INSTITUTE OF CANADIAN EDUCATION

Virtual Attendance & Participation 2026 - 2027

1. Why Attendance and Participation Matter

Class attendance is compulsory for all ICE students, including those studying online, and every gap in engagement is logged by school officials. The Ontario Ministry of Education identifies attendance as an important component of the evaluation of student achievement.

- **Achievement:** Students who log in regularly and stay engaged keep pace, complete units on time and are better prepared for final evaluations.
- **Instructional time:** Every ICE online credit course is designed to meet or exceed the Ministry minimum of 110 hours of instructional time; LMS session logs are how ICE verifies that time.
- **Accountability:** Records of instructional time and engagement are maintained by the school and are subject to Ministry inspection.
- **Final mark:** Beginning in 2026–27, attendance and participation form part of every Grade 9–12 final mark.

This policy applies to all students taking ICE credit courses online in the asynchronous, self-paced format.

2. New Ministry Requirement (2026–27)

Starting in the 2026–27 school year, final marks in Grades 9 to 12 must include attendance and participation. This mandatory requirement replaces the Grades 9–12 evaluation policy in Chapter 5 of Growing Success (Ontario.ca – Growing Success).

Grade	Classroom (term) work	Final evaluation	Attendance & participation
Grades 9–10	65%	20%	**15%**
Grades 11–12	65%	25%	**10%**

- Excused absences do not lower a student's mark (illness, inclement weather, approved cultural or holy days, and other absences permitted under legislation or school policy).

- Unexcused gaps in engagement and participation behaviour are evaluated on a four-level scale (Section 5.3).

3. How Attendance and Participation Are Recorded

For virtual students, physical seat-time is replaced by three distinct, quantifiable pillars of digital presence, all underpinned by a Minimum Weekly Engagement Standard.

3.1 Minimum Weekly Engagement Standard

- Every student must log in to the LMS (Moodle) **at least twice per week**.
- Each session must include **at least 1 hour of active engagement**.
- Engagement is tracked through LMS session activity logs, with an idle timeout applied so inactive time is not counted.
- Teachers review the logs at the end of each week. The first missed week results in a warning; any later missed week results in a mark deduction.
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3.2 Three pillars of digital presence

1. **Biweekly Check-In** — A structured written check-in submitted every two weeks, reviewing the student's pacing and engagement record.
2. **Unit Reflection (Post-Unit Reflection form)** — A short, mandatory unit reflection form at the end of every unit that confirms pacing and hours engaged, cross-checked automatically against the student's actual LMS session logs.
3. **Discussion Forum Participation** — Asynchronous discussion board contributions and required peer-to-peer evaluations, completed once per unit and scored on completion only.

Code	Meaning
Engaged	Student met the Minimum Weekly Engagement Standard for the week.
Partially engaged	Student logged in but did not reach 2 sessions of at least 1 hour each.
Absent – Excused	Engagement standard not met, with an acceptable reason reported (Section 5.1).
Absent – Unexcused	Engagement standard not met, with no notification or acceptable reason (Section 5.2).

4. How the Mark Is Calculated

Attendance and participation make up 15% of the final mark in Grades 9–10 and 10% in Grades 11–12, built from three components scored on completion and timeliness only.

Grade 11 & 12

Biweekly Check-In (Attendance and completion of 110 hrs)	**3%**	Completed every two weeks	Student completes the required check-in within the scheduled time frame.
Unit Reflection	**4%**	Completed after each unit	Student completes the Unit reflection form by the assigned deadline.
Discussion Forum Participation	**3%**	Required posts and responses	Student submits the required original response and completes assigned peer responses.
Total	**10**		

Grade 9 & 10

Biweekly Check-In (Attendance and completion of 110 hrs)	**5%**	Completed every two weeks	Student completes the required check-in within the scheduled time frame.
Unit Reflection	**5%**	Completed after each unit	Student completes the reflection form by the assigned deadline.
Discussion Forum Participation	**5%**	Required posts and responses	Student submits the required original response and completes assigned peer responses.
Total	**15**		

5. Excused and Unexcused Absences

Only unexcused gaps in engagement reduce the attendance and participation mark; excused absences are recorded but excluded from the unexcused absence calculation. For virtual students, an absence is a required weekly session (2 per week) that was not completed.

5.1 Excused absences

The student (or parent/guardian) must notify the teacher by LMS message or email before the engagement week ends, or within 2 school days after it.

Reason	Documentation required
Illness or medical/dental appointment	Written notice by the student or parent/guardian. Medical note if engagement is missed for more than 1 week.
Approved religious or cultural observance	Written notice to the teacher in advance.
Bereavement or family emergency	Written notice; recorded by administration.
Documented internet outage or LMS/platform downtime	Screenshot, provider notice or school-confirmed LMS outage.
Court, immigration or government appointment	Copy of appointment notice.
Approved pause in study (e.g., travel, work or family circumstances)	Written approval from the Principal or Vice Principal, with a revised pacing plan, kept on file.

5.2 Unexcused absences

An absence is unexcused when the Minimum Weekly Engagement Standard is not met and no acceptable reason is reported within 2 school days of the week's end.

Examples:

- No login, or fewer than 2 sessions of at least 1 hour, without notice
- Logged-in time that is idle or inactive (removed by the idle timeout)
- Missed Biweekly Check-In, Unit Reflection or forum deadline without notice
- Personal travel or a break in study not pre-approved by administration

5.3 Ministry attendance assessment levels

Unexcused absences are measured as a percentage of the required weekly sessions in the course. The level is set by both the absence rate and the participation behaviour shown in the LMS.

Level	Mark range	Unexcused absences (% of required sessions)	Assessment expectations
Level 4	80–100%	0–2.5%	Consistently meets the weekly engagement standard, posts thoughtful forum contributions, asks relevant questions, respects peers and submits check-ins on time.
Level 3	70–79%	2.5–5%	Generally meets the engagement standard, contributes to forums, asks questions and respects peers.
Level 2	60–69%	5–7.5%	Occasionally meets the engagement standard; forum contributions and check-ins are inconsistent.
Level 1	50–59%	7.5–10%	Infrequently meets the engagement standard; rarely contributes and shows limited engagement.
Below Level 1	Below 50%	More than 10%	Does not regularly log in, contribute to forums, complete check-ins or show positive online engagement.

Source: Ontario.ca – Growing Success, Attendance and Participation in Grades 9 to 12.

5.4 Make-up work after an absence

- Excused: The teacher sets a new deadline for any missed check-in, quiz or forum post, with no penalty.
- Unexcused: The missed attendance component is not restored. Missed academic work is handled under the ICE Late and Missed Assignment Policy.

6. Intervention, Roles and Records

ICE follows a progressive, four-stage approach to address engagement concerns for virtual students.

Stage	Engagement concern	Action taken
Stage 1 – Warning	First week the engagement standard is missed	Teacher sends a written warning by email or LMS message.
Stage 2 – Early Intervention	Any later missed week, or a missed Biweekly Check-In	Mark deduction applied; the Biweekly Check-In escalates to a live call with the teacher.
Stage 3 – Formal Notice	Continued missed weeks affecting course progress	Written attendance notice; meeting with the student and parent/guardian, where applicable; engagement improvement plan.
Stage 4 – Serious Concern	Persistent non-engagement, or no LMS activity for 4 consecutive weeks.	Principal reviews logs and course progress to determine whether the 110-hour requirement can be met, including additional instructional hours or a change to enrolment.

Source: Ontario.ca – Growing Success, Attendance and Participation in Grades 9 to 12.

6.1 Roles and responsibilities

Teachers	School Administration / Student Support Team	Students
Review LMS session logs every week	Monitor engagement records across courses	Log in at least twice a week for 1 hour or more per session
Send warnings and record excused or unexcused weeks	Contact students and parents/guardians about repeated gaps	Report absences in writing before or within 2 school days of the week's end
Complete Biweekly Check-In reviews and live calls	Issue attendance notices and arrange meetings	Submit check-ins, quizzes and forum posts by their deadlines
Report engagement concerns to administration	Maintain records of communications and interventions	Contact the teacher about missed lessons and work

Records: LMS session logs, check-in submissions, reflection completion records, forum participation and intervention notes are kept by the school as part of the student's record and are available for Ministry inspection.