2024-2025

UCHENNA ACADEMY

PARENT HANDBOOK

Uchenna Day School Programme

UCHENNA ACADEMY

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Principal
Mr. Careen Dave McNee

Academic Director
Ms. Claudia Mandekic

Teachers
Ms. Venkatesh, Ms. Tahir and Mr. Howard

Coaching staff
Mr. Russell, Mr. Clara, Mr. Boswell

Support staff
Mr. Mingo, Mr. Lanzillotta and Mr. Fisher

950 Dupont St.
Toronto, ON, M6H 1Z2
Main Office: (416) 855-5572

Mission Statement

To provide student-athletes with a joint academic and athletic program in a diverse community that fosters development of individuals who are accomplished in their academic skills, confident, humble, trustworthy and on their way to a well-chosen higher education.

Uchenna Academy's Purpose Statement

Transforming students' learning experience through excellence in education and athletics, individualized care, discovery and learning. We know the road to excellence is not covered by a single plan, but a shared commitment of a team to the betterment of all.

Uchenna Academy's full-time grade 7-12 programs are built on the shared commitment amongst our directors, staff, volunteers and community partners to harness our efforts across education, athletics and personal growth of every student-athlete under our care.

We are a diverse and accountable private institution dedicated to the public good and investing in ways to become better at what we do and to share our advancements with our colleagues and community partners.

Uchenna Academy Difference

What makes Uchenna Academy school special?

- Students at Uchenna Academy do not have to choose between being a scholar or an athlete. They can do it all, at a high level.
- Our focus is on service to families by providing the highest quality education, tailored to the needs of each student, in an environment that fosters a deep sense of community. Having students from grade 7 through grade 12 on one campus facilitates the school being a focus for the whole family.
- We are committed to academic excellence, including Advanced Placement (AP) curriculum, opportunities for advanced-level courses for students who desire greater depth in a subject, and a focus on finding the optimum post-secondary placement for each of our graduates.
- Our focus is on the individual student and our goal is to inspire each student to do their best. This is facilitated by small classes, an "active learning" environment that combines hands-on experiences with learning by doing, and close relationships between our faculty and students.
- Our commitment to academic excellence and our focus on the individual student is evidenced by our commitment to after-school tutorials and dedicated study hall time.
- We strive for excellence in everything we do. This is true not only in academics, and in athletics, but also in the quality of students' thought and in their commitment to integrity and service.
- We have outstanding faculty and coaches who are skilled in teaching, mentoring, and coaching, and care deeply about each individual student.

UCHENNA ACADEMY

SCHOOL ORGANIZATION

Each student attending Uchenna Academy full-time is required to remain in secondary school until he/she reaches the age of eighteen or obtains an Ontario Secondary School Diploma (OSSD). Uchenna Academy is a trimester school. Uchenna Academy offers full-time curriculum.

Full-Time Day School

	START DATE	END DATE	REPORTING PERIOD
Term I	Mon. Aug. 12, 2024	Fri. Nov. 8, 2024	Fri. Oct. 11, 2024 Fri. Nov. 15, 2024
Term II	Tues. Nov. 12, 2024	Fri. Feb. 21, 2025	Fri. Dec. 20, 2024 Fri. Feb. 28, 2025
Term III	Tues. Feb. 25, 2025	Fri. May 23, 2025	Fri. April 4, 2025 Tues. May 27, 2025

DAILY TIMETABLE

School Day:

Our school day is from **8:00am-4:30pm on Monday - Friday.** Students are expected to be in class and ready to start their day at 8am. Students should arrive at school before 8am to ensure they are ready to start their class work at 8am.
Our training schedule varies in the pre-, in- and post-season, and we offer various co-curricular activities throughout the school year. This means that there may be days during the week when we finish earlier than 4:30pm.

UCHENNA ACADEMY DAILY SCHEDULE - GENERAL

The structure of a typical day for Uchenna Academy Full Time Day School is as follows:

8:00 am – 9:45 am	Period I
9:55 am – 11:40 am	Period II
11:40 am – 12:10 pm	Lunch
12:10 pm – 1:45 pm	Period III
2:00 pm – 4:30 pm	Athletic Training

Approximately twice per month, we have virtual classes using the Zoom platform. Student expectations and class times during online lessons are outlined in PART I: SCHOOL POLICIES.

UCHENNA ACADEMY

SCHOOL YEAR CALENDAR 2024-2025

UCHENNA ACADEMY

School Year Calendar explained

Virtual Classes (Zoom) - Approximately two (2) Fridays per month our classes are completed virtually, using Zoom software. Students are required to log in, have their camera and video on. and participate regularly during the classes.

The schedule on the virtual days is adjusted to accommodate staff meetings, thus students finish classes earlier. The senior students are expected to come to school at 2pm for team practice (unless otherwise noted by their coaches).

Virtual Friday schedule:

- 8am-9:20am: Period 1
- 9:30am-10:50am: Period 2
- 11am-12:20pm: Period 3
- 2pm-4:30pm: Senior team practice, in person

Virtual Friday dates (2024-2025 school year):

- August: 16 and 30
- Sep: 6 and 20
- Oct: 4 and 11
- Nov: 1, 8 and 15
- Dec: 6 and 13
- Jan: 10 and 24
- Feb: 14 and 21
- March: 7 and 28
- April: 11
- May: 2, 15 and 16

Academic Check-In:

Academic Check-in dates are the official dates when grades and attendance are updated for all students and released to coaching staff. They occur about 3 weeks apart. Any student below the academic threshold of 75% will not be allowed to participate in any scheduled games until the next check-in date. No exceptions.

Academic Check-in dates:

- Sep: 3 and 24
- Oct: 22
- Nov: 12 (Term 1 report cards)
- Dec: 2
- Jan: 13
- Feb: 3 and 25 (Term 2 Report cards)
- March: 24

Travel:

Uchenna Academy Senior team travels to the USA approximately 6 times per school year.

The USA travel dates are as follows:

- Oct. 11: Ohio
- Oct. 31: Texas
- Nov. 15: Ohio
- Nov. 24: Georgia
- Dec. 6: Pennsylvania
- Feb. 21: Ohio

* Please note that the above dates are subject to change based on team and player performance. Some events are by invitation only.

Graduation

Uchenna Academy grade 12 graduation will take place on Wed. May 14, 2025 at the Uchenna Academy gymnasium. All alumni are invited to attend the celebration of our graduating students' achievements!

UCHENNA ACADEMY

PARENT COUNCIL

Uchenna Academy Parent Council plays a vital role in fostering a collaborative environment between parents, staff, and the community to enhance student success. With our small-by-design school, every voice is important. Your involvement ensures that our school remains a vibrant and supportive community.

We encourage all parents to get involved in the School Council to help us create a strong and supportive environment for our students. All parents interested in the Parent Council membership are asked to send an email to info@uchenna.ca with the Subject Line: 'Parent Council 2024-2025'.

Best Practices:

- Prioritize student achievement and well-being.
- Ensure representation of the school's diversity.
- Build strong relationships with the school principal and staff.
- Clearly communicate decisions and feedback to the school community.

Parent Council Duties:

- Meetings
    - Hold monthly or bi-monthly meetings to discuss issues and present information.
        - Suggested meeting dates:
            - September
            - October
            - November
            - January
            - March
            - April (graduation planning)
            - May (graduation planning and reflection)
    - Take minutes of the meetings to share with Uchenna Academy administration and the Board of Directors (BoD)
- Share and Consult
    - Communicate important information to parents and seek their feedback on matters that affect the school.
- Fundraising, accountability and decision making
    - Our fundraising efforts are key to enriching our students' experiences. Our school has the advantage of a unique and beautiful space that can be used for events, and we also partner with cGaming in Scarborough for additional fundraising opportunities by hosting Bingo nights.
    - Parent council should track all funds raised and collaborate with the school to ensure they are used as intended.
    - Parent council should maintain clear records and provide regular reports on the status and use of funds.

    - Decisions on how to use funds should be made in partnership with the school administration to align with school needs and priorities.

Council Values:

Effective school councils:

- Focus on student learning and well-being.
- Actively involve parents and the community in setting priorities.
- Represent the diverse views of our school community.
- Communicate clearly and maintain high ethical standards:
    - Prioritize the best interests of all students.
    - Act within the school's guidelines and respect all members of the school community.
    - Maintain confidentiality and integrity in all council matters.
    - Promote a positive and inclusive environment.
    - Declare any conflicts of interest.

Running Meetings:

- Plan meeting dates in advance (monthly or bi-monthly).
- Choose accessible locations or offer virtual participation.
- Prepare and circulate agendas beforehand.
- Ensure meetings are inclusive and efficient.

UCHENNA ACADEMY

INCIDENTAL COSTS

Below is a list of potential incidental costs that may arise during the school year. These fees cover various items and services that are not included in regular tuition. All fees listed do not have HST added.

- **Uniform**
  - Polo Shirt:
    - Short Sleeve (White or maroon): $55
    - Long Sleeve (White or black): $65
  - Khaki pants – can be purchased from Old Navy Please note the shade of the khaki pants is 'Doe-a-Deer'
  - Blazer - we are working on adding blazers as part of the uniform. We will connect with you once we solidify the exact brand and style of the blazer.
- **Tutorial assistance (after school)**
  - $40 per hour
  - We value the dedication of our teachers who offer additional support to students outside regular class hours and study hall times. The after-school tutoring fee helps compensate our teachers for their extended time and commitment to providing personalized academic assistance beyond their standard workday.
- **Replacement for Locker Key**
  - $15
  - Students are given one locker key on a lanyard for their assigned locker. Should they lose the key, the replacement cost is $15 for a new key
- **Select USA Trips**
  - (Trip costs will vary and details will be provided closer to the event. Approximate fee is $1500 per trip)
  - Dallas, Texas: Oct. 31-Nov. 8
  - Atlanta, Georgia: Nov. 24 - Dec. 1
  - Parents of students facing financial barriers are invited to apply for a reimbursement of the trip fees by completing an application at www.qslafoundation.org/apply. Note: reimbursement is not guaranteed and is offered based on number of applicants and available funding.
- **Laptop Loan Fee**
  - $400 per school year
  - Parents of students facing financial barriers are invited to apply for a reimbursement of a laptop loan fee by completing an application at www.qslafoundation.org/apply
- **Meal Plan Fee**
  - Monday-Friday, Drink with each meal included
  - Lunch only option: $70/week (5 meals in total)
  - Breakfast and Lunch option: $140/week (10 meals in total)
  - Breakfast, Lunch, Dinner: $210/week (15 meals in total)

PART I: SCHOOL POLICIES

At Uchenna Academy, we are committed to fostering a positive and productive learning environment. To ensure the success and well-being of our students, we have established a comprehensive set of policies categorized into three main areas:

1. Attendance and Punctuality

These policies emphasize the importance of regular attendance and punctuality, which are critical for academic achievement. They outline expectations for arriving and departing from school, procedures for handling absences, and guidelines for maintaining timeliness.

- Arrival and Dismissal
- Attendance - includes virtual classes
- Tardiness
- Appointments
- Cancellation of School

2. Academic Integrity and Preparedness

To cultivate a culture of honesty and academic excellence, these policies cover the essentials of academic integrity and classroom preparedness. They include guidelines on required class materials, homework expectations, and the appropriate use of artificial intelligence tools in academic work.

- Class Required Materials
- Loans: Books and Laptops
- Cheating and Plagiarism
- Homework
- Extra Help for School Work
- Late and Missed Assignments
- Using Artificial Intelligence (AI) in Academic Writing
- Standardized Testing

3. Student Conduct, Well-being, and Co-curricular Activities

We prioritize the overall well-being and respectful conduct of our students, both inside and outside the classroom. These policies address various aspects of student life, including behavior, dress code, use of cell phones, and protocols for dealing with bullying and property damage. They also cover expectations and guidelines for participation in athletics and other co-curricular activities, ensuring a balanced and enriching school experience.

- Check-ins: Student-led and teacher-led
- Lunch/Food
- Cell Phones
- Bullying
- Dress Code
- Lockers
- Property - Damages and Theft
- Alcohol and Other Drugs (AOD)
- Discipline - Code of Conduct, Athletics expectations, Travel

1. Attendance and Punctuality

1.1 ARRIVAL AND DISMISSAL

The regular school day is from **8am-4:30pm**. Students should depart no later than 15 minutes after school ends unless they are attending a supervised activity. Students who remain on campus beyond those limits must attend a tutorial, supervised practice or activity. Supervision of students after school is not provided by the faculty who are engaged in other responsibilities at that time.

1.2 ATTENDANCE

It is impossible to make up for a missed class. While work can be completed, it does not replace the full class experience. Therefore, regular attendance is encouraged. However, if a student is unwell with a fever or unable to function properly, staying home for recovery is advised. In such cases, parents should inform the school of the absence by calling or emailing. To stay updated on assignments, the student can contact a responsible classmate.

If a student cannot attend school, the **parent/guardian should call or email the school on that day to confirm the absence**. Please note that teachers are not required to provide work for students who are absent, especially for extended holidays, however, teachers will communicate missed work via email if a student initiates a conversation.

Each term, a student is allowed up to three (3) unexcused absences from class and practice. For every additional absence, a doctor's note is required. Any unexcused absence will result in student's removal from upcoming practice and/or game. If a student's frequent absences from school are jeopardizing their successful completion of a course, the Principal will request the school staff to meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance. If over ten (10) absences occur in a term (without a doctor's note or a documented and verified family emergency), the student will be at a high risk of failing the course.

An absence is considered excused when a student is sick or faces a family emergency. Upon returning, the student should promptly make up any missed work based on a schedule agreed upon with the teacher. Making up missed work takes precedence over activity or sports practices. Excused absences will also be granted for out-of-school activities like tournament games.

1.2.1 VIRTUAL CLASS ATTENDANCE POLICY

Our school holds approximately two virtual classes per month. During these virtual classes, students are expected to log on, have their camera on, and use a working microphone. They are required to engage in class conversations. If a student leaves their camera off or does not engage in conversation, they will be marked absent.

1.3 TARDINESS

Being on time for class and practice is very important. Arriving late not only results in missing valuable instruction but also disrupts others and places an additional burden on teachers and coaches who may need to re-teach the material. Consequently, students who frequently show up late not only hinder their own academic progress but also impact the entire class and/or their team negatively. A student that arrives 20 minutes late to class will not be admitted to the class and will be marked absent.

In order to uphold an optimal learning environment, our school policy dictates that after three unexcused tardies, students may be subject to removal from co-curricular activities

For those who consistently struggle with punctuality, a meeting will be arranged with their parents, the Principal and/or their teachers or coaches to collaboratively address and resolve this issue.

1.4 APPOINTMENTS

If students need to leave school during the day, parents/guardians must email or call the school in advance to advise of the missed school time. Parents/guardians should make every attempt to schedule any appointments outside the school day (ex. On no-school days at the end of every term or on Fridays when we have scheduled Zoom lessons that finish at 12:30pm).

1.5 CANCELLATION OF SCHOOL

In the event of inclement weather, a decision regarding closing will be made by the Principal in consultation with leadership staff. If the decision is made after 10:00 p.m., it will be communicated to parents, faculty and staff via e- mail no later than 6:00 a.m. The closing will also be posted on the Uchenna Academy social media outlets, particularly Instagram (@uchennaacademy). Parents should exercise their own discretion about whether or not to bring or send their children to school given prevailing weather conditions. On days when school is canceled due to weather, the campus will be closed and all activities will be canceled for that day. If the weather gets better during the day, we may reschedule events depending upon their importance and nature.

2. Academic Integrity and Preparedness

2.1 CLASS REQUIRED MATERIALS:

Our teachers have a role to design the learning experience. Our students have a role to come to class ready to participate in the learning experience. Teachers plan the activities. Students engage in the activities. Teachers teach by guiding from the side. Students learn by doing.

While we use technology in all our classes, we still use pens, pencils and notebooks. When students are unprepared for the learning activities, it can cause stress for both the teacher and the other students in the class.

Students must have the following items at the start of every class:

- Notebook or loose paper in a binder
- Pencil case with pencils, pens, highlighters, erasers and sharpener
- Laptop
- Earphones that can be plugged into the laptop
- Calculator (math class)

To encourage students to come to class prepared every day, our school implements a policy where completing pre-class work and arriving ready for class with all necessary materials, such as pens, pencils, notebooks significantly contributes to participation grades, which in turn affect the final grade.

This policy gives students the flexibility to manage their participation and understand how their preparation directly impacts their academic performance. Students have the choice to come prepared or not, knowing the clear consequences of their decisions. Lack of preparation will be reflected in their participation grades, allowing students to take control of their learning habits. Recognizing that even the best students can have an off day, each student is allowed a "free pass" per semester.

2.2 LOANS: BOOKS AND LAPTOPS

Some classes may require use of paper textbooks or novels appropriate for their class. Students are expected to keep the textbooks in good condition. Students will be charged replacement costs when the books loaned have been lost or abused.

Most classes require use of technology in enhancing the educational experience. To support our students, we offer a laptop borrowing and loaning program designed to ensure that every student has access to the necessary tools for their academic success.

Laptops are available for students who do not have access to a personal device or need a temporary replacement. The laptops are signed out and must be returned at the end of term in the same condition as they were at the start of the term.

Usage Guidelines:

- Laptops are to be used strictly for academic purposes, including completing assignments, conducting research, and accessing educational resources.
- Students are responsible for maintaining the laptop in good condition and following all school guidelines regarding appropriate use of technology.
- Any damage or issues with the laptop must be reported immediately to the school's administration.

Loan Period and Return:

- Laptops can be borrowed for a specified period, typically ranging from a full term to an entire school year, depending on the student's needs and availability.
- Students must return the laptop by the agreed-upon date. Extensions may be granted upon request and approval from the administration.
- Upon return, the laptop will be inspected for any damages or missing components.

Responsibility and Consequences:

- Borrowers are responsible for any damage or loss of the laptop while it is in their possession. Families may be liable for repair or replacement costs.
- Failure to return the laptop on time or in good condition may result in penalties, including suspension of borrowing privileges and possible disciplinary action.

2.3 CHEATING AND PLAGIARISM

Academic honesty is a key priority at Uchenna Academy. Students must never plagiarize, copy, cheat or aid in any dishonest act. Students are expected to demonstrate honesty and use proper citations and referencing when completing assessments.

Plagiarism is defined as the unauthorized use or close imitation of language and thoughts of another author and the representation of them as one's own original work. Examples include, but are not limited to, copying another's project (portions or whole) and paraphrasing parts of a book or article without reference or citation.

In order to ensure that all assessments are free from cheating, students will**:**

- Review school policy with regards to academic honesty
- Submit their own work for evaluation to show evidence of skill and knowledge
- Use only teacher approved materials during an evaluation
- Demonstrate the qualities of good character and good intention (honesty, caring, respect, responsibility) when preparing evidence of their learning.

The following plagiarism policy has been adopted by Uchenna Academy:

Plagiarism 1st offence:

- Required to complete an alternate evaluation under direct supervision in a timely manner
- Required to write a reflective piece which demonstrates an understanding of the character attribute of honesty.

- Assigned a mark deduction
- Referred to the principal - parents/guardians may be contacted
- Incident is not recorded in the Ontario Student Record (OSR)

Plagiarism 2nd offense:

- 0% given on the assessment
- Further disciplinary action may be taken by the Uchenna Academy administration and may include possible suspension or withdrawal from the course
- Parent/guardians are contacted
- Incident is recorded in the Ontario Student Record (OSR) by the principal

2.4 HOMEWORK

Homework plays a vital role in developing students' ability to follow directions, think independently, and take responsibility for their learning. At Uchenna Academy, students often have class time to work on their homework. In addition, we have Study Hall once per week where students have an opportunity to complete their homework with staff support. While parents, guardians and residence chaperones are encouraged to monitor student's progress, students are ultimately responsible for completing the work themselves. Teachers will assign new tasks or review material daily across all subjects. Should a student consistently face excessive or insufficient homework, they or their parents should contact our Academic Director for support.

2.5 EXTRA HELP FOR SCHOOL WORK

At Uchenna Academy, we are dedicated to supporting our students' academic success. We understand that sometimes additional help outside of regular class hours can be beneficial.

Here are the available options for extra help:

- <u>During Class Hours and Study Hall (Tuesdays):</u>
    - Teachers are available to provide extra help during regular class hours and designated study hall times. This allows students to receive immediate assistance with their coursework and clarify any doubts during school hours.
- <u>After School Tutorial Support:</u>
    - For students who require further assistance beyond the school day, we offer after-school tutorial support. **This service is available at an additional tutorial fee per hour and can be arranged with a qualified tutor provided by our school**. This flexible option ensures that all students have access to the help they need to excel academically.

<u>How to Sign Up:</u>
Students interested in after-school tutorial support can sign up by contacting the school administration by sending an email to uchennaacademy@gmail.com. We will work with the student and their parents to schedule sessions that fit their needs and availability.

2.6 LATE AND MISSED ASSIGNMENTS

Teachers can use a variety of strategies to encourage timely submission of assignments, including offering extra help and calling home. However, marks may be deducted for late assignments, up to and including the full values of the assignment. For each evaluation, the teacher will inform students of the due date. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. This ultimate deadline is set up at teacher's discretion and must be reasonable and communicated to students in advance. As an example, the ultimate deadline could be the date a marked assignment is returned to the students, if viewing a marked assignment would benefit the student who has yet to hand it in.
As always, teachers have the flexibility to use their professional judgement and consider extenuating circumstances of individual students.

MISSED ASSIGNMENTS – assignments either not submitted or submitted after the ultimate deadline - receive a mark of zero.

In order to ensure that all evaluations are submitted, students will:

- be responsible for meeting and knowing ultimate deadlines for missed assignments
- use personal organizers to manage time and meet deadlines
- be responsible for maintaining on-going communication with their teacher
- take responsibility for missed work during all absences.

Missed assignment 1st offence:

- must notify the teacher and explain why the assignment was not submitted
- students may be asked to provide a note from a parent/guardian
- may be required to complete the assignment or an alternate assignment under supervision
- may be referred to a school-based support team
- may be involved in an action plan to complete the required assignment within a given time frame

Missed assignment 2nd offense:

- 0% given on the assessment

2.7 USING ARTIFICIAL INTELLIGENCE (AI) (ex. ChatGPT) IN ACADEMIC WRITING

At Uchenna Academy, students are expected to produce their own work and demonstrate their understanding of the subject matter. Relying on an AI model to paraphrase without proper citation or attribution could be seen as an attempt to present someone else's ideas as one's own, which is a form of plagiarism.
If an assignment, essay, or task requires original work and critical thinking from an individual, using an AI language model like ChatGPT to paraphrase without proper acknowledgment is dishonest and violates academic or ethical standards.

However, there are situations where using ChatGPT or similar tools for paraphrasing might be acceptable, such as informal discussions, brainstorming, or generating ideas for personal use.

It's essential to understand the specific guidelines and expectations for each task and to give proper credit when necessary.

If a student is unsure about whether using ChatGPT for paraphrasing is allowed in a particular context, it's best to consult with their teacher to ensure they are adhering to the appropriate rules of our school.

When there is suspicion that a student has used AI inappropriately to complete their work in any course at Uchenna Academy, we will request specific evidence to support an investigation into the academic integrity violation. This evidence typically includes:

Daily Logs:

- Written daily work logs with dates and notes, detailing the student's activities, progress, insights, and challenges addressed throughout the research and writing process.

Interim Work:

- Copies of all drafts and versions of the student's work leading up to the final submission. Evidence of the student's engagement with their work, such as notes, outlines, and drafts.
- Notes, outlines, and drafts showing the progression of the student's work.

Checkpoints:

- Documentation of all required checkpoints (ex. submitting specific parts of a project) that the student completed during the course.
- Teacher attestations confirming that these checkpoints were authentically completed by the student.

Student-Teacher Conversations:

- Records or notes from short conversations or oral defenses where the student made their thinking and decision-making process visible to the teacher.

This evidence helps verify the authenticity of the student's work and demonstrates their genuine engagement with the tasks. If requested, students must provide this evidence to Uchenna Academy for review.

2.8 STANDARDIZED TESTING

Students in grade 10 or 11 will complete the Ontario Secondary School Literacy Test (OSSLT) in the fall (Nov. 5-December 3) or spring term (March-April). Students enrolled in the Advanced Placement (AP) course will write the AP exam in the first two weeks of May.

UCHENNA ACADEMY

3. Student Conduct, Well-being, and Co-curricular Activities

3.1 CHECK-INS

3.1.1 FRIDAY CHECK-INS - STUDENT LED

We are committed to improving communication between students, teachers, coaches, and parents, recognizing its benefits and holding students to task. To this end, we have implemented weekly check-ins, where students summarize their academic and athletic achievements, challenges, and goals in **student emails sent to their parents/guardians every Friday**. These check-ins help establish routines, foster reflection, and set objectives for the coming week. They also keep parents informed and involved, enhancing student success, and addressing any challenges students may face.

Every Friday, starting at 1:25pm, students are required to send an email to their parents/guardians and cc their teachers, head coach, principal, academic director and our school's general account "uchennaacademy@gmail.com". The suggested structure for the weekly email is found below. The email should be comprehensive, reflecting both the students' academic and athletic development.

Weekly Check-In Email Structure
Subject: Weekly Check-In; week ending _____ (state date)

1. Introduction - Brief greeting and introduction to the email's purpose.
Example: "*Dear parents, I hope this email finds you well. Here is my weekly check-in summarizing my progress in both academics and athletics from _____ to _____ (state dates).*"

2. Academic Summary - Class Updates
- Brief summary of what was covered in each class. Highlight any major assignments, tests, or projects.
- Achievements: Mention any significant accomplishments or improvements.
    - Example: "*I scored 85% on my math test, which is a 10% improvement from my last test.*"
- Challenges: Discuss any difficulties faced and plans to overcome them.
    - Ex: "*I found the new chemistry topic challenging, but I plan to attend extra help sessions.*"

3. Athletic Development - Training Summary
- Overview of the week's training schedule and activities. Highlight new skills learned or improvements made.
- Achievements: Mention any milestones or personal bests achieved.
    - Ex: "*I improved my free-throw percentage to 75%.*"
- Challenges: Discuss any physical or mental challenges faced and strategies to address them.
    - Ex: "*I've been dealing with some muscle soreness, so I'm focusing on better warm-up routines.*"

4. Personal Development - some topics include time management, goal setting, nutrition, sleep, mental health

- Time Management: Reflection on how effectively time was managed between academics and athletics.
    - Ex: "*I managed to balance my study time and practice sessions better this week.*"
- Goals for Next Week: Set specific academic and athletic goals for the coming week.
    - Ex: "*Next week, I aim to complete all my assignments on time and improve my defensive skills in basketball.*"

5. Support Needed:

- Requests for Help: Mention any areas where support or guidance is needed from parents, coaches, or teachers.
    - Ex: "*I need some help with organizing my study schedule.*"

6. Closing Remarks - Appreciation and Thanks: Express gratitude for the support received.

- Ex: "*Thank you to _____ (parent/peer/teacher/coach) for _____ (provide a specific shout-out).*"
- Sign-Off: "*Best regards, _____ (your name)*"

3.1.2 ACADEMIC CHECK-INS - TEACHER LED

Uchenna Academy has implemented periodized academic check-ins approximately every three weeks. These teacher-led check-ins provide assessments of students' academic performance and identify any areas needing improvement. Additionally, these evaluations will align with our regular reporting periods to maintain a consistent and comprehensive overview of each student's progress. This system helps to uphold academic standards, ensuring that student-athletes remain eligible and continue to excel both in the classroom and in their extracurricular pursuits.
Dates of check-ins are shown in the yearly calendar in this Handbook.

3.2 LUNCH/FOOD

Students have three options available for lunch. One option is to bring lunch from home daily. The other option is to enroll in the school's meal plan program which includes breakfast and lunch Monday-Friday. The third option is to have students buy lunch outside of the school. This option requires a permission form from their guardian. Lunch time is enjoyed by visiting quietly with friends and good manners are expected.
All students are responsible for cleaning up their table after eating lunch.

FOOD AND SNACKS CONSUMPTION:

Students have three snack breaks during the school day:

- 10 minutes: 9:45-9:55am
- 10 minutes: 1:45-1:55pm
- 30 minutes lunch: 11:40-12:10pm
- 10 minutes: 3:00-3:10pm

During these breaks, students can consume their meals in our lunch areas or at their desks before class starts. During class time, only specified snacks and drinks are allowed as listed below.

During class time, students are only allowed to consume water (no juice/canned drinks, snacks, chips, granola bars, etc)

3.3 CELL PHONES

To promote better mental health and academic success, we have implemented an updated cell phone policy.

Cell phones are prohibited during school hours (8:00 AM - 4:30 PM), except during lunch (11:40 AM - 12:10 PM).

Cell phones will be placed at the front of class at the start of every class and will be returned at the end of class. From 2pm and until the end of the school day, the cell phones will be inside the students' lockers. There are no cell phones allowed on the basketball courts/weight room/classrooms. **No exceptions**. If a student has a phone during class, it will be confiscated for the remainder of the day and parents will be notified. In addition, the student will receive their first disciplinary warning (see progressive discipline policy below).

The front desk has access to a phone that students may ask to use. If you need to reach your child during the school day, please call our main office at (416) 855-5572 or send an email to info@uchenna.ca.

This decision is supported by the guidance from the Ontario Ministry of Education and by research findings indicating the negative impacts of cell-phone use. For example, Dr. Jonathan Haidt, PhD, professor of social psychology at New York University highlights the negative impacts of smartphone use on psychological development, learning, and overall well-being in children and teens. His work shows that excessive screen time can lead to increased rates of suicide, depression, and anxiety, while also hindering essential skills such as resilience, cooperation, and conflict resolution. We believe this policy will help create a healthier and more focused learning environment for all students.

***Uchenna Academy does not take responsibility for lost or stolen cell phones.

3.4 BULLYING

Bullying is defined as any unwanted aggressive behavior that involves an observed or perceived power imbalance and occurs repeatedly. Bullying adversely affects a student's well-being and ability to learn and train. It adversely affects school climate and is a serious issue that is not acceptable in a school environment (including virtual), in a school related activity, or in any other circumstance that will affect school climate.

It may include threats, taunts, physical attack or intimidation,

exclusion, theft, and extortion. It can involve overt physical behavior or verbal, emotional, or social behaviors (for example exclusion from school related social activities, making threats, taunting, making physical attacks or intimidation, withdrawing attention, destroying someone's reputation) and can range from blatant aggression to subtle and covert behaviors.

Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society. Bullying, including cyber-bullying, may be intentional or unintentional, direct or indirect. It can take many forms including physical (for example, pushing, tripping), verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Cyberbullying or bullying through electronic means (such as, cell phones, computers, and online/social media) will not be tolerated. Harassing, dissing, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime.

We are committed to a "bully- free" climate for all Uchenna Academy students. We have developed a comprehensive approach to address bullying. It includes bully awareness activities, a comprehensive intervention strategy that addresses incidents of bullying, including appropriate and timely response and ensuring students are able to report bullying incidents safely.

Violations of this policy may have disciplinary repercussions, including, but not limited to, the following:

- Mandatory student education and counseling,
- Removal from all co-curricular activities at Uchenna Academy
- Removal of student from Uchenna Academy

3.5 DRESS CODE

Uchenna Academy is a uniform school. Students are required to wear:

- Uchenna Academy polo shirt
- Khaki coloured pants.
- Closed toe shoes

Students are encouraged to wear black closed-toe shoes and not sports slide shoes, crocks or house slippers. Students are expected to arrive to Uchenna Academy in their uniform. They may leave the school out of their uniform.

3.6 LOCKERS

Lockers are assigned at the beginning of the school year. Uchenna Academy provides a locker key. A replacement fee of $5 if required. It is important that students keep the combination confidential. The student should report any problems with lockers. They are also responsible for cleaning them at the end of the school year. It is extremely important that students lock all valuables and clothing in the lockers. Uchenna Academy reserves the right to inspect all contents of lockers at any time.

3.7 PROPERTY - DAMAGES AND THEFT

All students are expected to display respect for their own property, school property, and the property of others. Any property that is willfully damaged or stolen by a student will be repaired or replaced at the student's expense. Misusing textbooks and equipment, writing on desks, lockers or walls can incur similar liability. Accidental damage to property belonging to Uchenna Academy or to an individual will require restitution from persons responsible for such damage and may also result in disciplinary action.

3.8 ALCOHOL AND OTHER DRUGS (AOD)

Alcohol and other drugs (AOD) includes alcohol, drugs and tobacco in any form including vaping. Possession, use or supply of AOD by students at school and school-sponsored activities is strictly prohibited. An infraction will be handled by the school administration.

First offense:

A. The Principal will determine the action to be taken, up to a three day suspension
B. The Principal will meet with the parents and student.
C. A follow-up meeting with the student will be held
D. The school may require the student to undergo AOD evaluation or assessment by an outside agency, at the parents'/guardians' expense.

Second offense:

A. The student will be immediately suspended from school, pending final review
B. The administration will hold a meeting with the parent and student. Expulsion is probable except in situations with mitigating circumstances.
C. If a student is allowed to remain enrolled at Uchenna Academy after a second offense:
    a. An AOD evaluation and/or chemical assessment by an outside agency and compliance with the recommendations will be required as a condition of further school attendance, at the expense of the family.
    b. The student will be under a zero-tolerance policy. A subsequent offense will result in immediate expulsion.

UCHENNA ACADEMY

3.9 PROGRESSIVE DISCIPLINE

At Uchenna Academy, we prioritize a positive and respectful learning environment where every student can thrive. We expect all students to exhibit reasonable, courteous, and respectful behavior and language, both in person and online.

Students are encouraged to always RESPECT each other, our faculty, and our school.

When students cannot uphold to the respectful and reasonable behaviour standards of Uchenna Academy school spirit, the following progressive consequences model will be implemented:

Misconduct First Offence:

- Warning and Reflection: The student receives a verbal warning from the teacher, highlighting the specific behavior that does not align with our school's expectations.
    - Reflection: The student is asked to reflect on their behavior and discuss how it impacts others and the learning environment.

Misconduct Second Offence:

- In-school suspension - written behavior essay
    - Length of suspension depends on the severity of the offence
- Incident is recorded in the Ontario Student Record (OSR) by the principal
- Parental Involvement - If the behavior continues, the student meets with the Principal, and parents are notified. A formal meeting is arranged with the student, parents, and relevant teachers.. A tailored behavior improvement plan is created, outlining clear expectations, goals, and consequences.

Misconduct Third Offence:

- Out of School Suspension and Final Review: For ongoing or severe issues, the student may face a temporary suspension. During this period, the student is expected to complete assigned reflection tasks.
- Final Review: Upon return, a final review meeting with the Principal, parents, and teachers is held to assess the student's commitment to improving behavior. Failure to demonstrate significant improvement may result in further suspension or expulsion from Uchenna Academy
- Students will be required to write a reflective analysis, which often requires interviews and research to educate themselves on inappropriate behaviour.

Enrollment at Uchenna Academy is voluntary, and we believe that each student and parent will support and cooperate with these expectations.

Our approach to discipline is focused on helping students succeed. Classroom teachers handle discipline within their classes, providing guidance and support to help students make positive adjustments. If a student encounters repeated challenges, they will be referred to the Principal, who will work closely with teachers and parents to find constructive solutions. This collaborative effort aims to support the student in making the necessary behavioral adjustments to achieve their best at Uchenna Academy.

Various positive and supportive measures will be taken to address recurring or serious issues, always with the goal of helping students learn and grow from their experiences.

3.9.1 SPORTSMANSHIP

Behavior and appearance are of great importance. Our students are ambassadors of Uchenna Academy. They represent the school in the public and their behavior frequently determines the opinion that outsiders have of our school.

- Uchenna Academy believes that sportsmanship is a general way of thinking and behaving. Students should be courteous to all (participants, coaches, officials, staff and fans).
- Know the rules, abide by them and respect the officials' decisions.
- Win with character and lose with dignity
- Display appreciation for good performance regardless of the team. Exercise self-control and reflect positively upon yourself, team and school.
- Permit only positive sportsmanlike behavior to reflect on your school and its activities.

3.9.2 CODE OF CONDUCT - ATHLETICS

Uchenna Academy athletic programs are built on the foundational belief that academics should always take precedence over athletic activities. We also believe that it is the responsibility of our student-athletes to show courtesy, respect, and pride in their school when participating in any activity.

Behavior and appearance are of great importance. Our students are ambassadors of Uchenna Academy. They represent the school in the public and their behavior frequently determines the opinion that outsiders have of our school.

The following specific standards are to help ensure that the students who represent Uchenna Academy in all activities conduct themselves in an appropriate manner. Violation of the following will result in disciplinary action that may include dismissal from the activity.

- Students must have an average grade of 75% or higher in their classes to be able to participate in athletic practices and competitions. Grades are checked during the specified check-points, which occur three (3) weeks apart. Students with grades less than 75% will not be allowed to practice or compete until the next check-point, which is three (3) weeks later.
- A student must have attended school for the entire day on the day of a game to be eligible for participation. In addition, students who miss school on event day or on the day following a game two (2) times or more may face future game eligibility.
- Unsportsmanlike or disrespectful conduct towards coaches, school officials, game officials, teammates or opponents is not allowed. Good sportsmanship is a requirement at our school..

3.9.3 TRIPS

Since overnight trips are extensions of school, student behavior is governed by normal school rules and regulations as outlined in this Handbook. Students are expected to follow the school policy on alcohol, tobacco, and other drugs, as well as follow specific trip rules about spending time in other students' rooms. There is no room sharing or unauthorized visits allowed. Students are assigned to a room by the coaches and administration team, and are expected to be in their rooms by 10PM

each night, unless otherwise specified. Students leaving a group during supervised time is a violation of trip policy. Students may be sent home from trips for major violations of the rules at the parents' expense.

3.9.4 CODE OF CONDUCT - GENERAL

Rationale: The Education Act permits the Minister of Education to establish a Code of Conduct governing the behaviour of all persons in schools. A school must ensure that its Code of Conduct is consistent with the Provincial Code of Conduct. Uchenna Academy adopts the Provincial Code of Conduct in this procedure.

Expectations:

Principal - Principal has a duty to maintain proper order and discipline within the school. As part of his/her responsibility, principal will develop school codes of conduct for the school. Under the provisions of the Education Act, principal has the authority to suspend students.

Principals shall take a leadership role in the daily operation of the school by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding each person under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- providing an example of respect and civility for all members of the school community.

Teachers - Under the leadership of the principal, teachers maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers shall uphold these high standards by:

- helping students work to their full potential and develop their sense of self-worth;
- empowering students to be positive leaders in their classroom, school, and community;
- communicating regularly and meaningfully with parents;
- maintaining consistent standards of behaviour for all students;
- demonstrating respect for all students, staff, parents, volunteers & members of the school community;
- preparing students for the responsibilities of citizenship.
- assist the principal in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school.
- assist the principal by reporting incidents that may lead to a suspension, by responding to all incidents and when necessary assisting the principal in conducting investigations.

Students - Students are to be treated with respect and dignity. In return, they shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship by:

- coming to school prepared, on time, and ready to learn

- to be prepared for class and have all necessary supplies (books, pens, pencils, notes, etc.) and laptops with them.
- showing respect for themselves, for others, and for those in authority;
- to respect all faculty members and classmates and the rights of others to learn, to participate, and to work. In this regard, students should address teachers by their last names and title (e.g. Mr., Ms.) not nicknames.
- refraining from bringing anything to school that may compromise the safety of others;
- to assume responsibility around the school by actively participating to keep the school tidy, by seeing that others do not damage the building or property, and by leaving other people's belongings alone.
- following the established rules and taking responsibility for their own actions.
- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent;
- be courteous to fellow pupils and obedient and courteous of teachers;
- show respect for school property;
- understand and comply with Uchenna Academy code of conduct
- be kind and considerate. Everyone has weaknesses, but students should accept the individual differences in their classmates and should look for the good in others.
- be honest and trustworthy. Sometimes a student feels stressed and pressured to achieve, but a good student values honesty about receiving an "A" on an assignment or a test. Cheating and plagiarizing are serious offenses that carry severe penalties.

Parents and Guardians - Parents need to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role by:

- showing an active interest in their child's school work and progress;
- showing respect for the Principal and school staff;
- communicating regularly with the school;
- helping their child to be neat, appropriately dressed and prepared for school;
- ensuring that their child attends school regularly and on time;
- promptly reporting to the school their child's absence or late arrival;
- showing that they are familiar with the Code of Conduct
- assisting school staff in dealing with disciplinary issues involving their child.

Standards of Behaviour:

i) Respect, Civility, and Responsible Citizenship.

Under the Provincial Code of Conduct, all members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement;

- respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all pupils, including of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need
- assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority
- respect the need of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in a position of authority.

ii) **Safety** - Under the Provincial Code of Conduct, all members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault; traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- conflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

PART II: DIPLOMAS & CERTIFICATES

DIPLOMA REQUIREMENTS

Diploma Requirements	Total required
COMPULSORY CREDITS	**18**
• English • Math • Science • French as a Second Language • Canadian History • Canadian Geography • Arts • Physical/Health Education • Civics • Career Studies	4 3 2 1 1 1 1 1 0.5 0.5
Choose 1 of the following: • English • Third Language • Social Sciences & Humanities • Canadian and World Studies • Guidance/Career & Co-Operative Education	1
Choose 1 of the following: • Physical/Health Education • Arts • Business Studies • Cooperative Education	1
Choose 1 of the following: • Sciences (grade 11 & 12) • Technological Education • Cooperative Education	1
OPTIONAL CREDITS	**12**
Total Credits Required for Graduation	30
Ontario Secondary School Literacy Test	Completed
Community Involvement	40 hours

The Ontario Secondary School Literacy Test (OSSLT)

The OSSLT measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma.

The literacy graduation requirement is restored beginning with students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the Ontario Secondary School Literacy Test (OSSLT) or completing the Ontario Secondary School Literacy Course (OSSLC).

To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2022-23. As of the 2022-23 school year, the eligibility criteria for the adjudication process for the literacy graduation requirement will revert to the policy as outlined in Ontario Schools, 2016 (p.65-66).

For information about the OSSLT, please visit: Ontario Secondary School Literacy Test (OSSLT) - EQAO

For students who do not complete the test successfully, Uchenna Academy will provide remedial assistance through the Ontario Secondary School Literacy Course (OSSLC, course code OLC4O). The remedial assistance is designed to help students improve their skills.

Uchenna Academy procedure for offering the Ontario Secondary School Literacy Course (OSSLC):

- No modifications of expectations are permitted in this course.
- If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principal has the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Students who pass the course are considered to have met the literacy graduation requirement.
- The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

Uchenna Academy will ensure all staff adhere to the Professional Responsibilities for the Administration of the OSSLT document as requested by the EQAO office.

UCHENNA ACADEMY

Information on the Community Involvement Diploma Requirement

School Name: _____ Contact: _____

Telephone:_____

Introduction

All students must acquire a minimum of 40 community involvement hours to receive an OSSD. As of September 2011, students are able to start community involvement hours in the summer before they enter grade 9. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

Students will not be paid for performing any community involvement activity. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Students will select one or more community involvement activities in consultation with their parents. 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.

Roles and Responsibilities of Uchenna Academy

Uchenna Academy is responsible for the implementation of community involvement activities through its secondary school. A list of approved community involvement activities has been developed by the school in conjunction with local school councils, the Special Education Advisory Committee, and the school's insurer. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. Uchenna Academy will not approve student participation in any activities that are on the ministry's list of ineligible activities. Uchenna Academy must ensure that all participants, including students and community sponsors, are adequately covered by the school's insurance.

Roles and Responsibilities of the School Principal

Principal of Uchenna Academy is required to provide information about the community involvement requirement to parents, students, and community sponsors. Principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

For students transferring to Uchenna Academy who do not have Ontario credits and who have completed Grade 10, 11 or more than Grade 11, or for students who have successfully completed two or more years in an accredited secondary school program, the principal will determine the number of hours of community involvement required.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is NOT on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

The Ministry's List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;

- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

Uchenna Academy's List of Eligible Activities

The activities listed below are approved by the school board for the completion of the community involvement requirement.

- Event or activity that is a benefit to the community
- Event or activity to support a non-profit organization
- A planned and organized program that encourages mentoring, visiting, tutoring or coaching, or whose mandate is to support others who require the benefit of that support
- Event or activity that supports ethical work of a global nature
- Event or activity that promotes positive environmental awareness
- Event or activity that contributes to the health and well-being of any ethical group that conforms to the community standards of morality and conduct, including school-based activities
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.
- A principal's signature is required if the activity does not satisfy one of the above eligible requirements.

UCHENNA ACADEMY

Notification of Planned Community Involvement Activities

Student:_____ **Principal:** _____

School: _____ **Telephone:** _____

Please provide the information requested below about the community involvement activities in which you plan to participate.

Activity	Estimated number of hours	Estimated date of completion	Location and telephone #	Supervisor's name	Principal's signature (if required)

Is each activity identified on the school board's list of approved activities? ☐ Yes ☐ No

If you checked "No", you must obtain written approval from the principal (the principal signature above) before starting the activity.

_____ _____ _____ _____

Student Signature Date Parent or guardian signature Date

Note: Personal Information provided to the Uchenna Academy as part of the Community Involvement requirement is collected pursuant to the provisions of the Freedom of Information and Protection of Individual Privacy in Municipalities and Local Boards and under the Authority of the Education Act.

Completion of Community Involvement Activities

Student:_____ **Principal:** _____

School: _____ **Telephone:** _____

Please submit this form to the school when you have completed 40 hours of community involvement activities, or when the principal requests it.

Activity	Number of hours	Date of completion	Location and telephone number	Supervisor's name and signature
Total				

_____ _____ _____ _____

Student Signature Date Parent or guardian signature Date

Note: Personal Information provided to the Uchenna Academy as part of the Community Involvement requirement is collected pursuant to the provisions of the Freedom of Information and Protection of Individual Privacy in Municipalities and Local Boards and under the Authority of the Education Act.

For office use only

☐ Completion has been noted on the student OSR

_____ _____

Signature of school official Date

Course Selection and minimum program requirements:
Grade 7,8, 9, 10, 11 – eight (8) courses per academic year
Grade 12 and post-graduate – 6-8 courses per academic year. A Grade 12 student is defined as having 23 or more credits at the beginning of the school year. Uchenna Academy believes that the long-term interests of students are best served by studying a full -time program.

External Credits Policy: We recognize that every student has unique talents, passions, and aspirations that may not always be fully realized within the confines of our school's curriculum. Therefore, we embrace the idea of external course enrollment as a means to support and nurture individual growth and development. Whether it's pursuing a new language course, or engaging in experiential learning opportunities outside Uchenna Academy curriculum, we believe that external courses offer invaluable avenues for students to broaden their educational experiences. Students should consult with our guidance counselor to ensure the external credits are approved and can be added to the OSR upon course completion.

Definition of a credit: A high school diploma requires completion of 30 credits of 110 instructional hours per credit.

Course Catalogue – Elementary

Language – Literacy is essential for success: it affects all academic achievement and is associated with social, emotional, economic, and physical health. The Ontario language curriculum is designed to support students in developing the language and literacy knowledge and skills they need to succeed in education and in life, and to encourage students to experience the joy and possibility that literacy learning can ignite.

Mathematics - In the mathematics curriculum, the overall expectations outline the fundamental knowledge, concepts, and skills that are required for engaging in appropriate mathematical situations in and out of the classroom at any grade or stage of development. The curriculum focuses on connecting, developing, reinforcing, and refining the knowledge, concepts, and skills that students acquire as they work towards meeting the overall expectations in the elementary school program. This approach reflects and accommodates the progressive nature of development of knowledge, concepts, and skills in mathematics learning.

Science and Technology – *The Ontario Curriculum, Grades 1–8: Science and Technology, 2022* focuses on fundamental science and technology concepts and on science, technology, engineering, and mathematics (STEM) skills. It supports students in making connections between skills and concepts, and the practical applications of science and technology in their lives, and in learning about life systems, matter and energy, structures and mechanisms, and Earth and space systems. This curriculum is designed to help students prepare for deeper levels of science and technology learning in secondary school and beyond.

Social Studies, History and Geography - In social studies, history, and geography, students develop skills, knowledge and understanding, and attitudes that will serve them both inside and outside the classroom, including in their communities and the world of work. The focus of teaching and learning in the social studies, history, and geography curriculum is the development of transferable skills that students need in order to acquire and apply knowledge and understanding.

Students apply these skills in a variety of contexts to examine information critically, to assess the significance of events and processes, to develop an understanding of and respect for different points of view, and to reach supportable conclusions and propose solutions to problems.

Health and Physical Education - No longer children but not yet adults, adolescents are beginning to face life decisions that may have major consequences for them as well as others. Their lives are changing rapidly, and they need more advanced knowledge and skills to understand and cope with the changes they are experiencing and to make responsible decisions about their physical and mental health. As they grow into their adult selves, they have the opportunity to establish patterns of healthy, active living that will benefit them throughout their lives.

Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Once an instructional sequence has begun, the program must continue uninterrupted to Grade 8.

The Arts program in all grades is designed to develop a range of essential skills in each of the arts – dance, drama, music, and the visual arts. These skills will be built on a solid foundation of knowledge of arts concepts and will include creative, analytical, critical thinking, and communication skills. Students learn best when they are encouraged to consciously monitor their thinking as they learn (metacognition), and each strand includes expectations that call for such reflection.

Course Catalogue – Secondary

Our curriculum includes a spectrum of courses in various fields of study.

Course outlines and access to Ontario Curriculum policy documents can be requested by sending an email to info@uchenna.ca or by calling our main office at (416) 855-5572.

Ontario Curriculum policy documents are also available online at http://www.edu.gov.on.ca/eng/curriculum/secondary/.

MATHEMATICS AND COMPUTER STUDIES

MTH1W – Mathematics, Grade 9, Academic
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.

MPM2D – Principles of Mathematics, Grade 10, Academic
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply

linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems

ICS3U – Introduction to Computer Science, Grade 11, University Prep
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. Prerequisite: None

ICS4U – Computer Science, Grade 12, University Prep
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

MCR3U – Functions, Grade 11, University Prep
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; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic

MHF4U – Advanced Functions, University Prep
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.

MCV4U – Calculus and Vectors, University Prep
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 modelling 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 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. Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

MDM4U – Mathematics of Data Management, University Prep
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; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

ENGLISH

ENL1W – English, Grade 9, Academic
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. Prerequisite: None.

ENG2D – English, Grade 10, Academic
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, 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 the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Prerequisite: English, Grade 9, ENL1W

ENG3U – English, Grade 11, University Prep
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: English, Grade 10, Academic

ENG4U – English, Grade 12, University Prep
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

ETS4U – Studies in Literature, Grade 12, University Prep
This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. Prerequisite: English, Grade 11, University Preparation

EWC4U – The Writer's Craft, Grade 12, University Prep
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Prerequisite: English, Grade 11, University Preparation.

OLC4O – Ontario Secondary School Literacy Course, Grade 12
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. Eligibility requirement: 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. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

FRENCH

FSF1D – Core French, Grade 9, Academic
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.

FSF2D – Core French, Grade 10, Academic
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will

develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 9, Academic or Applied.

FSF3U – Core French, Grade 11, University Prep
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 10, Academic.

FSF4U – Core French, Grade 12, University Prep
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Core French, Grade 11, University Preparation.

HEALTH AND PHYSICAL EDUCATION

PPL1O/2O/3O – Healthy Active Living Education, Grade 9
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 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.

PSK4U – Introductory Kinesiology, Grade 12, University Prep
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education.

PLF4M – Recreation and Healthy Active Living Leadership, Grade 12, University/College Prep
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare

students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. Prerequisite: Any health and physical education course.

SCIENCE

SNC1W – Science, Grade 9
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.

SNC2D – Science, Grade 10, Academic
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Science, Grade 9, SNC1W.

SBI3U – Biology, Grade 11, University Prep
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Science, Grade 10, Academic

SBI4U – Biology, Grade 12, University Prep
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.

SCH3U – Chemistry, Grade 11, University Prep
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: Science, Grade 10, Academic

SCH4U – Chemistry, Grade 12, University Prep
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

SPH3U – Physics, Grade 11, University Prep
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic

SPH4U – Physics, Grade 12, University Prep
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

THE ARTS

ASM2O – Media Arts, Grade 10
This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. Prerequisite: None.

ASM3M – Media Arts, Grade 11, University/College Prep
This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values. Prerequisite: Media Arts, Grade 10, Open

ASM4M – Media Arts, Grade 12, University/College Prep
This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. Prerequisite: Media Arts, Grade 11, University/College Preparation.

CANADIAN AND WORLD STUDIES AND GUIDANCE AND CAREER EDUCATION

CGC1D – Issues in Canadian Geography, Grade 9, Academic
This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. Prerequisite: None

CHC2D – Canadian History Since World War I, Grade 10, Academic
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. Prerequisite: None.

CHV2O – Civics and Citizenship, Grade 10, 0.5 credit
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities. Prerequisite: None.

GLC2O – Career Studies, Grade 10, 0.5 credit
This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work

trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None.

CHA3U – American History, Grade 11, University Prep
This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history. Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied.

CIE3M – The Individual and the Economy, Grade 11, University/College Prep
This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level. Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied.

CIA4U – Analysing Current Economic Issues, Grade 12, University Prep
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

CGW4U – World Issues: A Geographic Analysis, Grade 12, University Prep
In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

CHY4U – World History since the Fifteenth Century, Grade 12, University Prep
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history**. Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

CPW4U – Canadian and International Politics, Grade 12, University Prep
This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

CHI4U – Canada: History, Identity and Culture, Grade 12, University Prep
This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada. **Prerequisite**: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

HSC4M – World Cultures, Grade 12, University/College Prep
This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyze cultures. You will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. You will study the contributions and influence of a range of cultural groups and will critically analyze issues facing ethnocultural groups within Canada and around the world. You will also develop and apply research skills and design and implement a social action initiative relating to cultural diversity. **Prerequisite**: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

BUSINESS STUDIES

BBI1O/2O – Introduction to Business, Grade 9 or 10
This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

BAF3M – Financial Accounting Fundamentals, Grade 11, University/College Prep
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. Prerequisite: None

BAT4M – Financial Accounting Principles, Grade 12, University/College Prep
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions.This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation.

BBB4M – International Business Fundamentals, Grade 12, University/College Prep
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. Prerequisite: None

BOH4M – Business Leadership: Management Fundamentals, Grade 12, University/College Prep
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. Prerequisite: None

SOCIAL SCIENCES AND HUMANITIES

HSP3U – Introduction to Anthropology, Psychology and Sociology, Grade 11, University Prep
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

HSE4M – Equity and Social Justice: From Theory to Practice, Grade 12, University/College Prep
This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice

issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue. Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

AP African American History: HSB4U (Challenge and Change in Society) Grade 12, University Prep

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

At Uchenna Academy, the course has a unique focus to explore the vital contributions and experiences of African Americans. In this course, students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. The course provides students with a strong foundation in facts and evidence about African American history and culture, offering an immersive survey course that is not currently available in most American high schools.

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

HHG4M – Human Development throughout the Lifespan, Grade 12, University/College Prep

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. **Prerequisite**: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HFA4U – Nutrition and Health, Grade 12, University Prep

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

AP Seminar: IDC4U (Interdisciplinary Studies) Grade 12, University Prep
This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. Prerequisites: any university or university/college preparation course.

TAS2O - Technology and the Skilled trades, Grade 9 and 10
This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

TTJ2O – Health Care, Grade 10
This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care, and will explore secondary and postsecondary pathways leading to careers in the field.

Common Course Codes

The Ministry of Education (MoE) has developed common course codes for use in all Ontario Secondary Schools. The use of these codes will greatly assist the identification of courses studied and credits earned by students, when moving from school to school, seeking employment or when submitting applications to post-secondary institutions. All Ontario secondary school courses are coded with three letters and three numbers to indicate the subject, year or grade, and course content level of difficulty. The first 3 characters refer to the discipline, subject and course, the 4th character refers to the grade level and the 5th character refers to the course type (see chart below) and the 6th character refers to a timetable designation (semester 1 or 2).

MoE Course Types:

Letter code	Course Type	Description
D or W	Academic	courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential

		concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
P	Applied	courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
L	Locally Developed	(Not offered at Uchenna Academy) Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents.
O	Open	courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.
C	College	courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
E	Workplace	(Not offered at Uchenna Academy) courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
M	University/College	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.
U	University	courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

Substitution policy for compulsory credit requirements
Complete MoE guidelines can be found in the *OSK-12 Policy & Program Requirements* document available at: http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. To meet individual students' needs, Uchenna Academy principal may replace up to 3 of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Substitutions will be made to promote and enhance student learning or to respond to special needs and interests. The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. 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 and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

The **Ontario Secondary School Certificate** will be granted on request to students who leave school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma., provided that they have earned a minimum of 14 credits distributed as follows:

Ontario Secondary School Certificate Requirements	Total Required
COMPULSORY	**7**
English	2
Canadian geography or history	1
Mathematics	1
Science	1
Health & Phys. Ed.	1
Arts or computer studies or technological ed.	1
OPTIONAL	7
Selected by student from available courses	7

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 Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements

Procedure Relating to Changing the Course Type

If a student wishes to enrol in a different type of course in a given subject in Grade 10 than the type they completed in Grade 9, they may require additional preparation, as recommended by the principal.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Full disclosure of courses

All Grade 11 and 12 courses and marks are shown on a transcript, if a student is registered in that course 5 days after midterm marks. If a student drops the course after this time, a "W" will be entered and the student's mark will be recorded. If a student takes a course more than once

information for each attempt will be included, but only one credit will be granted. Failures for grade 9 and 10 courses do not appear on the transcript.

Evaluation and assessment policy

1. At the beginning of the course, each teacher will provide a clear statement explaining how students will be evaluated.
2. Assessments must be returned to students within a reasonable time and/or kept in a portfolio.
    - Seventy percent of the final grade is based on assessments and evaluation throughout the course. Evaluation is based on four categories of achievement:
        - Knowledge/Understanding,
        - Thinking/Inquiry,
        - Communication and
        - Application/Making Connections.
    - Thirty percent of the final grade is based on final evaluations in the form of an examination, performance, essay, and/or other methods of assessment suited for the course material. The final evaluation, administered near the end of the course, reflects achievement of curriculum expectations.
3. Uchenna Academy policy requires that students complete their final summative evaluation. Missing a final exam will result in a mark of zero.
4. In determining the final mark the teacher may give consideration to the most recent and consistent achievement.
5. The report card provides a record of a student's achievement of the curriculum expectations in the form of a percentage grade. The skills needed for effective learning are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. They are assessed using a 4-point scale: Excellent, Good, Satisfactory, Needs Improvement. These learning skills are reported separately and are not included in the determination of a percentage grade.
6. An interim report card will be hand delivered to students during the first reporting period of each semester. A final report card will be mailed to the student's guardians or the student (if over 18 years of age), or in the case of part-time or online enrolment, mailed to the student's home school.

Prior Learning Assessment and Recognition (PLAR)

Uchenna Academy recognizes the prior learning students have acquired outside Ontario secondary school classrooms. We utilize a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR) as outlined in the Ontario Schools: Policy and Program Requirements document available online (Ontario Schools: Kindergarten to Grade 12).

Students enrolled in Uchenna Academy may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. Uchenna Academy utilizes the equivalency process, which involves the assessment of credentials from other jurisdictions. We do not utilize the PLAR challenge process.
To learn more about PLAR and how to apply for a formal evaluation, contact Uchenna Academy's guidance department by sending an email to info@uchenna.ca and stating 'Guidance Dept' in the subject line.

Guidance

Uchenna Academy program begins with the transition to Grade 9 and concludes with the successful transition to work, college, university or apprenticeship.

Guidance department program includes:

- Education and career planning including university and college visits
- Time management skills/study skills
- Exit packages for work, college, university or apprenticeship
- Scholarship information
- Arranging for tutorial help.
    - Teachers will provide extra help if the students make arrangements.
    - Uchenna Academy offers weekly academic assistance

Support for English Language Learners:

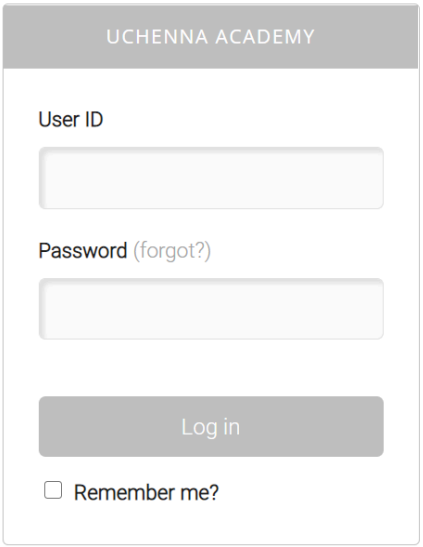
- Uchenna Academy offers translation and interpretation services in select languages
- Partnerships with provincial settlement workers in schools to assist newcomer families and students

Internet access is provided to students at various locations throughout the school. Access to internet is viewed as a privilege, not a right. Computers are available for student use in all classrooms at Uchenna Academy. Students are asked to confirm computer availability with their teacher if they need to use it outside the regular classroom time. Students are expected to use internet for scholastic purposes. Uchenna Academy offers video conferencing with teachers. All video conferences are to be booked by a student and the teacher of the course.

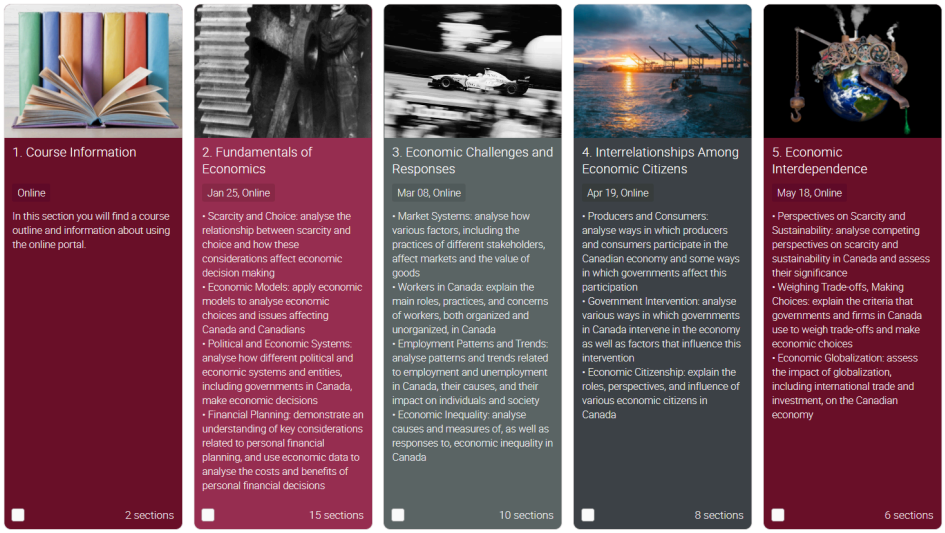
PART V: UCHENNA ONLINE CURRICULUM

Uchenna Academy is pleased to offer online curriculum. Uchenna Academy online courses are offered to students on part –time basis. As such, Uchenna Academy Online does not maintain a student's Ontario Student Record (OSR). Upon successful completion of the course, Uchenna Academy will forward the course grade report to the student's homeschool. Uchenna Academy online courses are offered synchronously and students meet regularly for online lessons using Zoom video conferencing software.

Once you register in a course, you will be given a username and password. You can access your course materials by visiting www.uchennaedu.org/login/



Once you access your course, you will select an appropriate unit of study (see exemplar below) and complete all sections within the unit.



Students wishing to enrol in an online course must have minimum hardware and software requirements for accessing course content including:

Hardware

- A PC running Windows XP or higher
- A Mac running OS X
- High speed internet connection
- Scanner (for assignments submission)

Software

- Zoom Video Conferencing
- Adobe Reader, Flash Player & Shockwave
- GeoGebra (for some mathematics courses)
- Java

Browser Requirements

- Internet Explorer: 11 and 10 Compatibility mode should be disabled
- Firefox: 37, 36, and 31.x ESR
- Chrome: 42, 41, and 40
- Opera: 27 and 26
- Safari: 8 and 7

Browser Requirements (Mobile View)

- Mobile Safari: 7.0 and 6.1 (current versions)
- Android browser 4.0 and up
- BlackBerry Browser 7.0 and 7.1
- Firefox for Mobile Stack Overflow appears to function properly in 10.0.3

In addition, there are requirements beyond using a modern browser for getting THE BEST POSSIBLE experience:

- JavaScript must be enabled.
- Cookies must be enabled.

ONLINE CODE OF CONDUCT

Uchenna Academy has developed an Online Code of Conduct which is in addition to the existing school's Code of Conduct encompassing student's online behaviour. Students are expected to follow Uchenna Academy's Appropriate Use of the Internet policies, which include online integrity, respect and honesty, unbiased and hate-free verbiage when posting comments and using social media platforms.
Uchenna Academy will act quickly to respond to behaviours that violate our terms of service.

In addition, students are expected to complete their own coursework, participate in online discussions and complete all coursework within eight (8) months of course enrolment.

ATTENDANCE POLICY AND PROCEDURES

School attendance is required by law and should be taken seriously. It is one of the major factors contributing to success at school. Online learning has the same mandate, and is structured to mimic the traditional classroom environment, with lesson lectures followed by student participation in lecture discussions through online posts, reflections and completion of post-lesson questions.

At Uchenna Academy, the number of log-in-hours will be tracked by the teacher. Attendance during online classes will be taken. Students are encouraged and expected to log in at least twice per week to complete their coursework. Failure to do so will result in the teacher notifying our principal, who will in turn send an attendance notification letter to the student and/or his/her parents. If the online absence of more than two-week repeats, Uchenna Academy will initiate a conversation with the students and his/her guardians to develop a program to support the meeting attendance requirements. Online attendance is based on the Zoom class attendance and task completion by the student.

Online attendance will be tracked by the teacher and includes the following parameters:

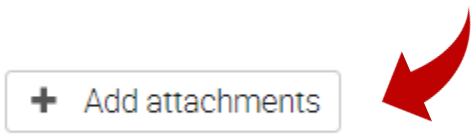
- Zoom lessons attendance and participation
- Log-in hours are tracked by the course software. Student course activity is tracked upon each login. If a student fails to login for more than 14 consecutive days, teacher will notify the school principal as noted above.
- Discussion Boards – students are required to participate in at least one discussion per unit.
- Completion of online activities/tasks. Each lesson has post-lesson assessment/learning checks which must be completed before you are allowed access to the next lesson. The post-lesson assessment results are recorded by the course software.

COURSE ENROLLMENT DATES

Student do not have a time limit to complete each assignment or test, however, each course must be completed within eight (8) months of enrolment date. One month extension may be provided if the student submits a course extension request form within the last month of the course.

HOW TO SUBMIT YOUR ASSIGNMENTS

Most assessments are completed online using your username and password. There are several assignments that you will need to submit for marking that require you to upload written work. Once you complete the assignment, you will take a picture of it and upload it using the online submission tool. The scanned document should be jpg, png, pdf, or doc file. Note that .exe files will not work. You will upload the document by clicking the "**ADD ATTACHMENTS"** link**.** The maximum file upload size is 32 Mb.



If you experience technical difficulties please email us at info@uchenna.ca immediately. Our technical team will respond within 24 hours of your inquiry.

ACADEMIC DISHONESTY

Academic honesty is a key priority at Uchenna Academy. Students must never plagiarize, copy, cheat or aid in any dishonest act. Students are expected to demonstrate honesty and use proper citations and referencing when completing assessments.

Plagiarism is defined as the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Examples include, but are not limited to, copying another's project (portions or whole) and paraphrasing parts of a book or article without reference or citation. It will follow cheating and plagiarism policy of School.

In order to ensure that all assessments are free from cheating, students will:

- Review school policy with regards to academic honesty
- Submit their own work for evaluation to show evidence of skill and knowledge
- Use only teacher approved materials during an evaluation
- Demonstrate the qualities of good character and good intention (honesty, caring, respect, responsibility,) when preparing evidence of their learning.

The following plagiarism policy has been adopted by Uchenna Academy:

Plagiarism 1st offence:

- Required to complete an alternate evaluation under direct supervision in a timely manner
- Required to write a reflective piece which demonstrates an understanding of the character attribute of honesty.
- Assigned a mark deduction
- Referred to a principal - parents/guardians may be contacted
- Incident is not recorded in the Ontario Student Record (OSR) by the principal

Plagiarism 2nd offense:

- 0% given on the assignment/test
- Further disciplinary action may be taken by the Uchenna Academy administration and may include possible suspension or withdrawal from the course
- Parent/guardians are contacted
- Incident is recorded in the OSR by the principal

FINAL EXAM

Students will be allowed 1 attempt to write the final exam. The final exam is made up of a select number of multiple choice, freeform, true/false, matching, short answer and discussion questions. You must pass the final exam (50% or higher) in order to receive a credit for the course. This is irrespective of your course work, so even if you achieve a high grade for the course work, you still MUST pass the final exam to receive a credit.

Two weeks before you are ready to write the final exam, you must send a written request to: info@uchenna.ca.

For Toronto and Greater Toronto Area (GTA) residents: Your final exam must be written at the Uchenna Academy school located at 1205 St. Clair Ave. W. Suite 106. Time will be arranged once we receive your exam request.

For residents living outside of Toronto/GTA: You must find an acceptable invigilator and institution to write the exam in and have the invigilator pre-approved by the Uchenna Academy Principal. The approval process usually takes 2 weeks to complete.

Here is a list of potential invigilators:

- Teacher with a valid OCT registration number working in a school (public or private)
- Lawyer, architect
- Doctor, dentist, chiropractor, optometrist
- A licenced exam centre (additional fees may apply – centre based)

Please note a tutoring centre/learning centre is NOT on the list of authorized invigilators.

ONLINE COURSES OFFERED

See Part III: Curriculum

OLC4O - Ontario Secondary School Literacy Course (OSSLC)

For students enrolled in online courses, who do not complete the Ontario Secondary School Literacy Test (OSSLT) successfully, Uchenna Academy will offer a Grade 12 English credit course aimed at enhancing literacy skills.

Uchenna Academy procedure for offering the Ontario Secondary School Literacy Course (OSSLC):

- No modifications of expectations are permitted in this course.
- If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Students who pass the course are considered to have met the literacy graduation requirement.

TEACHER SUPPORT

One teacher is assigned to each online course and is available during regular business hours (Mon-Fri, 9am-3pm, EST), as well as before or after each online class. Students are encouraged to communicate with the teacher regularly to ensure understanding of the course contents.

Teachers will also view online discussions and participate when required. In addition to regularly scheduled class times, Uchenna Academy provides one-on-one video conferencing for our students.