Hanson International Academy

School Course Calendar: 2014 - 2015

Goals and Philosophy

Hanson International Academy is a private co-educational school registered with and inspected by the Ministry of Education Ontario. Our campus is conveniently situated in the northern part of the beautiful city of Toronto, Canada. At Hanson, we offer an Integrated Care System, which strives to ensure our students' academic and personal success. Our university preparation courses are designed to equip our students with the knowledge and skills they need to meet the entrance requirements for university programs. The structure of the courses, the quality of the teaching, and the work of the students are consistent with OS curriculum guidelines, and the policy documents.

Our mission statement is:
- We promote Canadian values and concepts with its education programs to international students;
- We cultivate quality education that responds to the needs of our students as well as the community;
- We nurture our students with the knowledge and skills essential for personal and professional success.

At Hanson, we offer opportunities for qualitative education of our students from all over the world. We also provide our students the opportunity, environment and support to achieve excellence. Hanson aims at providing a challenging and rewarding academic program in a caring environment. The program strives to foster the leadership skills and academic excellence needed for university, as well as society and the workplace of the twenty first century.

Upon arrival, students are placed in the appropriate English Language classes based on their specific needs and areas of English competency. With the assistance of the guidance counselors, students make a detailed study plan which is in accordance with their academic interests and the admission requirements for the university of their choice. In Ontario, students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma.

Course curricula at Hanson have been developed according to provincial guidelines. The Ministry of Education Ontario inspects the secondary school curriculum.

The school operates on a three-semester system, but high school only operate two-semester system and summer school with entry dates in September (Fall), January (Winter), and July (Summer).

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)
In order to earn the Ontario Secondary School Diploma a student must:

- Earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- Meet the provincial secondary school literacy requirement; and
Complete 40 hours of community involvement activities.

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

- 4 credits in English (1 credit per grade)
- 1 credit in French
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- .5 credits in civics
- .5 credits in career studies
- Plus: 1 additional credit in English, or French as a second language, or a Native Language, or a classical or an international language, or social sciences and the humanities, or Canadian and World Studies, or guidance and career education, or cooperative education
- 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education
- 1 additional credit in science (Grade 11 or 12), or technological education, or cooperative education

Optional Credits
In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by the school.

Prerequisite Courses
Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. The school provides parents and students with clear and accurate information about prerequisites. If a parent requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent and appropriate school staff.

The Ontario Secondary School Certificate (OSSC)
The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits.

7 required compulsory credits
- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits
- 7 credits selected by the student from available courses

**The 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.

**List of Available Courses**

Students study the following courses:

- Civics, Grade 10, Open CHV2O
- Career Studies, Grade 10, Open GLC2O
- English, Grade 11 & 12, University Preparation ENG3U, ENG4U
- Functions, Grade 11, University Preparation MCR3U
- Financial Accounting Fundamentals, Grade 11, University/College Preparation BAF3M
- Introduction to Computer Science, Grade 11, University Preparation ICS3U
- Chemistry, Grade 11, University Preparation SCH3U
- Physics, Grade 11, University Preparation SPH3U
- Financial Accounting Principles, Grade 12, University Preparation BAT4M
- International Business, Grade 12, University Preparation BBB4M
- Computer Science, Grade 12, University Preparation ICS4U
- Calculus and Vectors, Grade 12, University Preparation MCV4U
- Mathematics of Data Management, Grade 12, University Preparation MDM4U
- Advanced Functions, Grade 12, University Preparation MHF4U
- Chemistry, Grade 12, University Preparation SCH4U
- Physics, Grade 12, University Preparation SPH4U
- Writer’s Craft, Grade 12, University Preparation EWC4U
- Biology, Grade 12, University Preparation SBI4U

The English Language Program in Hanson provides non-credit English as a Second Language (ESL) program as well as TOEFL classes.

**Community Involvement**

- As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to
contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

- Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school. Students must choose an activity that is approved by the school such as helping classmates with school work, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community.

- A student who wishes to undertake an activity that is not on the approved list should receive the written approval of the school principal.

The Secondary School Literacy Graduation Requirement

Students must pass the Ontario Secondary School Literacy Test which is administered annually in March. Passing the test is a requirement of the OSSD. Students who do not pass may take the Ontario Secondary School Literacy Course (OSSLC). The school principal has the discretion to allow a student to enroll 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 interests of the student. Students who pass the course are considered to have met the literacy graduation requirement. The result is recorded on the student transcript.

Substitutions for Compulsory Credits

In order to allow flexibility in designing a student’s program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. These substitution courses must be selected from the course offerings of the school that meet the requirements for compulsory credits. To meet individual students’ needs, the principal may replace up to three of these courses (or the equivalent of half courses) with the courses that meet the compulsory credit requirements. Each substitution will be noted on the student’s Ontario Student Transcript.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

The PLAR process involves two components: challenge and equivalency. The challenge process is the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

The PLAR process at Hanson involves only equivalency. Equivalent credits are granted by the principal based on the high school courses students have taken. The principal determines the total credit equivalency of the student’s previous learning, and the number of compulsory and
optional credits still to be earned. Students must successfully complete the provincial secondary school literacy graduation requirement. The principal determines the number of hours of community involvement activities that the student will have to complete. The principal records the results of the equivalency assessment in the student’s Ontario Student Record (OSR). Equivalency credits are for placement only and are granted in accordance with Appendix 2, *Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011*.

**Procedures for Students Who Wish to Change Course Types**

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Hanson makes provisions to allow students to make such changes of direction.

If the student has not done so, he or she may take one of the specified prerequisite courses through summer school or any of the other schools approved by the Ministry of Education.

**SCHOOL COURSE INFORMATION**

**COURSE OUTLINES**

Detailed course outlines have been prepared for all courses offered at Hanson International Academy. The outlines provide details regarding each individual course including, curriculum expectations, course content, teaching and learning strategies, along with program considerations. A copy of each course outline is available through the subject teachers or the principal.

To gain access to outlines of the courses of study, please click on the website:  
[www.canadahanson.com](http://www.canadahanson.com)

To gain access to Ontario curriculum policy documents, please click on the website:  
[http://www.edu.gov.on.ca/eng/](http://www.edu.gov.on.ca/eng/)

**COURSE DESCRIPTIONS**

**Civics, Grade 10, Open CHV2O**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others’ ideas about civics questions and learn how to think critically about public issues and react responsibly to them. **Prerequisite:** None

**Career Studies, Grade 10, Open GLC2O**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. **Prerequisite:** None
English, Grade 11, University Preparation  ENG3U
This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language. Prerequisite: English, Grade 10 Academic

Functions, Grade 11, University Preparation  MCR3U
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

Financial Accounting Fundamentals, Grade 11, University/College Preparation  BAF3M
This course introduces students to the fundamental accounting principles that will prepare them for the Financial Accounting Principles course. Students will learn about financial practices that are important to the operation of the business. Students will gain knowledge in the area of business ownership as reviewing the details of the accounting cycle. Students will also obtain information in the area of making concrete financial decisions while preparing financial statements. Prerequisite: None

Introduction to Computer Science, Grade 11, University Preparation  ICS3U
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

Chemistry, Grade 11, University Preparation  SCH3U
This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science. Prerequisite: Science, Grade 10, Academic

Physics, Grade 11, University Preparation  SPH3U
This course develops students’ understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve
both assigned problems and those emerging from their investigations. Students will also 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

**English, Grade 12, University Preparation**  
ENG4U  
This course emphasizes the consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. **Prerequisite:** English, Grade 11, University Preparation

**Advanced Functions, Grade 12, University Preparation**  
MHF4U  
This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** Functions, MCR3U or Mathematics for College Technology, MCT4U

**Calculus and Vectors, Grade 12, University Preparation**  
MCV4U  
This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. **Prerequisite or co-requisite:** Advanced Functions, MHF4U

**Data Management, Grade 12, University/College preparation**  
MDM4U  
This course broadens students’ understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; 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/Co-requisite:** Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

**International Business, Grade 12, University/College Preparation**  
BBB4M
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/Co-requisite:** None

**Financial Accounting Principles, Grade 12, University/College Preparation, BAT4M**

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/Co-requisite:** BAT3M  Introduction to Financial Accounting, University/College preparation

**Physics, Grade 12, University Preparation  SPH4U**

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

**Chemistry, Grade 12, University Preparation  SCH4U**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **Prerequisite:** Chemistry, Grade 11, University Preparation

**Biology, Grade 12, University Preparation  SBI4U**

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

**Computer Science, Grade 12, University Preparation  ICS4U**

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

**The Writer’s Craft, Grade 12, University/College Preparation**  EWC4U

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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. The course is intended to prepare students for studies in university, as well as opportunities in publication and/or writing careers.

**Prerequisite:** English, Grade 11, University Preparation

**CREDIT SYSTEM and COURSES**

**The Credit System**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of classroom instruction. Credits are granted to students by the School principal, on behalf of the Minister of Education.

**Types of Courses Offered in Grade 9 and 10**

- **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.

- **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. Students must choose between academic and applied courses in each of the core subjects – English, French as a second language, mathematics, science, geography, and history. Both types of courses set high expectations for students while preparing them for studies in the senior grades. The two types of courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. In planning courses of study, teachers should take into account the need to adapt instructional approaches and materials to reflect the differences between the two course types.

- **Open** courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

**Types of Courses Offered in Grade 11 and 12**

- **College preparation** 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.

- **University preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

- **Workplace preparation** 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.

- **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.

### Course Codes

All Ontario credit courses have a common course code system. The first 3 characters represent the course name; for example ENG (English), BBB (Introduction to International Business). The 4th Character indicates the grade or language level; for example 1 (Grade 9), 2 (Grade 10). The last character indicates the course type or destination; for example D (Academic), C (College), U (University). The school may also offer Ministry-approved locally developed courses.

### ACHIEVEMENT

**Assessment and Evaluation of Student Achievement**

**Overview**

1. Students are informed in writing of the weighting of categories in each subject at the beginning of the course and of the way in which the final grade is derived.

2. The final mark in every course is comprised of 70% Term Work plus 30% Final Evaluation, which can include a culminating activity(ies) or performance scheduled at or near the end of the course. All of the overall curriculum expectations included in the final evaluation are taught and practiced through a variety of methods, such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. Teachers will use “Assessment for Learning”, “Assessment of Learning”, and “Assessment as Learning” practices to help students identify; what the learning goals are, where they are in relation to the learning goals and what next steps they need to take to achieve the goals.

3. Evidence of student achievement for evaluation is collected over time from three different sources – student products, observations, and conversations. Hanson International Academy is strongly aware that using multiple sources of evidence increases the reliability and validity of the evaluation of students learning. Our three years’ plan is that consolidating “student products” in the form of tests or exams and/or assignment for evaluation in the academic year of 2012 – 2013; implementing “observations” for evaluation in the academic year of 2013 – 2014; and reinforcing “conversations” for evaluation in the academic year of 2014 – 2015.

**Demonstration of Learning**

1. Teachers provide opportunities to students to demonstrate their learning during units of work and use assessment for learning and assessment strategies to support students.

2. Teachers give feedback to students about how well the learning expectations are being met. This allows adjustments to be made to both teaching and learning before students are evaluated.
3. Only evaluations or assessments of learning are included in the student's report mark. Students are evaluated on their knowledge, thinking, communication and application skills.

4. Day-to-day homework assignments are usually part of assessment and are not evaluated for reporting purposes.

5. Students must have multiple and varied opportunities to demonstrate their learning.

Expectations and Consequences

1. Prior to an evaluation, students know the criteria on which they are assessed as well as the method of evaluation (e.g. checklist, rubric, etc.), and the relative worth of each category (knowledge, thinking, communication and application).

2. Students are expected to complete their assignments by an established timeline. Consequences for failing to comply with the timeliness are addressed in the schools Late Submission policy. If work will be late, students must negotiate alternate deadlines; assignments must arrive within reasonable timelines, or a mark of zero may be assigned.

3. Missed and/or incomplete assignments/tests may prevent a teacher from evaluating a student's ability to meet course expectations.

4. Students who miss an evaluation may be given an alternate opportunity, or may lose the credit.

Report Cards

At the end of each term and after each mid-term, a Report Card will be given to students with the percentage final grade achieved, credit earned, attendance details and a record of the learning skills and work habits demonstrated by the student.

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students’ skills and knowledge than others.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student’s report card grade. The report card grade represents a student’s achievement of overall curriculum expectations, as demonstrated to that point in time. Determining a report card grade will involve teachers’ professional judgment and interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence.

Learning Skills and Work Habits

Students are assessed regularly on their achievement of the learning skills and work habits. These assessments do not form part of the final grade but are reported separately.

RECORDING AND REPORTING

Ontario Student Record (OSR)
The OSR is the official record for the student and contains report cards and a record of the diploma requirements completed, along with other information the school deems conducive to the education of the student. Students have the right to examine the contents of their OSR at any time. In addition, parents of students under the age of 18 also have access to their son or daughter's OSR.

**Ontario Student Transcript (OST)**
The Ontario Student Transcript is the student’s official record of credits earned and other graduation requirements completed. All Ontario courses taken by the student at the Grade 11 and 12 level, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a course within five school days after the midway point of the first term, the withdrawal will not be recorded.

A student’s final result on the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included on the student transcript. A copy is available, upon request, by a student and/or parent (if the student is under the age of 18). This transcript is the official document a person must present whenever evidence of secondary education standing is required.

**SCHOOL SERVICES**

Academic Programs of High Quality: We have highly qualified teachers with a broad range of experience, knowledge, and various teaching strategies.

- **Personalized Care:** Our counseling and teaching staff are always available to provide help and guidance to our students.
- **Small Classes:** Individual attention along with a positive and supportive environment helps foster students’ ability to maximize their learning potential.
- **University Placement Assistance:** Individual study plans are developed with the assistance of our guidance counselor to ensure a university placement that will best utilize each individual’s strengths and meet each student's career goals.
- **Student Services:** A combination of Academic and Personal Services is provided by Hanson to support every aspect of students' lives during their studies at Hanson.
- **Extracurricular Activities:** Counselors are available to organize students' activities in the following areas: clubs, sports, fitness, and excursions.
- **Library:** The school has available a set of core text books in each subject area. For research purposes, the students will avail themselves of the resources available at the local community library.
- **Computer Lab:** The computer lab when not in use for classes may be used by the students to complete assignments and to do research. Students may use their private notebook on the school’s wireless network system. All students must agree to abide by the “Acceptable Use Policy” set down by the school.

**STUDENT RESPONSIBILITIES**

**Attendance**
Regular attendance is necessary for success in any learning process. Persistent absenteeism makes it difficult for the student to demonstrate achievement of the curriculum expectations. Attendance will be closely monitored. Persistent absence and lateness may result in withdrawal from the course.

**Late Assignments**
The school makes it clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

In order to help prevent and/or address late and missed assignment, the recommendations are as follow:

- Asking the student to clarify the reason for not completing the assignment;
- Helping students develop better time-management skills;
- Collaborating with other staff to prepare a part- or full- year calendar of major assignment dates for every class;
- Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minutes;
- Maintaining ongoing communication with students and/or parents about due dates and late assignment, and scheduling meetings with students if the problem persists;
- Taking into consideration legitimate reasons for missed deadlines;
- Setting up a student contract;
- Using counseling or peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Reviewing the need for extra support for English language learners;
- Requiring the student to work with a school team to complete the assignment;
- Providing alternative assignments or tests/exams where, in the teacher’s professional judgment, it is reasonable and appropriate to do so;
- Deducting marks for late assignments, up to and including the full value of the assignment.

Cheating and Plagiarism
Students must understanding that tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. When students submit work to their teachers for evaluation, they imply that the work is the result of only their own efforts and is not in any way the result of the efforts of others. Academic honesty is essential for the development and acquisition of knowledge. Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

Code of Student Behaviour
A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions which put the safety of others or oneself at risk. The school’s Code of Conduct specifies the range of consequences for student actions that
do not comply with the set standards of behaviour. The standards of behaviour apply not only to students, but also to all school members: parents, volunteers, teachers and other staff members whether they are on school property, on school buses or at school-authorized events or activities.

**Guiding Principles**

- All members of the school community are treated with respect and dignity, especially persons in positions of authority.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. The school will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

**Career Education**

- Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks. Student preparation must include instruction related to job-readiness skills, health and safety procedures in the workplace, and school and placement expectations. A work experience learning plan (WELP) based on the curriculum expectations of the unit(s) in which the work experience occurs must be developed in collaboration with the participating placement supervisor. Students should be monitored at least once at their placement to ensure that their learning is consistent with the WELP. Students should be provided with opportunities to analyse their work experience and integrate it with their in-school learning. Work experience placements must comply with the placement assessment criteria outline in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (2000).
- Job shadowing allows a students to spend one-half to one day (or, in some cases, up to the three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day. The preparation of students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that occurred. Hanson is aware that schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed for a job shadowing or job twinning experience that lasts for more than one day if the student is fourteen years of age or older.