



Virtual School Course Calendar 2026-2027



Institute of Canadian Education (ICE)

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Institute of Canadian Education (ICE)

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

Secondary education marks a pivotal bridge between childhood and adulthood, a period where young people develop the judgment, discipline, and skills that shape the rest of their lives. Completing this stage of education is not optional; in accordance with the Ontario Education Act, students are required to remain in secondary school until they reach the age of eighteen or obtain their Ontario Secondary School Diploma (OSSD), whichever comes first.

At ICE, we see this requirement not as a formality, but as a responsibility we share with our students and families. We are committed to guiding every student toward the completion of their secondary education, equipping them with the confidence and capability to pursue more demanding challenges ahead. It is at the heart of everything we do that every student succeeds, not only within our classrooms, but in the career and life that follows.





1. Policies, Practices and Procedures

1.1 Online Learning Program

ICE's online high school program allows students to earn high school credits from home, at their own pace. Students can work on high school courses when it works for them with the help of instructors and staff for support. Please note the online program is completely taught on the e-learning platform. At present, online courses are delivered asynchronously and are aligned with Ontario Ministry of Education curriculum expectations. All online courses meet the requirements for secondary school credits, including instructional time, assessment, and evaluation standards.

1.2 Eligibility and Enrollment in Online Courses

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

- Completed registration form
- Two pieces of government-issued photo ID for the student and one piece of government-issued photo ID for the parent or guardian (if applicable)
- Previous transcripts
- PLAR documents (if applicable)

Prerequisite completion to be submitted and reviewed before enrollment. Students must be officially registered with the school before access to online course materials is granted. Enrollment is considered complete only after all required documentation and applicable fees is received.

Enrollment Process

1. **Submission of Documents** — Registration form, two pieces of government-issued photo ID, previous transcripts, and PLAR documents (if applicable), plus required fees.
2. **Welcome Package** — Moodle login credentials and course access instructions are sent upon enrollment.

Guidance Support — A guidance counsellor is available to help students log in and access their courses.





Moodle Hardware and Software Requirements

To access Moodle and complete online coursework, students should have:

- A desktop or laptop computer (Windows 10+ or macOS 10.15+)
- An updated web browser (Chrome, Firefox, or Edge)
- A stable internet connection (minimum 5 Mbps download recommended)
- A working webcam and microphone (required for proctored assessments)
- An updated PDF reader
- Microsoft Office or Google Workspace for assignments

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.

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: Account Suspension (5 Days - 2 Weeks depending on severity)
- Strike 3: Expulsion from school

A) Respectful and Responsible Behaviour

Online 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 online format is strictly prohibited.

B) Appropriate Use of Technology

Students are expected to:

- Use school-approved platforms (LMS, 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 online lessons or school communications without permission

Misuse of technology may result in disciplinary action.

C) Academic Integrity

Online 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 online 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 required resubmission for insufficient evidence of achievement, course failure, or expulsion, in accordance with Ontario's *Growing Success* assessment policy.

1.4 Safe School Policy:

ICE is committed to a safe, respectful, and inclusive learning and teaching environment built on responsibility, civility, and academic excellence. All students, parents, teachers, and staff have the right to feel safe at school, and share the responsibility to follow the school's Code of Conduct (see 1.3) and applicable laws, and to be accountable for any actions that put the safety of themselves or others at risk. Bullying, harassment, and intimidation, in any form, are strictly prohibited and will be addressed in accordance with the Code of Conduct (see 1.3).

ICE is equally committed to protecting student privacy in online learning environments. Students are expected to practice responsible digital citizenship and comply with school policies on online conduct, data protection, and respectful communication.

Concerns about safety, bullying, or harassment can be reported to a teacher, guidance counsellor, or the Principal at any time.

1.5 Students' Responsibility:

Online students are responsible for:

- Logging into the LMS regularly
- Completing coursework independently and honestly
- Communicating with instructors in a respectful and timely manner
- Maintaining academic integrity
- Ensuring access to reliable internet and required technology

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



1.6 Achievement :

Student achievement at ICE is evaluated using the **Achievement Chart** from the Ontario Curriculum, as required by the Ministry of Education. The Achievement Chart identifies four categories of knowledge and skills, weighted according to the expectations of each course:

- **Knowledge and Understanding** — subject-specific content and comprehension of concepts
- **Thinking** — use of critical and creative thinking skills, planning, and processing
- **Communication** — conveying meaning and information through various forms, for different audiences and purposes
- **Application** — applying knowledge and skills in familiar and new contexts, making connections

Each category includes four levels of achievement (Level 1 to Level 4), with Level 3 representing the provincial standard. Teachers use a range of assessment strategies to evaluate performance across all four categories, and a student's final grade reflects achievement across the categories relative to the expectations of the course.

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.

Physical 'seat-time' is replaced by three distinct, quantifiable pillars of digital presence, all underpinned by a Minimum Weekly Engagement Standard: every student must log in to the LMS **at least twice per week, with a minimum of 1 hour of active engagement per session**, tracked via session activity logs with an idle timeout applied.

All online 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:

- **Biweekly Check-In:**
A structured written check-in submitted every two weeks, reviewing the student's pacing and engagement record; automatically escalates to a live call when engagement data shows a problem.
- **Post-Unit Formative Quiz:**



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A short, mandatory quiz at the end of every unit that confirms pacing and hours engaged, cross-checked automatically against the student's actual LMS session logs.

- **Discussion Forum Participation:**

Asynchronous discussion board contributions and required peer-to-peer evaluations, completed once per unit and scored on completion only.

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

Attendance and participation contribute to the final course mark.

Grades 9–10: 15% of the final mark; Grades 11–12: 10% of the final mark.

Grades 11 and 12 Evaluation Model (10% Total Attendance Weight)

Component	Weight	Quantifiable Metric Criteria
Biweekly Check-In	3%	Submits the biweekly check-in within the scheduled window; a missed or flagged check-in escalates to a mandatory live call.
Post-Unit Formative Quiz	4%	Completes the post-unit quiz on time, with reported hours/days consistent with LMS-logged session activity.
Discussion Forum Participation	3%	Posts an original response and completes all required peer evaluations in the unit forum.

Grades 9 and 10 Evaluation Model (15% Total Attendance Weight)

Component	Weight	Quantifiable Metric Criteria
Biweekly Check-In	5%	Submits the biweekly check-in within the scheduled window; a missed or flagged check-in escalates to a mandatory live call.
Post-Unit Formative Quiz	5%	Completes the post-unit quiz on time, with reported hours/days consistent with LMS-logged session activity.
Discussion Forum Participation	5%	Posts an original response and completes all required peer evaluations in the unit forum.





Reporting Absences: Parents, guardians, or students, where applicable, must notify the school if a student will be inactive or not logging into the online learning platform for **2-3 weeks or more**. Notification may be provided by email, phone call, or written communication stating the reason for the absence. The school will maintain records of student logins, absences, and explanations provided, and students are responsible for completing any coursework missed during their absence.

Consequences of Frequent Absences:

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

The school will initiate follow-up if a student remains **inactive for two weeks or more**. Prolonged inactivity may result in the student's online account being **placed on hold or 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:

Plagiarism is the use of another person's words, ideas, work, or intellectual property without proper acknowledgment or citation. Academic dishonesty also includes cheating, submitting another person's work as one's own, or using unauthorized assistance in completing an assessment.

- When plagiarism, cheating, or other academic dishonesty is suspected, the teacher will discuss the concern with the student, review the available evidence, and determine whether an academic honesty violation has occurred.
- The teacher may consult with the Principal or Vice-Principal to determine appropriate consequences and identify any pattern of academic dishonesty.
- Where academic dishonesty is confirmed, the student will be informed of the decision and consequences. The Principal or Vice-Principal will be notified, and parents/guardians of students under 18 will be informed, subject to applicable privacy requirements.
- All confirmed incidents and resulting actions will be documented in accordance with the school's academic honesty and assessment procedures.

When plagiarism/cheating is detected, the following process will be followed:

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

- Student receives a formal warning.
- Student may be required to complete an alternative assessment or demonstrate learning through another appropriate method.
- 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 digitally are subject to the same plagiarism policy.
 - Students must keep their mic and camera on during online assessments and are required to submit original work and cite sources appropriately.
 - Online assessments may be monitored using cameras and plagiarism detection tools to ensure academic integrity.
 - Collaborative online work must clearly indicate individual contributions and proper citation of sources.



2. Diploma and Certificate

2.1 Diploma Requirements:

A **credit** is granted in recognition of the successful completion of a course scheduled for a minimum of 110 hours, meeting Ontario Ministry of Education curriculum 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 (OSSLT).
- **At least 2 online learning credits**, subject to applicable Ministry exemption or opt-out provisions.
- **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 (OSSLT).
- **At least 2 online learning credits**, subject to applicable Ministry exemption or opt-out provisions.
- **40 hours of community involvement**, completed inside or outside of the school.
- The **Financial Literacy Graduation Requirement**, where applicable under the Ministry's implementation schedule. Beginning in the 2026–2027 school year, students who entered Grade 9 in 2025–2026 or later must successfully complete this requirement as part of the compulsory Grade 10 Career Studies course. Students must achieve **70% or higher** on the financial literacy modules to meet the graduation requirement.

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 and Optional Credits:

An **optional (elective) credit** is a credit earned in a course a student chooses themselves, rather than one mandated by the Ministry's compulsory credit list. It lets students shape part of their program around their own interests, strengths, or intended postsecondary pathway.

A **compulsory credit** is a credit in a specific subject that the Ontario Ministry of Education requires every student to earn in order to receive the OSSD — it's not a matter of student choice like an optional credit is.

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

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 and Citizenship

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





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- 1 Credit in Health and Physical Education
- 0.5 Credit in Career Studies
- 0.5 Credit in Civics
- 1 credit in Technological Education
- 1 Credit in Stem related course

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.
- Students who are subject to the Ontario online learning graduation requirement must earn **at least 2 online learning credits** toward the OSSD, subject to applicable Ministry exemption and opt-out provisions.
- ICE Education provides online courses through its approved learning environment. Students must demonstrate achievement of the curriculum expectations through appropriate online assessments, assignments, activities, and other forms of teacher-evaluated evidence of learning.

All courses can be delivered online and students must demonstrate learning through online assessments, participation, and assignments.





2.3 Pre requisite for Courses:

A prerequisite is a course the Ministry of Education identifies as essential preparation before a student can take a specific, more advanced course that follows it. At ICE, students must have successfully completed the identified prerequisite before registering for the corresponding course. Proof of completion such as transcripts, report cards, or other supporting documentation, may be submitted electronically or physically, and is mandatory prior to 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 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 (OLC4O) 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.

2.6 Community Involvement:

2.6.1 Hours Community Involvement:

To earn the Ontario Secondary School Diploma (OSSD), students must complete a minimum of **40 hours of community involvement activities**.

Students may begin accumulating community involvement hours **during the summer before entering Grade 9** and may complete the required hours at any time during their secondary school program.

Students are responsible for selecting eligible activities, obtaining the required school approval, completing the activities, and submitting documentation verifying the hours completed. The Principal will determine whether the student's community involvement requirement has been successfully met.

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 also gives students the opportunity to build communication and interpersonal skills while gaining a deeper understanding of the community around them.



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 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:

- Activities that are a required component of a course, class, or program in which the student is enrolled, including Cooperative Education and related experiential learning activities.
- Activities taking place during instructional time on a school day, except during lunch or spare periods.
- Activities that would normally be performed for wages or a salary by a paid worker.
- Activities involving the operation of a vehicle, power tools, or scaffolding.
- Activities involving the administration of medication or medical procedures to another person.
- Activities involving designated substances under the Occupational Health and Safety Act.
- Activities requiring the knowledge of a regulated trade.
- Activities involving banking, securities, or the handling of valuable items such as jewellery, artwork, or antiques.
- Activities that are normally performed as household duties or personal recreational activities.
- Activities that form part of a court-ordered program, such as a community-service or probationary program.
- Activities that violate applicable legislation, regulations, workplace requirements, or the policies of the supervising organization.





- Activities that promote discrimination or harassment or that place the student or others at risk.
- Activities that do not meet applicable minimum-age or workplace safety requirements.

2.6.3 Community Involvement Activities approved:

- Volunteering with non-profit organizations.
- Supporting food banks or community organizations.
- Assisting with community events, fairs, or cultural activities.
- Supporting environmental or recycling initiatives.
- Assisting seniors with appropriate activities.
- Coaching or assisting with community-level sports programs.
- Participating in eligible activities organized by religious, cultural, charitable, or community organizations.

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.



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 Ontario secondary school curriculum provides different types of courses to support students with diverse strengths, interests, learning needs, and postsecondary goals. Course types vary by grade and subject.

In Grade 9, courses are de-streamed, providing a common set of curriculum expectations for all students. In Grade 10, Academic, Applied, and Open courses are offered where specified by the Ontario curriculum. In Grades 11 and 12, students may select courses designed to support different postsecondary pathways, including University preparation, University/College preparation, College preparation, Workplace preparation, and Open courses.

All courses offered by the school are delivered in accordance with the applicable Ontario Ministry of Education curriculum expectations and policies.

3.2.1 Types of Courses in Grade 9 and 10:

Grade 9:

A) De-streamed courses in Grade 9 provide a common set of curriculum expectations for all students and replace the former Academic and Applied course distinctions at the Grade 9 level. These courses are designed to support high expectations for all learners and provide opportunities for students to develop the knowledge, skills, and competencies needed for a variety of pathways in subsequent grades.



De-streamed courses incorporate differentiated instruction, varied assessment and evaluation strategies, and multiple opportunities for students to demonstrate their learning.

Grade 10

A) Academic courses develop students' knowledge and skills through the study of theory and abstract concepts, together with practical applications. They emphasize critical thinking, problem-solving, analysis, and the application of concepts and provide preparation for a range of Grade 11 and 12 courses and postsecondary pathways.

B) Applied courses develop students' knowledge and skills through practical applications, together with the study of underlying theory. They emphasize concrete examples and familiar real-life situations and provide opportunities for students to apply their learning to practical contexts.

C) Open courses are appropriate for students at a particular grade level and are designed to provide a broad educational base. They may support students in preparing for further study, employment, and active participation in society.

All course types are offered online where feasible.

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
- E = Workplace Preparation
- L= Locally developed

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

3.3 Course Descriptions:

The courses described in this booklet will be offered this 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.

Grade 9	
FSF1D - Core French	This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Minimum of 600 hours of French instruction or equivalent from Elementary School
MTH1W - De-streamed Mathematics	This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. Prerequisite : None
PPL1O - Healthy Active Living Education	This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence





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	and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively as they participate in individual and group physical activities. Prerequisite : None
SNC1W - De-streamed Science	This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. Prerequisite : None
Grade 10	
CHV20 - Civic and Citizenship	Grade 10 Civics and Citizenship explores the rights and responsibilities associated with being an active citizen in a democratic society. Throughout this course, students examine issues of civic importance, including healthy schools, community planning, environmental responsibility, and the influence of social media. Students develop an understanding of civic engagement, democratic values, and political processes at the local, national, and global levels. This course develops digital literacy and critical-thinking skills, explores government and Indigenous governance, examines the foundations of Canadian rights and freedoms, explains how government policies affect people and the economy, and encourages community involvement. Prerequisite: None
GLC20 - Career Studies	Grade 10 Career Studies encourages students to develop the skills, knowledge, and habits required for success after graduation. Throughout the course, students make connections between their skills, interests, and values and the wide range of post-secondary pathways available to them, including apprenticeship, college, university, workplace, and entrepreneurship. Students also develop essential life skills such as goal setting, career planning, decision making, and personal financial management, enabling them to become informed, responsible, and adaptable individuals. Prerequisite: None
ICD20 - Digital Technology and Innovations in the Changing World	This course introduces students to computer programming and digital technologies, providing them with opportunities to plan and develop simple computer programs using fundamental programming concepts. Students will learn to create clear and maintainable internal documentation while developing an understanding of computer hardware, software, operating systems, and networking. The course also emphasizes safe and effective computing practices and encourages students to explore the social, environmental, and ethical impacts of computers and related technologies. Prerequisite: None
MPM2D - Mathematics	Grade 10 Principles of Mathematics allows students to extend their problem-solving and





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	algebraic skills through investigation and abstract reasoning. Students explore quadratic relations and their applications, solve and apply systems of linear equations, verify properties of geometric figures using analytic geometry, and investigate the trigonometry of right and acute triangles. Throughout the course, students reason mathematically, use appropriate mathematical tools and technology, and communicate their thinking clearly as they solve multi-step problems in a variety of contexts. Prerequisite: MPM1D
SNC2D - Academic Science	Grade 10 Science allows students to enhance their understanding of key concepts in biology, chemistry, earth and space science, and physics, and to relate these areas of study to technology, society, and the environment. Throughout the course, students further develop skills in planning and conducting scientific investigations, analyzing data, and communicating scientific ideas. Students deepen their understanding of scientific theories related to the interaction of light and matter, the forces that affect climate and climate change, chemical reactions involving acids and bases, and the connections between cells and systems in plants and animals. Prerequisite: SNC1D or SNC1W
Grade 11	
SCH3U - University Chemistry	This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite: SNC2D, Science, Grade 10, Academic
ASM3O - Open Media Arts	This course enables students to create and analyze media art works using traditional and emerging technologies. Students will explore the elements and principles of media arts, cultural and historical contexts of media production, and responsible practices associated with digital creation. Through hands-on projects in digital imaging, photography, animation, video, and graphic design, students will apply the creative process and the critical analysis process to communicate ideas, respond to contemporary issues, and develop transferable artistic, technological, and communication skills for further study and everyday life. Prerequisite: None
MCR3U - University Functions	This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions, and develop techniques for representing functions algebraically, graphically, and numerically. Students will reason mathematically and communicate their thinking as they solve multi-step problems involving applications of functions. This course prepares students for advanced functions and calculus, as well as postsecondary programs that require strong analytical and problem-solving skills.





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	Prerequisite: Principles of Mathematics, Grade 10, Academic (MPM2D)
SBI3U - University Biology	This online course focuses on the study of biological systems and processes at the molecular, cellular, organismal, and ecosystem levels. Students will explore biodiversity, evolution, genetic processes, animal systems, and plant structure and function. Emphasis is placed on scientific inquiry, laboratory investigations, data analysis, and the application of biological concepts to real-world contexts, including health, sustainability, and biotechnology. Students will develop critical thinking, problem-solving, and scientific communication skills required for success in post-secondary studies in the life sciences and related fields. Prerequisite: Grade 10 Science, Academic (SNC2D)
SPH3U - University Physics	This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, forces, energy transformations, mechanical waves and sound, and electricity and magnetism. Through inquiry-based investigations, laboratory simulations, and real-world applications, students will analyse the relationship between physics and technology and consider the social, environmental, and economic impacts of scientific developments. Emphasis is placed on scientific investigation skills, problem solving, critical thinking, and communication. This course prepares students for senior science courses and postsecondary pathways in science, engineering, technology, and health-related fields. Prerequisite: SNC2D – Science, Grade 10, Academic
Grade 12	
MHF4U - University Advanced Functions	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, or Mathematics for College Technology, Grade 12, College Preparation
SCH4U - University Chemistry	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
SPH4U - University Physics	This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts





	and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Physics, Grade 11, University Preparation
SBI4U - University Biology	This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. Prerequisite: Biology, Grade 11, University Preparation
ENG4U - University English	This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse 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

3.4 Course Outlines & Student Access:

A complete course outline, including course description and evaluation breakdown is available electronically to every student through Moodle (the school's Learning Management System) at the start of each course. Students are encouraged to review their course outline as soon as they gain access. Any requests or questions regarding a course outline can be submitted via email or call.

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.
- 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:

For Grade 11 and Grade 12 courses, when a student withdraws from a course within **five instructional days following the issue of the first provincial report card**, the withdrawal is not recorded on the Ontario Student Transcript (OST).

If a student withdraws from a Grade 11 or Grade 12 course after the applicable five-instructional-day period, the withdrawal is recorded on the OST by entering "**W**" in the Credit column. The student's percentage grade at the time of withdrawal is recorded in the Percentage Grade column.

For non-semestered courses, the applicable Ministry requirements regarding the reporting period and withdrawal date will be followed.

Students requesting withdrawal from a course must submit the request to the school. Parent/guardian consent will be obtained where applicable. The Principal will review the request and determine whether the withdrawal is appropriate in accordance with Ministry requirements and ICE procedures.

Where a student's academic progress indicates that they may be experiencing significant difficulty completing the course, the school may meet with the student and parent/guardian, where applicable, to discuss academic progress, available supports, and appropriate options, including withdrawal where permitted.





3.7 Course Type Change:

Students may request a change in course type based on their academic progress, learning needs, interests, or post-secondary plans.

Students should consult with the guidance counsellor and teacher before requesting a course-type change. The request will be reviewed based on the student's academic record, course availability, post-secondary plans, and prerequisite requirements.

Where a prerequisite has not been completed, the prerequisite must be addressed in accordance with Ministry requirements, including the prerequisite-waiver process where applicable.

The Principal will make the final decision on course-type changes requiring school approval.

Disclaimer: ICE supports students in making informed academic decisions. Students are responsible for understanding that a course-type change may affect future course prerequisites and post-secondary pathways and does not guarantee successful completion of the new course.

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:

- reviewing the student's transcript, credit history, and previous coursework;
- reviewing relevant prior learning and academic evidence;
- consulting with the student, teacher, guidance counsellor, and parent/guardian, where applicable; and
- Conducting an assessment of prior knowledge or readiness where appropriate.
- Assessments used to support a prerequisite-waiver decision may be conducted virtually for students enrolled in ICE's online programs, provided that the assessment process is appropriately supervised and documented.
- The Principal will make the final decision regarding the prerequisite waiver.
- The decision, rationale, supporting documentation, and any assessment used to inform the decision will be maintained in accordance with ICE's student-record and OSR requirements.



Where a prerequisite waiver is granted, ICE will advise the student and parent/guardian, where applicable, of the potential implications of proceeding without the prerequisite course.

3.9 Prior Learning Assessment and Recognition (PLAR equivalency:

Prior Learning Assessment and Recognition (PLAR) is the formal process used to assess and recognize students' prior learning for the purpose of granting Ontario secondary school credits. PLAR consists of two components: **Challenge** and **Equivalency**. All PLAR procedures are conducted under the direction of the Principal and in accordance with current Ministry of Education requirements.

3.9.1 PLAR for Adolescent Students

For students who are not mature students, **PLAR Challenge** may be used to assess prior learning for Grade 10, 11, or 12 courses based on the Ontario Curriculum. **Equivalency** is used to assess previous education completed outside Ontario or other recognized educational credentials for placement and credit purposes. The Principal reviews the student's previous learning and determines the appropriate PLAR process in accordance with Ministry requirements.

3.9.2 PLAR for Mature Students

A mature student is a student who is **at least 18 years of age on or after January 1 of the current school year** and is enrolled for the purpose of obtaining an OSSD. Mature students are assessed under the Ministry's **PLAR for Mature Students** requirements.

For **Grade 9 and 10 credits**, the student may complete individual subject-based assessments, as required. Up to **16 Grade 9 and 10 equivalency credits** may be granted at the discretion of the Principal following the required individual assessment. There is **no Challenge process for Grade 9 and 10 credits** for mature students.

For **Grade 11 and 12 credits**, prior education, training, work experience, and other relevant learning may be evaluated through the **Equivalency** process. Mature students may also use the **Challenge** process for eligible Grade 11 and 12 courses, in accordance with Ministry requirements.

All PLAR assessments and credits granted will be documented and recorded in accordance with Ontario Student Record (OSR) and Ontario Student Transcript (OST) requirements.

Procedure for PLAR Challenge:

1. The Principal and guidance counsellor **reviews the student's transcript and prior learning evidence.**



2. The Principal and teacher determine the **assessment plan**, including tests, assignments, and performance evaluations. Assessment may include formal tests and other appropriate strategies such as assignments, projects, laboratory activities, demonstrations, or interviews, as applicable to the course.
3. For online students, assessments may be **conducted virtually**, including secure online testing, project submission, or live demonstrations.
4. Upon successful completion, the student is **granted credit**, which is recorded on the OST.

For students under 18, the number of credits that may be granted through PLAR Challenge is subject to Ministry limits. Mature students are assessed according to the Ministry's mature-student PLAR requirements.



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.



Online students may complete assessments through secure digital platforms, including quizzes, discussions, projects, and presentations. Participation and engagement in online 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
- to identify the most useful information to communicate to students and parents



4.3 Evaluation Policy:

ICE follows the Ministry of Education's mandatory assessment and evaluation requirements for Grades 9–12.

Beginning in the **2026–27 school year**, final course marks are calculated according to the applicable Ministry requirements:

Grades 9 and 10

- **65%** — classroom work completed throughout the course
- **20%** — mandatory final evaluation
- **15%** — attendance and participation

Grades 11 and 12

- **65%** — classroom work completed throughout the course
- **25%** — mandatory final evaluation
- **10%** — attendance and participation

The required final evaluation may consist of a written examination, culminating task, or a combination of both, depending on the grade, subject, and course type.

The specific evaluation breakdown for each course is provided in the course outline/course of study at the beginning of the course.

ICE provides appropriate accommodations and differentiated assessment practices for students where required and in accordance with applicable Ministry requirements and the student's Individual Education Plan (IEP), where applicable.

- a. Students may request information about their marks and academic progress from their teacher at any time.
- b. The evaluation methods and techniques will reflect the expectations as stated in the course of study for each subject area.
- c. At the beginning of every course, students will receive a written outline of how they are to be evaluated.
- d. Assessment and evaluation will be comprehensive, will focus on the overall expectations of each course and will involve a wide array of assessment strategies.
- e. Each course will have a comprehensive evaluation plan, which may be requested by parents and/or students.



- 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.

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:

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.

Instructions for Examinations:

Online Examination Instructions

- Notes and unauthorized materials are not permitted during online examinations unless explicitly stated by the teacher.
- Students must **keep their camera and microphone on and share the screen** for the entire duration of the exam to ensure academic integrity.
- Students must log in to the exam platform at least **10 minutes before the scheduled start time**.
- Students are expected to remain online and complete the exam within the designated time unless otherwise directed by the teacher.
- All online exams are monitored for academic integrity. Students must not communicate with others or access unapproved resources during the exam.
- If illness, technical issues, or family emergencies prevent a student from taking an online exam, the student must contact the school **before or during the exam**. Documentation may be required.





- Late log-ins: If a student logs in after the scheduled start time, the remaining exam time will be allowed at the teacher's discretion. Students who do not complete the exam without prior approval will receive an incomplete, and credit will not be granted.

Students with scheduling conflicts or time zone issues must inform the principal in advance to arrange alternate exam times or accommodations.

4.5 Reporting Student Achievement:

Student achievement is formally communicated through the Ontario Provincial Report Card, Grades 9–12, in accordance with Ministry requirements. The final percentage grade represents the student's overall achievement of the curriculum expectations for the course.

Beginning in the **2026–27 school year**, final marks are calculated according to the applicable Ministry assessment and evaluation requirements:

- Grades 9–10: **65% classroom work, 20% final evaluation, and 15% attendance and participation.**
- Grades 11–12: **65% classroom work, 25% final evaluation, and 10% attendance and participation.**

The specific final-evaluation requirements vary by subject and course type.

A final percentage grade of **50% or higher** is required to earn a credit. A grade below 50% indicates that the student has not demonstrated sufficient achievement of the curriculum expectations to receive the credit.

Online students receive their report cards electronically through the school's approved delivery system. Teachers provide ongoing feedback through Moodle, email, or other approved communication methods.

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.

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:

During enrollment, the Guidance Counsellor meets with the student and, where applicable, their parent(s)/guardian(s) to discuss course selection based on the student's interests, academic background, and future educational and career plans. 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.

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

5.4 Support for English Language Learners

ICE supports online students who are developing their English language proficiency alongside their coursework. Instructors can adjust pacing, provide simplified instructions, and use a range of digital resources to help English Language Learners (ELLs) engage with course material and demonstrate their learning. Students may request additional time on assignments and assessments, access to translated glossaries or visual aids, and one-on-one virtual check-ins with their teacher.



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Students requiring ELL support should communicate their needs to their teacher or guidance counsellor through email, so appropriate accommodations can be arranged. ELL support does not replace the requirement to meet Ontario curriculum expectations but ensures students have a fair opportunity to succeed.

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