

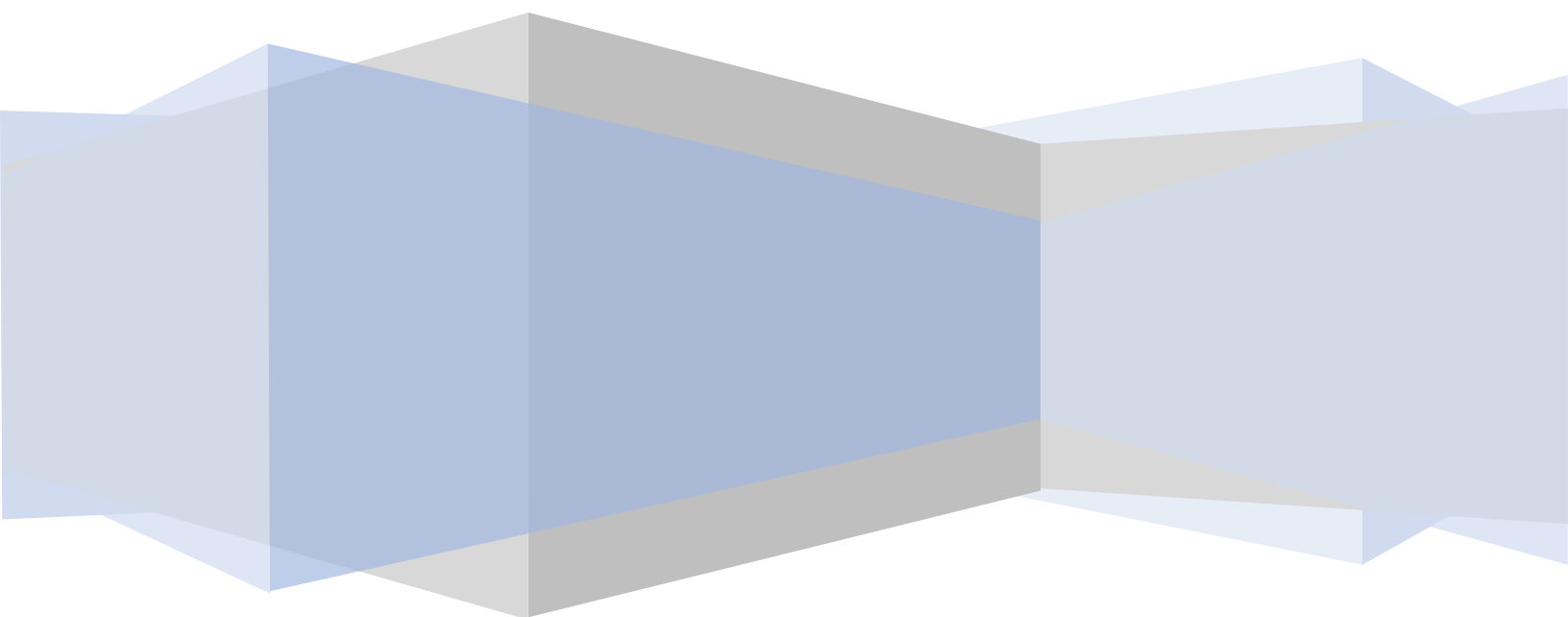
Cambridge International Academy



Online Course Calendar

2019-20

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Cambridge International Academy Online Learning

The School

Cambridge International Academy's primary goal is to assure that your child experiences a positive and productive environment in which he/she will self-actualize and grow academically. The staff at Cambridge Academy will work with each student individually to help the student achieve success. We offer online courses that allow the student to work at home with the same quality of education that they would receive in our classrooms.

All courses offered at Cambridge Academy Online adhere to the overall and specific expectations that are written by the Ministry of Education in Ontario.

Hardware and Software Requirements

Student enrolling in an online course require a computer and other technological hardware and software for the use of Moodle.

1. A computer with Internet connection and digital camera or camera phone
2. Browser: Google Chrome, Mozilla Firefox, Apple Safari, Microsoft Internet Explorer
3. Word Processing software: Google Docs or Microsoft Office or OpenOffice
4. Adobe Acrobat Reader

Critical System Checks

1. JavaScript: web browser must support JavaScript
2. Cookies: cookies should be enabled in the browser

Attendance

In order to complete the online course, students will have to **complete 110 hrs of work**; these hours of work are **used to track attendance. Attendance is taken based on the amount of work completed in hours engaged in the completion of work done online, research, assignments, conferencing with teacher, off line study as well as offline projects.** Students are required to take part in their online course on a regular basis. Cambridge recommends students to login a **minimum of 3 times a week to be considered or 5 hours of study per week.** If students choose not to they will be jeopardizing the credit they are enrolled in.

The online administrator and/or Principal of Cambridge International Academy will maintain attendance records **through the login records on Moodle.** Not logging in for an extended period of time, minimal participation, or non-submission of assignments will be brought to the attention of the Principal. The **Principal will notify the parents and student** about the lack of attendance and/or lack of submissions **through email followed by a telephone conversation.** The principal may intervene in a helpful and positive manner to resolve issues and/or support a student for school success.

Due to the continuous entry and exit model of online learning, there is **no prescribed term or semesterized calendar**. Students will have **10 months to complete the course** but may request an extension. Students who leave a course before completion must communicate this action with the online administrator and/or Principal.

Attendance records are maintained by the teacher, co-ordinator and Principal to ensure that both students and teachers are logging into their course on a regular basis.

Students who have not completed their course within ten months from the day of enrolment in that course, will be unenrolled from the course

Student Progress

Students are advised not to randomly pick and choose units and lessons. Cambridge online courses are based on progressive learning stages and designed to help students establish successful skills to enhance their learning. Students are advised to adhere to the directions of the teacher in each course.

Acceptable Use Policy

Terms of Use

Cambridge International Academy maintains a local installation of Moodle, a learning management system designed to facilitate teaching, learning, communication, and information-sharing among students, faculty and staff. All users must follow the terms of our Use of Policy when using Moodle; failure to do so may result in the penalties outlined in that policy.

Data Collection and Privacy

Moodle collects and stores three types of data related to individual users:

- User-Generated Content, defined as any files, messages, or profile information that a user uploads, submits, or posts within Moodle.
- Usage Data that Moodle generates as individual users interact with the site. Time-stamped user activity logged in this manner includes, but is not limited to: logging into/out of Moodle; viewing sites; viewing, downloading, and uploading files or links; and viewing and submitting posts, messages, assignments and quizzes.
- Student Learning Data, which includes data that Moodle generates as students engage in quizzes and lessons (e.g., the number of attempts made on a question, whether attempts were correct or incorrect, etc.) and scores, grades or feedback that an instructor or grader assigns to students through Moodle.

All Moodle users can view and manage all of their own User-Generated Content and can view any Usage and Student Learning Data collected about them.

Moodle users can also be enrolled in Course or Organization Sites, and may have access to additional site-specific Content and Data, depending on their role for those sites.

Users with a “Teacher” role in a Course or Organization site:

- Can create site Resources (e.g., files, links, web pages, etc.) and set up interactive Activities (e.g., Quizzes, Assignments, Glossaries, Lessons, Forums, Questionnaires, etc.). Resource- and Activity-level settings determine what enrolled users can do and see. For example, when setting up a Forum, a Teacher can set whether posts are visible to all or only to a Group, whether non-Teachers can add new threads, and whether users can edit posts after submitting them, whether and how posts can be rated, etc.
- Can create Groups within a site and assign users to them.
- Can view, grade, and give feedback on Content that all enrolled users post or submit to the site (e.g., Assignment submissions, Quiz responses, Forum posts, etc.)
- Can view all site-specific Learning and Usage Data collected about users enrolled in the site.
- Cannot view Content or Data that Registered students or Auditors post to other Moodle sites (unless the user also has a Teacher role in those sites).

Users with a “Registered student” or “Auditor” role in a course:

- Can view site Resources (e.g., files, links, web sites, etc.).
- Can participate in site Activities, as allowed by Activity-level settings.
- Can view, comment on, and rate or grade Content that other users post or submit, if and when allowed by Activity-level settings.
- Can view their own grades and feedback.
- Cannot create or edit site Resources (e.g., files, links, web sites, etc.) or Activities.
- Cannot view grades assigned to other students in Moodle. (They can see course averages if the Teacher has enabled this option in the Moodle Gradebook.)

IMPORTANT: Although “Registered students” and “Auditors” have identical permissions in Moodle, only “Registered students” are officially enrolled in an academic course. Teachers can add individuals to a Moodle site with student-level permissions using the Auditor role, but this DOES NOT enrol the individual in the course for academic credit. Students must enrol through our administrator to receive academic credit for a course; if they have done so, they will be listed as “Registered students” in Moodle.

If a Teacher makes a Moodle site guest-accessible, then people not enrolled in the course (including people outside of Cambridge International Academy) can log into Moodle and view site Content, including posts students make to any site-wide Forums, Wikis, or Blogs. Guests cannot create their own posts or otherwise participate in site Activities.

Our administrators are authorized to serve as Moodle system administrators. System administrators can access all content and data stored within Moodle, including data associated with Course or Organization Sites. System administrators will only use User-Generated Content, Usage Data, and/or Student Learning Data pertaining to individual, identified users to the extent needed to keep the system running, help individuals troubleshoot and fix technical issues, or to provide the principal with data and information needed to adjudicate questions of credit and academic integrity.

Cambridge International Academy facilitates the services of EMTAS Moodle. The use of this platform is to create and distribute educational information as well as to create communication formats to support education. Cambridge International Academy has an obligation to respect the intellectual and access rights of Moodle and to use the software exclusively for legitimate educational activity.

All users are required to read and agree to a Moodle acceptable use policy. This policy is to support e-safety. Should a user fail to comply with the terms of use, or act in a way that is deemed inappropriate or irresponsible, he/she will lose access rights to the EMTAS Moodle.

- Users will keep passwords and login details safe and not share them with others.
- Uploading materials and/or data will be relevant to the assignment/work allotted. It must not be defamatory, offensive, abusive, indecent, and obscene or constitute as harassment.
- If inappropriate content is posted on Moodle's forum, it will be deleted and subject to unenrollment of the course.
- Activities on Moodle are audited. Students' records are kept including forum posts, assignments, and/or recordings.
- These records are available to teachers for course evidence.

Student-Teacher Interaction

Students are able to interact with teachers in many ways. Through Moodle, we offer a number of **communication tools** that **allow for students to receive feedback and help very quickly**. These include **email, instant messaging, assignment feedback and testing feedback**. Students and teachers are also able to **schedule appointments using the BigBlue Button** in which students and teachers can interact at the same time if the student requires assistance in any course. Students and teachers are able to communicate with one another through forum posts.

Teacher may verify a student's work by conducting recorded face to face conversations with the student about prior material to ensure the student has read and understood the lesson(s).

Student- Administration Interaction

The Principal and administration team of Cambridge International Academy, are able to monitor attendance and any problems within the courses through log in reports created through Moodle. The administration team will monitor attendance and able to intervene so that there are no barriers to the learning process. The student is able to contact the administration team and principal at any time through email and phone.

Parent- School Interaction

The parents and guardians of students under the age of 18, will be given access to the student's online courses. This allows parents to take part in their child's learning progress. **Parents will have access to report cards, and are able to have email and phone contact with the Principal and administration team at Cambridge International Academy.**

Conduct

Cambridge International Academy is committed to respecting all students. It is an understanding that when students register to take an online course with Cambridge International Academy that they will treat staff with respect as well.

Students will be required to respect all staff, follow rules and policies set out by Cambridge International Academy, they will respect the learning platform. Students are expected to complete their own work and may be challenged via conversations, and discussions with the teacher.

Plagiarism

Plagiarism occurs when a student presents another person's work as their own. This is not acceptable at Cambridge International Academy. Students are encourage to use strategies to avoid plagiarism, practice paraphrasing and become well versed in MLA or APA referencing. Teachers have experience and are able to detect when writing does not come from the student.

The consequences for plagiarism or cheating can range from a mark of zero to suspension. Each case will be dealt with on an individual basis.

Types of Secondary School Courses

The Ontario secondary school program is based on a credit system. Full credit courses are 110 hours in length. 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 hour course that has been developed or approved by the Ministry of Education.

Assessment, Evaluation & Reporting of Student Achievement

Evaluation of students will be consistent within a given course. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers will use assessment and evaluation strategies that address what the student will learn and how well they learn. **They will be based on the categories and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline.** They will be **varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of**

their learning. They will ensure that each student is given clear directions for improvement. They will promote students' ability to assess their own learning and to set specific goals.

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

The chart is organized into four categories: **knowledge and understanding, thinking and inquiry, communication and application.** The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for fathering assessment information, to enable teachers to make consistent judgments about the quality of student work, and to provide clear feedback to students.

Triangulation of Assessment

- Observations
- Conversations or conferences, demonstrations
- Products identified as assignments, projects, tests, presentations, portfolios, etc.

Assessment As Learning	Assessment For Learning	Assessment Of Learning
Students begin to apply their understanding using critical thinking and to reflect on their learning	Provides students information as they are learning and refining their skills	Provides students with the opportunity to synthesize, apply/ demonstrate their understanding and achievement of the expectations
Student Product <ul style="list-style-type: none"> • Emails/Journals/Worksheets • Handouts • Self Assessments • Exit Tickets • Video conference 	Student Product <ul style="list-style-type: none"> • Assignments • Journals/Emails • Quizzes • Portfolios • Graphic Organizers • Entrance Tickets • Video Presentations 	Student Product <ul style="list-style-type: none"> • Assignments • Journals/Emails • Tests • Exams • Portfolio • Essays • Presentations • Video Presentations
Observation <ul style="list-style-type: none"> • Teacher conferencing • Self-Assessment 	Observation <ul style="list-style-type: none"> • Self proofing • Teacher student conferencing 	Observation <ul style="list-style-type: none"> • Powerpoint Presentations • Media Presentations

<ul style="list-style-type: none"> • Forum Questions 	<ul style="list-style-type: none"> • Forum Discussions 	<ul style="list-style-type: none"> • Research Presentation • Teacher student conference
Conversation <ul style="list-style-type: none"> • Student –Teacher Conference • Forum Questions 	Conversation <ul style="list-style-type: none"> • Oral Quizzes • Teacher-Student Conference • Forum Questions 	Conversation <ul style="list-style-type: none"> • Oral Tests • Research Presentation • Teacher Conferences

On Line and Off Line Activities

On Line Activities	Off Line Activities
Watching Videos	Reading material for the course
Watching additional resource videos	Researching topics on the internet
Uploading videos	Completing assignments
Participate in student- teacher conferences	Completing Essays
Communicating with the teacher	Preparing for presentations
Contributing to online forum discussions	Practicing Skills
Commenting to peers' online forum posts	Document off line activities
Completing online times tests/quizzes	Reviewing for tests and exams

Marking and Tests

In order to earn your credit, you must successfully complete all work and then write and pass the final test. You will be given two attempts to write your final test.

Once you have finished all course work, your teacher will get in contact with you to book your final test. An appointment will be made with you at a local area with a Cambridge International Academy test supervisor.

Reporting Student Achievement

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.

Online Literacy Course

This course requires students to have a face to face format in each unit so that students and the teacher will have multiple opportunities for Teacher-Student Conferences.

Learning Logs

Students will need to record and submit

The Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student registered in a school in Ontario. The OSR contains report cards (both midterm and final report cards), transcript, community hours report, Ontario Secondary School Literacy Test results.

If the student is taking the most courses at another school, the student's OSR will reside with that school.

Transcripts

An official, original Ontario Student Transcript is the official record of your secondary school academic achievement.

The transcript lists the courses you have successfully completed with Cambridge International Academy, the final mark you earned and the credit value of the course.

Final Exams

Final Exams must be supervised. A proctored exam will be in place to ensure the security and the integrity of the exam are maintained.

Proctor

Students living outside a 150 km radius of Ajax are permitted to write examinations at an academic institution within their own vicinity. An exam invigilator must fall into one of the following categories:

- A professor or instructor at a recognized post secondary institution
- A full time administrative or professional staff member of a public library
- A full time administrative or faculty staff member of a public or private elementary or secondary school

- An official at an Embassy or Consulate office

An exam invigilator cannot be any of the following:

- Friend
- Neighbour
- Co-worker
- An individual with a supervisory relationship to the student
- Family member or relative
- A student from another school
- An individual who resides at the same address as the student

Proctor Procedure

Once the invigilator completes the Invigilator Form, the exam is sent to the Invigilator who signs it to provide evidence of supervision. The form accompanies the exam back to the teacher. Students are responsible for any Proctor fee.

How to register for online courses

- Students must present an official high school transcript
- Provide their Ontario Education Number
- Recent photo ID; passport
- Home School information; contact number & website
- Student's personal contact information
- The administration will review the student's application to ensure pre-requisite courses are met