safety and security are a concern especially in an online course where everything done online

1. Personal Safety Rules

- Never reveal information regarding your personal identity (such as your name, address, phone number, age, physical description or school) to strangers online
- Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes.
- Never reveal your access password or that of anyone else. To is also to prevent misuse of the account
- Never send a picture of yourself, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
- Immediately report to the teacher any messages that you find offensive or harmful

2. Unacceptable Sites and Materials

- Discrimination and harassment will not be tolerated. It is not acceptable to access sites that are of a discriminatory or harassing nature.
- For safety reasons, users shall not knowingly access, upload, download, store, display, distribute or publish any information that:
 - is illegal or that advocates illegal acts or facilitates unlawful activity;
 - threatens or intimidates any person or suggests violence, hatred or discrimination toward other people;
 - uses inappropriate and/or abusive language or conduct;
 - contains inappropriate religious or political messages;
 - is racially, culturally or religiously offensive;
 - encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions;

- is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature;
- constitutes messages of sexual harassment or which contains inappropriate romantic overtones;

3. Online Publishing

- Publishing of online material from Elton Academy is prohibited.
- Publishing of course work is prohibited unless authorized by Elton Academy
- Personal information such as personal addresses, phone numbers, individual or group pictures, should not be published
- Do not publish specific dates, times and locations of personal vacations

Plagiarism and Cheating Policy

The intent of this policy is to clearly state the expectations of students with respect to research and completion of work for the purpose of evaluation

Plagiarism is defined as one or a combination of the following

- copying of assignments,
- copying of graphs, tables, graphics
- copying the work of peers
- copying or close imitation of published work, (texts, periodicals, pamphlets, recordings)
- copying Internet web sites
- copying homework
- misrepresenting the ideas and/or work of others as your own.

Cheating is defined as one or a combination of the following;

- giving your own work to others, including helping them in any way during tests or exams
- using the work of others
- copying the work of others on tests or exams.
- using unauthorized aids during tests or exams (e.g. notes, smartphones, etc.)

Consequences

Any incident of plagiarism or cheating will result in a mark of 0. This is only done if there is conclusive evidence that plagiarism or cheating has taken place. The reasons why the teacher thinks that there is an incident of plagiarism or cheating will be clearly stated when giving feedback on the assessment.

PRACTICES

Students' Responsibilities

- to log onto classes daily
- go through each lesson and do each assessment
- maintain a log of the time spent on activities
- complete each assessment in a reasonable amount of time
- understand the consequences of plagiarism

Teachers' Responsibilities

- to provide student support from the beginning to the end of the course
- to respond to student inquiries
- marks the students' assessments in a reasonable amount of time
- to check students' progress every two weeks
- to notify students when there is 1 month and 1 week remaining in the course

PROCEDURES AND RECORD KEEPING

Computer Requirements

Since the course is done online, students will require a stable internet connection, especially when doing tests. Each course will require the student to have a device to record videos such as a smart phone or a video camera and also require a microphone for their computer or laptop to record audio.

Total Hours

The total number of hours planned instructional time is 110 hours. This does not include the time to do homework, assignments, tests or exams. The breakdown of the online and offline portions of the course can be found on the Course Outline

Activity Tracking

The activity of each student will be tracked closely by the teacher through messages and feedback from assessments to verify that the work does belong to the student and is not done by someone else. By constant communication and feedback, teachers will obtain an idea of the capabilities of the student and be able to recognize suspicious submissions.

Withdrawal from a Course

Students are welcome to withdraw from a course with a full refund as long as they withdraw within 3 days or before the first Assessment of Learning, whichever comes first. After 3 days or after the first Assessment of Learning, there will be no refund for the course.

Transfers

Students are welcome to transfer from one course to another, however the 6 months to complete a course will not be extended. The student will be required to finish their new course within 6 months of registering in the original course. Once a student has finished TWO marked assessments (Assessments of Learning), the student will not be able to transfer between courses.

Report of Grades

Once the student reaches the midterm point and the end of the course, a report card shall be given to the student to give to the student's school so that they can add the courses on their official student transcript.

INSTRUCTION FOR CURRICULUM EXPECTATIONS

Course Outlines and Ontario Curriculum Policy Documents

Course outlines are developed for all secondary courses offered and are accessible through the Principal or Teaching Staff. Students will be provided with a course description and evaluation breakdown, units of study, hours per unit, at the commencement of each course. All Course outlines and Curriculum policy documents are available at the request of the parents and students to view.

Prerequisites

Courses in Grade 10, 11, and 12 may have prerequisites for enrollment. All prerequisite courses are identified in the ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Before enrolling into the course, Elton Academy will verify that the student has the necessary prerequisite for the course that they wish to take.

ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties and strengths, and tailor their teaching style to students' needs, via differentiated instruction.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Assessment *as* Learning. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

Assessment *for* Learning. The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on **Assessments *of* Learning** that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning. **The Ontario Ministry of Education requires the triangulation of these three methods of evaluation: Observation, conversation, student product.** Evidence of student achievement for evaluation is collected over time. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark. Further, assessment must involve the co-construction of learning goals (student friendly linguistic understanding of the expectations) and success criteria which as an example would be student friendly language for rubrics and other marking devices.

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments. NOTE: The type of assessment will vary from course to course

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Learning Logs (anecdotal) <input type="checkbox"/> Learning Goals (Checklist) <input type="checkbox"/> Entrance tickets <input type="checkbox"/> Exit tickets 	Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Peer feedback (anecdotal/checklist) <input type="checkbox"/> Entrance ticket <input type="checkbox"/> Vocabulary notebooks (anecdotal) 	Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Tests (scale/rubric) <input type="checkbox"/> Exam <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric)
Observation <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist) 	Observation <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> Performance tasks (Rubric) 	Observation <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (Rubric)
Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist) 	Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Peer-feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric) 	Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Student Response (checklist) <input type="checkbox"/> Oral tests (scale/rubric)

The final percentage grade for Grade 9 - 12 courses will be derived as follows:

70% of the grade will be based upon evaluations undertaken throughout the course. This portion of the grade should represent the student's most consistent level of achievement, with special consideration given to the more recent evidence of achievement.

30% of the grade will be based upon a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course. There will be no exemptions from the final evaluation.

Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance standards). Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart. Two separate aspects of student achievement must be reported: achievement of curriculum expectations and learning skills. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and the corresponding level of achievement as described in the Achievement Chart.

Evaluation will be based on the provincial curriculum expectations, and on the achievement levels outlined in the secondary curriculum policy documents. These levels of achievement are associated with percentage grades, and are defined as follows:

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.
A student achieving at this level is well prepared for work in the next grade or the next course.

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% **Insufficient achievement of the curriculum expectations.**
The student will not receive a credit for the course.

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

Final Evaluation

The Final Evaluation will consist of 30% of the final grade. The Final Evaluation may be comprised of just a written exam or may also include a portfolio or a conversation piece. The date of the written portion of the exam will be determined by both the teacher and the student. The exam will be monitored by video and prior to the exam, identification and a view of the surrounding area will be shown. When the exam begins, the students' video camera should be set up in such a way that the proctor / teacher can see the top half of the student as well as the writing area. The proctor / teacher will also watch the student send the file of the student through Schoology on the video.

Please call the office or contact the receptionist for more information

905-731-0505

You can also view the course calendar on our website

www.eltonacademy.com

Please note:

Access to all Secondary curriculum policy documents may be found on the ministry website:

www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html