



**In-Person School Course Calendar
2025-2026**



Institute of Canadian Education (ICE)

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Introduction

Welcome to Institute of Canadian Education (ICE). Our school provides a high school environment where students are to be equipped for post-secondary education. ICE emphasizes on creative thinking that enables students to apply knowledge and information in a variety of situations. The following is what ICE values the most throughout its history, and what we are aiming to always keep up:

- The motivation and ability to continue to learn and develop new skills in later stages of education and working environment;
- Values and social skills that allow students to participate fully in a society where composition, structure, and needs are constantly changing;
- Preparing students for future studies in the world's leading universities and colleges

This calendar provides information about the Ontario Secondary School system as well as an outline of available courses and policies at Institute of Canadian Education. The purpose of this calendar is to aid students to make sound decisions about important course selections. However, it is not the only source of information. Our teachers and counsellors can also provide valuable assistance in matters related to your course selections and career planning. As such, you are always encouraged to seek advice and assistance from our teaching and administrative professionals.





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School Philosophy

Institute of Canadian Education offers much more than just a classroom and a teacher. They are agents of socialization; providers of knowledge, moral values, and self-confidence; and vehicles to success. We recognize that quality education consists of many elements, including the following: academic development, character development and values education, activities to foster a sense of responsibility toward community, the formation of friendships including those across cultures, and a code of conduct which instills self-respect, self-discipline, and honesty. Underlying the total program should be recognition of individual differences. ICE, through its programs, encourages and inspires students to think logically, creatively, and effectively for the benefit of themselves and society at large.

Our Overall Goal

Institute of Canadian Education strives for excellence in education, promote lifelong learning, and ensure an atmosphere in which students can reach their full potential, and guide students as they become adaptable and responsible citizens in an ever changing world.

The Importance of Secondary Education

As teenagers transition into their adulthood, secondary education conveniently sits in between the playful childhood and the fast-paced adult life. It is essential for students around this age to complete secondary education as it greatly helps with teenagers and young adults make better decisions, and more importantly, equip themselves with the skills and abilities to take on more challenging tasks in life. ICE is committed to promote and encourage the completion of secondary education for every student. It is at our heart that we want every student to succeed not only at ICE, but also in their future career.



1. Policies, Practices and Procedures

1.1 In-person Learning Program

ICE's in-person high school program allows students to earn Ontario Secondary School credits through face-to-face instruction in a structured classroom environment. Students attend scheduled classes at the school and receive direct support from qualified instructors and school staff. Instruction is delivered on-site and follows a set timetable to ensure consistent engagement and progress. All in-person courses are aligned with the Ontario Ministry of Education curriculum expectations and meet all requirements for secondary school credits, including instructional time, assessment, evaluation, and reporting standards.

1.2 Eligibility and Enrollment

Students may enroll in courses provided they meet the prerequisite requirements mentioned below:

- Completed registration form
- 2 pieces of government issued photo id's
- Previous transcripts
- PLAR documents (if applicable)

Prerequisite completion to be submitted and reviewed before enrollment. Enrollment is considered complete only after all required documentation and applicable fees is received.

Refund Policy

A non-refundable registration fee of \$50 is required at the time of enrollment.

Students who withdraw from a course or program may be eligible for a refund of tuition fees according to the following schedule:

- **Before the start of the program:** 70% refund of tuition fees
- **Within the first two (2) weeks of the program:** 50% refund of tuition fees
- **After the second week of the program:** No refund

No refund will be issued after two weeks of enrollment, whether or not the student has formally withdrawn.



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Refunds are not available for books, materials, supplies, or for students dismissed due to disciplinary reasons or violation of school policies.

Refund requests must be submitted in writing to the administrative office. Approved refunds will be processed within 30 days and issued in the original method of payment, unless otherwise approved.

The Institute reserves the right to consider exceptions in cases of documented extenuating circumstances, such as medical or family emergencies.

This policy applies to all students enrolled in the Institute's courses and tutoring programs.

1.3 Code of Conduct:

Students, parents or guardians, teachers and other staff members are expected to adhere to the Code of Conduct at Institute of Canadian Education, whether you are studying on or off campus. All members of the community at ICE are to be treated with respect and dignity, especially persons in positions of authority. They are expected to use non-violent means to resolve conflict. Any type of verbal abuse or any such behavior of that sort is unacceptable. Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. At Institute of Canadian Education, we all have a responsibility to maintain an environment where conflicts and differences can be addressed in a manner characterized by respect and civility. The school maintains a strict three strike policy in case the staff deems the student's behavior was detrimental to the school's code of conduct.

- Strike 1: Warning Letter
- Strike 2: Suspension (3 Days - 2 Weeks depending on severity)
- Strike 3: Expulsion from school

A) Respectful and Responsible Behaviour

Students must:

- Communicate respectfully with teachers, staff, and peers at all times
- Use appropriate language in all written, verbal, and digital communications
- Resolve conflicts in a non-violent and respectful manner

Harassment, bullying, intimidation, or discriminatory behavior in any form is strictly prohibited.



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B) Appropriate Use of Technology

Students are expected to:

- Use school-approved platforms (email, video conferencing tools) responsibly
- Protect login credentials and not share accounts with others
- Use technology solely for educational purposes during instructional activities
- Refrain from recording, photographing, or distributing classroom instruction, school activities, or communications without permission

Misuse of technology may result in disciplinary action.

C) Academic Integrity

Students must submit work that is their own. The following actions constitute academic misconduct:

- Plagiarism or copying work from any source without proper acknowledgment
- Submitting work completed by another individual
- Unauthorized collaboration
- Use of artificial intelligence tools in a manner not permitted by the teacher

Impersonation or allowing another individual to complete coursework or assessments

All students are subject to ICE's Plagiarism Policy. The school may use plagiarism detection tools and authentication measures to verify student work. Any academic dishonesty may result in penalties, including a mark of zero, course failure, or expulsion.

1.4 Safe School Policy:

Institute of Canadian Education promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to feel safe in our school. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others and one's self. ICE is committed to protecting student privacy in all learning environments. Students are expected to demonstrate responsible citizenship, comply with school policies and procedures, and conduct themselves in a manner that supports positive learning and teaching conditions.



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1.5 Students' Responsibility:

Students are responsible for:

- Actively participating in classroom instruction and learning activities
- Completing coursework independently, honestly, and to the best of their ability
- Meeting assignment and assessment deadlines
- Communicating respectfully and appropriately with teachers, staff, and peers
- Maintaining academic integrity at all times
- Following school rules, classroom expectations, and safety procedures

Failure to meet these responsibilities may impact academic progress and credit attainment.

1.6 Achievement :

Students' achievement is considered on the basis of Achievement Chart from The Ontario Curriculum. The main criteria taken into consideration for academic achievement are Knowledge and Understanding, Thinking, Communication and Application.

1.7 Attendance Policy:

The Ontario Ministry of Education identifies attendance as an important component of the evaluation of student achievement. Class attendance is compulsory for all students. Any absences will be logged by school officials.

All credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** as required by the Ontario Ministry of Education. Instructional time is achieved through a combination of:

- Structured lessons
- Face-to-face classroom instruction
- Assigned coursework and learning activities
- Assessments and evaluations
- Student-teacher interaction and feedback

Records of instructional time and student engagement are maintained by the school.



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Reporting Absences:

For students under the age of 18, parents or guardians must notify the school in advance or as soon as possible if a student will be absent. Notification may be provided by email, phone call, or written communication stating the reason for the absence. Students aged 18 and over are responsible for notifying the school directly in the event of an absence. Supporting documentation may be requested at the discretion of the school.

Consequences of Frequent Absences:

Unexplained absences or lack of participation places a student's academic success at risk will result in progressive follow-up. Attendance and participation are reviewed monthly..

- **Initial Contact:** The student is contacted regarding attendance or participation concerns. Parent/guardian is informed where applicable.
- **Parent Communication:** If concerns continue, formal communication is sent to the parent/guardian outlining expectations and academic impact.
- **Counselor Meeting:** Continued non-participation results in a meeting with a guidance counselor or academic advisor to develop a support plan.
- **Principal Review:** Ongoing concerns are reviewed by the Principal, who may meet with the student and parent/guardian and determine next steps.

For **mature students**, the school will initiate follow-up if a student remains **absent for more than 3 days**. Prolonged absence is **marked inactive after six months** of non-participation. Continued non-attendance may result in **withdrawal from the course** and, where applicable, **loss of credit**, in accordance with the Course Withdrawal Policy

1.8 Plagiarism Policy:

First Strike

- The student is informed of the plagiarism.
- The student is required to **redo the assignment** to demonstrate their own learning.
- Instruction on proper citation and academic honesty is provided.
- Parent/guardian is informed where applicable.

Second Strike

- The assignment receives a **mark of zero**.
- Formal communication is sent to the student and parent/guardian.





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- The student meets with a guidance counselor or academic advisor.

Third Strike

- The matter is referred to the **Principal**.
 - A meeting is held with the student and parent/guardian.
 - Further academic or administrative action may be taken in accordance with school and Ministry policies.
- All assignments, discussion posts, and assessments submitted are subject to the same plagiarism policy.
 - Assessment would include plagiarism detection tools to ensure academic integrity.
 - Collaborative work must clearly indicate individual contributions and proper citation of sources.

1.9 Late and Missed Assignments:

As per Growing Success: Assessment, Evaluation, and Reporting Procedure: Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Wherein the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- Deducting marks for late assignments, up to and including the full value of the assignment.



2. Diploma and Certificate

2.1 Diploma Requirements:

Students in the Ontario educational system are expected to develop as well-rounded individuals with a broad range of knowledge and experiences. Successful completion of the Ontario Secondary School Diploma (OSSD) requires meeting the following components:

For students enrolled before 2024:

- **30 credits in total:**
 - **18 compulsory credits**
 - **12 optional/elective credits** chosen to complement the student's educational goals.
- **Ontario Secondary School Literacy Requirement:** Students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC).
- **40 hours of community involvement**, completed inside or outside of the school.

For students enrolled after 2024:

- **30 credits in total:**
 - **17 compulsory credits**
 - **13 optional/elective credits** chosen to complement the student's educational goals.
- **Ontario Secondary School Literacy Requirement:** Students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC).
- **40 hours of community involvement**, completed inside or outside of the school.

All of these requirements must be completed before the OSSD can be granted. Details for each requirement are provided in the sections below.

2.2 Compulsory Credits:

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



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For students enrolled before 2024:

- 4 Credits in English (1 credit per grade)
- 3 Credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 3 credit for group 1, 2 and 3 (1 credit in each group) (find table below)
- 2 Credits in Sciences
- 1 Credit in Arts
- 1 Credit in Canadian Geography (Grade 9)
- 1 Credit in Canadian History (Grade 10)
- 1 Credit in French as a second language
- 1 Credit in Health and Physical Education
- 0.5 Credit in Career Studies
- 0.5 Credit in Civics

For students enrolled after 2024:

- 4 Credits in English (1 credit per grade)
- 3 Credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 Credits in Sciences
- 1 Credit in Arts
- 1 Credit in Canadian Geography (Grade 9)
- 1 Credit in Canadian History (Grade 10)
- 1 Credit in French as a second language
- 1 Credit in Health and Physical Education
- 0.5 Credit in Career Studies
- 0.5 Credit in Civics
- 1 credit in Technological Education
- 1Credit in Stem related course





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Group 1	Group 2	Group 3
English (including the Ontario Secondary School Literacy Course) or French as a Second Language	Health and Physical Education	Science (Grade 11 or 12)
Native Languages	The Arts	Technological Education
First Nations, Métis, and Inuit Studies	Business Studies	Computer Studies
Classical Studies and International Languages	French as a Second Language	French as a Second Language
Social Sciences and the Humanities	Cooperative Education	Cooperative Education
Canadian and World Studies	American Sign Language as a Second Language	American Sign Language as a Second Language
Guidance and Career Education	Langue des signes québécoise langue seconde	Langue des signes québécoise langue seconde
Cooperative Education		

The following conditions apply to compulsory credit selections from the above 3 groups:

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.
- Two courses are mandatory to be completed online; however, they may be waived with the consent of the parent or guardian through opt out form.

2.3 Prerequisite for Courses:

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At ICE, students are required to complete the prerequisite identified for the course they wish to register for. Prerequisite proof can also be submitted electronically (transcripts, report cards, or other documentation). A proof of prerequisite completion is mandatory prior to course registration.

2.4 Substitution Credits:

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the OSSD or OSSC, substitutions may be made for up to 3 compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. Students who qualify under this substitute credit arrangement are those whose educational interests, in





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the opinion of their parents or guardians, or Principal, are best served by such substitution. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

The following are limitations on substitutions for compulsory credits:

- 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 OS 6.1.1.)
- 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 (see section 7.3.1). Each substitution will be noted on the student's Ontario Student Transcript.

2.5 Provincial Literacy Requirement:

The Ontario Ministry of Education requires that all students demonstrate a standard level of literacy in the English language. ICE complies with this requirement by demanding a successful completion of either the Ontario Secondary School Literacy Test or the Ontario Literacy Course. The test of reading and writing skills must be written by all grade ten students, and must be successfully completed to obtain a secondary school Diploma. It can be written more than once and must be successfully completed by Grade 12. Deferral can be granted to students who did not successfully complete grade 9 English or students who are registered in English as a Second Language. Students who are granted a deferral must write the test at the next scheduled sitting.

Note: Students who have been eligible to write the test twice and who have failed it at least once may take the Ontario Secondary School Literacy Course (OLC40) in place of the test. Principals have the discretion to enroll a student in the OSSLC before he/she has had a second opportunity to take the OSSLT. Students must successfully complete either OSSLT or OSSLC to graduate.





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2.6 Community Involvement:

2.6.1 Hours Community Involvement:

In order to achieve their diploma, students must complete and document a minimum of **40 hours of community** involvement activities. Students may start their community hours as early as the summer before entering their first year of high school.

2.6.2 Community Involvement Activities:

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary program. (Note: The 40 hours is completed over a four-year period. Students who are enrolled for less than four years will complete community service hours as approved by the principal. For example, a student who is taking secondary courses for one year would be expected to complete ten hours of community service.)

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community. Community involvement is also a valuable opportunity for foreign students to improve their oral English-speaking skills and gain a better understanding of Canadian culture.

Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the Principal. This documentation must include for each activity: the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents/guardians, and signed acknowledgement by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the Ministry and the school for these activities.

Institute of Canadian Education must ensure that all participants, including students and community sponsors, are adequately covered by school insurance. Students will select one or more community involvement activities in consultation with their parent(s)/guardian(s). The selection of activities should





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take into account the age, maturity and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of the student is paramount. It should be noted that students **will not** be paid for performing any community involvement activity.

Institute of Canadian Education is responsible for the implementation of community involvement activities through the school. The following is a list of approved activities, along with a list of the activities that the Ministry of Education and Training has stated are ineligible. **ICE will not approve student participation in any activities that are on the Ministry's list of ineligible activities.**

2.6.3 Community Involvement Activities not approved:

- Any paid activity (e.g. babysitting);
- Cooperative education;
- Playing on sports teams;
- Any activity involving the operation of a motor vehicle or power tools or scaffolding;
- Any activity involving the administration of medications or medical procedures to another person;
- Any activity occurring in an unsafe or unsupervised environment;
- Any activity displacing a paid worker;
- Any activity in a logging or mining environment if the student is under 16 years old;
- Any activity in a factory, if the student is under 15 years of age;
- Any activity taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Any activity involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any activity requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any activity involving banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- Any activity consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any activities involving a court-ordered program (i.e. community-service program for young offenders, probationary program)





2.6.3 Community Involvement Activities approved:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Assisting seniors with chores
- Involvement in community committees, food banks, fairs, etc.
- Participation in environmental projects such as recycling projects, etc.

2.7 Ontario Secondary School Certificate:

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen 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, distributed 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, computer studies or technological education

Optional Credits (total of 7):

- 7 credits selected by the student from available courses

2.8 Transcripts:

- The Ontario Student Transcript (OST) will reflect all completed online courses.
- Updates to transcripts will occur automatically if the student completes additional online or in-person courses after leaving school.



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Note: The Principal, to better serve a student's educational interest, and in consultation with the parent, may replace up to three courses with courses meeting the requirements for compulsory credits. Either the Principal or the parent may initiate the process. The total of compulsory and optional credits will still not be less than 14 for granting an OSSC. The substitution will be noted on the OST.

2.9 Certificate of Accomplishment:

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

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 OSSD or OSSC will be granted when the returning student has fulfilled the appropriate requirements.



3. The Curriculum

3.1. The Ontario Credit System:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. In granting credits the Principal shall ensure that the following conditions have been met, therefore fulfilling the intention of a definition of an Ontario Secondary School credit:

The course has been developed from a Ministry of Education curriculum guideline or has been approved by the Ministry. The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course. The course required the satisfactory completion of an amount of work at a level that could reasonably be expected of the students for whom it was planned. The Principal, on behalf of the Ministry of Education, grants the credit.

3.2 Types of Secondary School Courses:

The curriculum for secondary school is organized into several types of courses with different instructional levels. This system of courses is intended to enable students to choose courses that are suited to their strengths, interests and goals. In Grades 9 and 10, three types of courses are offered in order to develop key skills for students. Courses in Grades 11 and 12 consist of four different instructional types which are designed to prepare students for their specific postsecondary destination.

3.2.1 Types of Courses in Grade 9 and 10:

A) De-streamed Courses in Grade 9 provide a single set of curriculum expectations for all students and replace the former academic and applied distinctions. These courses are designed to support high expectations for all learners and to promote equity and inclusion by using differentiated instruction, varied assessment and evaluation strategies, and multiple opportunities for students to demonstrate their learning. De-streamed courses prepare students for a wide range of pathway options in subsequent grades.)

B) Academic Courses are designed to develop students' knowledge and skills through the study of theory and abstract concepts, as well as through practical applications. These courses focus on developing critical thinking, problem-solving skills, and the ability to analyze and apply concepts, providing a strong foundation for further learning and postsecondary pathways.



C) Applied Courses are designed to develop students' knowledge and skills through practical applications, as well as through the study of theory. These courses emphasize concrete examples and familiar, real-life situations to help students understand and apply concepts, and provide opportunities for hands-on learning and experiential activities.

D) Open Courses in Grades 9 and 10 are designed to be appropriate for all students at a given grade level. These courses provide a broad educational base and are intended to prepare students for further studies in Grades 11 and 12, as well as for active and productive participation in society.

3.2.2 Types of Courses in Grades 11 and 12:

a) **University Preparation courses** are designed to equip students with the knowledge and skills necessary to meet the requirements for university programs. Courses emphasize theoretical aspects of the subject and also consider related applications.

b) **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. They focus on both theory and practical applications.

3.2.3 Course Coding System:

Courses available in the Ontario Curriculum are coded under the following system:

- First three positions are the course name.
- The fourth position is a number between 1 to 4, indicating the suggested year of study.
- The fifth position is a letter from D, W, P, O, M, C, U, L
 - D = Academic
 - W = De-streamed
 - P = Applied
 - O = Open
 - M = University/college preparation
 - C = College preparation
 - U = University preparation
 - L = Locally developed



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For example, ENG4U stands for English, Grade 12, University Preparation.

3.3 Course Descriptions:

The courses described in this booklet will be offered each year subject to sufficient enrolment, unless otherwise indicated. It is possible that courses will be over-subscribed, in which case not every student will be able to obtain his/her first choices. Few course descriptions are provided below for your reference, rest are available on the website.

3.3.1. English Department:

A) English, Grade 12, University Preparation (ENG4U)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create, oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation (ENG3U)

B) English, Grade 12, College Preparation (ENG4C)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation (ENG3C)



3.3.2 Ontario Secondary School Literacy Course, Grade 12 (OLC4O)

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.

Prerequisite: 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 course.

3.3.3 Mathematics Department:

A) Advanced Functions, Grade 12, University Preparation (MHF4U)

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.

Prerequisite: Functions, Grade 11, University Preparation (MCR3U)

B) Calculus & Vectors, Grade 12, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as





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science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Advanced Functions (MHF4U) must be taken prior to or concurrently.

C) Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; apply counting techniques, probability, and statistics in modelling and solving problems; and carry out a data management investigation that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, social sciences, or the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation (MCR3U) or Functions and Applications, Grade 11, University/College Preparation (MCF3M).

3.3.4. Science Department:

A) Chemistry, Grade 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

B) Physics, Grade 12, College Preparation (SPH4C)

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems



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and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic **or** Applied.

3.3.5. Canadian and World Studies Department:

a) Families in Canada, Grade 12, University Preparation (HHS4U)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

Prerequisite: Any university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

3.4 Course Outlines & Student Access:

Course outlines are developed for all secondary courses offered. Students will be provided with a course description and evaluation breakdown at the commencement of each course. In addition, students have access to the entire course outline available electronically through the Learning Management System (LMS). Students are encouraged to review it at the start of the course. Students may submit requests or queries regarding course outlines via email or the LMS, without needing to physically visit the school.

3.5 Cooperative Education:

At ICE, Co-op credit is only provided to regular, full-time students.

Credit Value

- **Maximum 2.0 credits in co-op may count as compulsory credits** toward the 18 required for the OSSD.





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- Additional co-op credits can count as optional credits, but the total credits for the OSSD must still be **30**.

Placement Requirements

- The co-op placement must be **directly linked to a specific course or area of study**.
- The work experience must provide opportunities to **apply curriculum expectations in a real-world context**.

Hours

- Co-op courses have a **minimum required number of instructional/work hours**, generally:
- Each co-op credit = **110 hours of combined classroom and workplace experience**.
- Hours are to be logged and documented by the employer and shared with the school to ensure Ministry standards are met.

Supervision & Evaluation

- Students must be **supervised by the school and/or workplace mentor**.
- Students must complete **assessments, reflections, or assignments** related to the learning expectations of the co-op course.
- The **Principal approves the placement and credit** awarded.

3.6 Course Withdrawals:

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a grade 11 or 12 course after five instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Note: Parent/guardian permission (where necessary) and approval of the principal will be required in requests for withdrawal from a course. If the teacher and Principal believe that a student is too far behind in coursework by the issue of the first report card, they may be suggested to withdraw from the course.

3.7 Course Type Change:

Should students find a course too difficult or not challenging, or students change his/her initial expectation of post-secondary education, students may ask their teachers for a change in course type. The teacher then shall discuss said student’s progress and projection in order to determine if a change in





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course type is beneficial and necessary. Students in grade 9 and 10 are able to change their course type during the semester between de-streamed (W), academic (D) and applied (P). The request can be made with the subject's teacher, who shall have the sole responsibility to decide whether this request is granted. For students in grade 11 and 12, changes in course types require the student's written request including reasons for such changes, his/her own projection after secondary school and an agreement on ICE's disclaimer on changing course types (see below). The written request shall be handed to the subject's teacher, who shall discuss with the principal and parents/guardians if necessary to decide if the request is granted. Please note, changes from college preparation (C) to university preparation (U) are typically hard to fulfill as university preparation courses have distinct prerequisites. The principal will use his/her judgement to waive the prerequisite if needed.

Disclaimer:

ICE fully supports students own choices regarding their academic pathways here at ICE, or beyond secondary education. However, decisions regarding course type changes are final and students are responsible for failing any courses due to changing course types during a semester.

3.8 Waiving Prerequisites:

If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

As such, ICE will take the following measures before waiving a prerequisite:

- Obtain a letter from the parent or adult student requesting the waiver;
- Review the credit history of the student to understand the type of courses the student has taken;
- Consult the student, teacher, and parents, if applicable;
- If required, have the student assessed by the teacher to ensure adequate prior knowledge.

Assessments for waiver are to be done in-person.



3.9 Prior Learning Assessment and Recognition (PLAR equivalency):

The principal can determine equivalency of credits which involves the assessment of credentials from other jurisdictions. All PLAR procedures are carried out under the direction of the Principal who grants credits and are in compliance with policies laid out by the Ministry of Education. Assessment instruments for this process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark). Such strategies may include the evaluation of the student work including written assignments, laboratory work, and observation of student performance.

3.9.1 PLAR Challenge:

The PLAR challenge is a process where the students' prior learning is evaluated. They are then granted a credit for a course developed from a provincial curriculum policy document. Students may request to challenge previous courses and, if successful, are granted an equivalency credit. For students under the age of 18, a maximum of four (4) credits may be granted for grades 10, 11 and 12, with no more than two (2) in one subject area. For students above the age of 18, the PLAR number credits are decided by the principal.

Procedure for PLAR Challenge:

1. Student submits a **written request** to the Principal.
2. The Principal **reviews the student's transcript and prior learning evidence**.
3. The Principal and teacher determine the **assessment plan**, including tests, assignments, and performance evaluations.
4. Assessments may be conducted in person or through other school-approved methods, including tests, project submissions, or demonstrations of learning.
5. Upon successful completion, the student is **granted credit**, which is recorded on the OST.





4. Assessment, Evaluation, and Examination

4.1 Assessment, Evaluation:

Assessment practices, which occur throughout every course, are integral to the success of our students. As they progress through a course, every student is expected to grow, not only in the subject matter, but as learners and members of a community. In line with new Ministry documents, including *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools*, assessments can be found in a variety of forms. This multifaceted method to assessment of student progress and achievement can ensure that strengths are capitalized, weaknesses are recognized, and that equity and fairness is found in all course proceedings. There are three main methods of assessment, which are outlined below.

Assessment for learning:

Is often done at the beginning of a semester, term or unit of study. It may also be done when there is evidence of individual class difficulties. Although it may be used for anecdotal reporting, it shall never be used as part of a student's mark.

Assessment as learning:

Is conducted continuously throughout the course in an effort to improve instruction and learning. Its aim is to make both students and teachers aware of the objectives to be achieved and the progress being made towards that end. It includes traditional methods of teacher conducted evaluation, student self-evaluation, and peer-student evaluation.

Assessment of learning:

Occurs at the conclusion of an activity, unit of work, term or course. Along with the formative evaluation, it is used to determine student achievement and program effectiveness. The results of this combined assessment of a student's achievement are used for the purpose of reporting and to ascertain the degree of realization of course expectations. The proper and consistent use of all of these assessment techniques will be the responsibility of each teacher for every course. Every student will be given the opportunity to reach their full potential in a course through the assessment of each aspect of their learning experience. These assessments will also aid in a more conducive learning environment, and will contribute to the final evaluations and reporting of course marks.



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Students may complete assessments through a variety of methods, including in-class activities, projects, presentations, and teacher-led evaluations. Participation and engagement in classroom learning activities are considered part of ongoing assessment.

4.2 Evaluation:

Evaluation is an on-going, systematic process of determining the extent to which educational expectations are achieved. There are three important principles implied in this definition:

1. Evaluation is a planned, structured endeavor, intended to determine a student's achievement, and as a need for possible modification.
2. Evaluation is conducted within the context of the expectations identified for the program, course, unit or lesson.
3. Evaluation will include the assessment of the student's knowledge and understanding, thinking and inquiry, communication and application skills. ICE assess and evaluate students for a variety of reasons:

- to determine if the student has achieved course expectations
- to determine the knowledge and skills the students have acquired
- to observe the development of students' attitudes and appreciation of the subject
- to assess the skills, interests, abilities, difficulties and level of achievement of an individual, group or class
- to determine how well students apply their knowledge or demonstrate skills when asked to use them in real-life or simulated experience
- to summarize an activity, topic or unit of work
- to provide a basis for extra help where needed

ICE also use assessment and evaluation:

- to find a basis for designing a program for the individual, group or class
- to determine where the curriculum needs improvement
- to determine how effective the teaching process or methodology has been
- to gather information on the quality of the learning environment
- to assist the teacher in planning the direction of future study





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- to identify the most useful information to communicate to students and parents

4.3 Evaluation Policy:

- a. The evaluation methods and techniques will reflect the expectations as stated in the course of study for each subject area.
- b. At the beginning of every course, students will receive a written outline of how they are to be evaluated.
- c. Assessment and evaluation will be comprehensive, will focus on the overall expectations of each course and will involve a wide array of assessment strategies.
- d. Each course will have a comprehensive evaluation plan, which may be requested by parents and/or students. Each evaluation plan must have a statement of the evaluation policy, including:
- e. Weighing of course work (70%) and a final examination (30%) o provision for modification for students with special needs
- f. Methods of differentiating styles of evaluation.
- g. Effective use of language will be rewarded in the evaluation process, when language is a component of the students' work.
- h. Students will submit assignments and participate in assessments using school-approved methods as directed by the teacher.
- i. Students may request information about their marks and progress from their teachers at any time.
- j. Attendance is an essential component in achieving academic success. Consequently, a student may be withdrawn from a course due to poor attendance. For a student to remain in the course, an interview with the principal will be required.

Students must report any issues affecting their ability to complete assessments immediately. Accommodations (extensions, rescheduling, or alternative assessments) may be granted at the instructor's discretion.

4.4 Examinations:

The final evaluation of a credit course will account for 30% of the total mark, unless a specific guideline indicates differently. Each examination will have components which assess knowledge and understanding, thinking and inquiry, communication and application skills. Exams will be proctored to maintain academic integrity. Instructions regarding exams will be provided in advance. Students experiencing difficulties during an exam must report immediately.



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4.5 Reporting Student Achievement:

- Student achievement must be communicated formally to students by means of a report card. The report card provides a record of a student's achievement of the curriculum expectations. The percentage grade represents the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart of the discipline. The final grade for each course is determined as follows:
- 70% will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% will be based on final evaluation in the form of an examination, performance, essay, and /or other method of evaluation suitable to the course content and administered towards the end of the course. Percentage grades below 50% indicate insufficient achievement of curriculum expectations and signal that additional learning is required before the student can achieve the expectations to a passing level. At the end of a course, a student who receives a grade below 50% will not receive credit for the course.

4.6 Ontario Student Record (OSR):

The Ontario Student Record (OSR) is a record of a student's educational progress in the Ontario school system. It is the principal's duty to ensure that report cards, up-to-date Ontario Student Transcript (OST) and any additional information conducive to the improvement of the instruction of the student are kept in the student's OSR and stored in a secure and safe location. Every student has the right to have access to his/her OSR. Parents/guardians also have the right of access to the student's OSR until the student becomes an adult (age 18). ICE maintains the OSR of the students of all students enrolled at the institution. Part time students attending other regular day school maintain their OSR with their home schools. Their community involvement and literacy requirements must be completed at their regular day school. Attendance and completion of the required number of course hours are mandatory in a course, as would be in a day school course. As such, students are required to attend scheduled classes on a regular basis. ICE courses have a policy and procedure for contacting students and the parents of the students who fail to show up to classes, and extended absences may result in a credit not being granted

4.7 Ontario Student Transcript (OST):

The Ontario Student Transcript (OST) is a cumulative and continuous Ministry document that records a student's successful completion of diploma requirements. This document is to be kept up-to-date and filed in the OSR.





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As required by the Ministry of Education detailed record of students' results are kept. Student transcripts are provided to potential employers, Colleges, Universities or other schools. The Ministry of Education has mandated what is known as the "Full Disclosure Policy" applying to the Ontario Student Transcript (OST). Full disclosure of all course attempts including course failures and all other courses dropped any later than five (5) instructional days after the first provincial report card is issued in grades 11 and 12 is made on all Ontario Student Transcripts.





5. Supports and Resources

5.1 Guidance and Career/life Planning:

At ICE, we value students' progress and their future career as our first priority. Our teachers, counsellors and the principal are always set out to guide students toward the best possible future they can pursue. Students are always welcome to ask for one-to-one virtual or in-person consultation with any of the ICE staff with regards to career and life planning.

5.2 Course Selection Planning:

Selecting courses can certainly be difficult at times when students fail a course, and/or change their interest. Teachers, counsellors and the principal are available to assist the student in finding their desired pathway towards the completion of credits.

5.3 Special Education Accommodation:

At ICE, we believe all students should have the equal opportunity to succeed. Should students require special education accommodation, they are welcome to request so with the teacher, guidance counsellor and principal. ICE provides instructional, environmental and assessment accommodations in order to ensure students with special education needs can achieve their potential. Special education accommodations extend to online students, including:

- Extended time on online quizzes and exams.
- Alternative formats for assignments and digital submission options.
- Live support via video call or chat with teachers or learning assistants.

Students should communicate their accommodation needs in advance to ensure full support.