



## **School Course Calendar**

**2020-2021**

The main purpose of the school course calendar is to provide students and their parents with detailed, accurate, and up-to-date information about the requirements of the Ontario Secondary School Diploma (OSSD), the program and the courses, the academic policies and the services offered by Hanson High School so that they can become fully informed.

It is available to students and their parents upon request.

**Revised: August 2020**

## Table of Contents

Goals and Philosophy	3
Mission Statement	3
Pathway to Post-Secondary Institutions	3
Requirements for the Ontario Secondary School Diploma	4
Compulsory Credits	4
Optional Credits	5
Requirement of Community Involvement Activities	5
List of Approved Community Involvement Activities	5
Roles and Responsibilities of the Principal, Students, Sponsors in the Community	6
Secondary School Literacy Graduation Requirement	6
Substitutions for Compulsory Credits	7
Granting of the Ontario Secondary School Diploma (OSSD)	7
Ontario Secondary School Certificate (OSSC)	7
Certificate of Accomplishment	7
Organization of Courses at Hanson High School	7
Credit System	7
Types of Courses Offered in Grade 9 and 10	8
Types of Courses Offered in Grade 11 and 12	8
Course Codes	9
Course Outlines	9
List of Open, Academic and University Preparation Courses	9
Prerequisite Courses	18
Policies and Procedure for Waiving Prerequisites	18
Experiential Learning Program	19
Assessment and Evaluation of Student Achievement	19
Prior Learning Assessment and Recognition	19
Student Transfers	20
Procedures for Students Who Wish to Change Course Types	20
Assessment and Evaluation Overview	20
Demonstration of Learning	21
Expectations and Consequences	22
Examination Policy	22
Provincial Report Cards	22
Learning Skills and Work Habits	23
Ontario Student Transcript (OST)/Full Disclosure Policy	23
Ontario Student Record (OSR)	24
School Services	24
Student Responsibilities	25
Attendance	25
Late and Missed Assignments	25
Cheating and Plagiarism	26
Student Code of Conduct and Safe School Policy	26
Special Education	27
Remote Mode of Course Delivery	27

## **Goals and Philosophy**

Hanson High School (HHS) is a private co-educational school inspected by the Ontario Ministry of Education. Our campus is conveniently situated in the midtown 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. Obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Young people with a high school education are much better prepared for the modern life. The university preparation courses are designed to equip 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 Ontario secondary curriculum guidelines, and the policy documents.

The importance of completing a secondary education is to equip students with necessary skills and knowledge for their post-secondary education. Hanson High School always emphasizes the importance and value of completing a secondary education to students.

## **Mission Statement**

- 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.

## **Pathway to Post-Secondary Institutions**

Upon arrival, students are placed in the appropriate English Language classes (non-credit Language Foundation program or ESL credit courses) 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 (OSSD).

To accommodate different needs derived from different situations of its clientele, Hanson High School provides its students the following pathway to university placement.

Students who are enrolled in the programs at HHS must satisfy the requirements of Ontario Secondary School Diploma and follow the related procedures to obtain the OSSD and to be admissible to a university degree program in Canada.

Students will be provided with a clear description of the pathway in plain English. They will be assigned to one of the study streams (Science/Engineering or Arts/Business) by their counselor in accordance with the Ontario Ministry of Education Guidelines and their educational qualifications as soon as they are registered with Hanson High School. At this point, students will be informed about the OSSD requirements, including the Ontario Provincial Secondary School Literacy Test and community involvement. The procedures for completing the requirements will be outlined for the students during the orientation session.

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

The school operates on a three-semester system, and summer school with entry dates in September (Fall), January (Winter), April (Spring) and July (Summer).

Fall Semester: September – December

Winter Semester: January – March

Spring Semester: April – June

Summer School: July and August

The reporting periods are December for Fall semester, April for Winter semester, July for Spring semester, and September for Summer school.

### **Requirements for the Ontario Secondary School Diploma**

To earn the Ontario Secondary School Diploma a student enrolled at Hanson High School 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**

The following list constitutes a breakdown of the 18 compulsory credits students must earn to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (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
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics.

plus:

- 1 additional credit in English or French as a second language, or Native language, or a classical language 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 French as a second language, or cooperative education
- 1 additional credit in science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, 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. Other ways to earn credits are through learning opportunities such as e-learning, the Independent Learning Centre, an inspected online school.

### **Requirement of Community Involvement Activities**

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 schoolwork, assisting in sports activities at a community center, 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.

### **List of Approved Community Involvement Activities**

The activities listed below are approved by Hanson High School for the completion of the community involvement requirement in accordance with the guidelines of the Ontario Ministry of Education.

- Organize special school events as authorized by the Principal
- Help in the library (shelve books, tidy up, change bulletin boards)
- Tutor other students (help with homework, review difficult concepts)
- Volunteer with social service agencies
- Volunteer with Animal Care agencies
- Get involved in Arts/Culture activities (galleries, playing music, museums and heritage sites)
- Assist with children/youth (drop-in centers, breakfast programs, after school programs, summer playgrounds and camps, childcare centers)
- Volunteer in clubs and Youth Organizations
- Sit on committees (neighborhood associations, regional associations)
- Facilitate community events
- Participate in community projects (food banks, support services for seniors)

- Participate in environmental projects (community clean-up, flower/tree planting, recycling program)
- Get involved in fundraising (canvassing, walk-a-thons, gift wrapping, gala events, flower sales)
- Do Office/Clerical work (reception, computer work, mailings, newsletters, pamphlet delivery)
- Get involved in Sports activities (coaching, Special Olympics, pool assistant)
- Provide service at a Senior's Residence/Centre (serving snacks, helping with crafts, pottering, visiting, reading)

### **Roles and Responsibilities of the Principal, Students, Sponsors in the Community**

The Principal/designate is responsible for the implementation of community involvement activities at Hanson High School. The Principal is required to provide information about the community involvement requirement to parents, students, and community sponsors. After the student completes 40 hours of community involvement and submits all documentation of completion, the Principal will decide whether the student has met the community involvement requirement and, if so, will keep a hard copy of all the submitted documents on file and then record it as completed on the student's official transcript.

Before beginning any activity, students will confirm the activity or activities that they plan to do.

A "*Community Involvement Form*" completed by the student, and the student counselor, supervisor, person or organization that provided the community involvement opportunity for the student. The student must submit the form to the Principal upon completion of the 40 hours or at appropriate intervals determined by the Principal.

The person overseeing the student's activity must verify the date(s) and the number of hours completed on "*Community Involvement Form*".

### **Secondary School Literacy Graduation Requirement**

Students must pass the Ontario Secondary School Literacy Test (OSSLT) which is scheduled by and administered through the Education Quality and Accountability Office (EQAO) annually in spring (March or April). This requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful are eligible to take the Ontario Secondary School Literacy Course to meet the provincial literacy requirement. This arrangement will be made by the Principal upon the receipt of the OSSLT results. 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.

The principal is responsible for making decisions about student participation in the test and ensuring that all accommodations, special provisions, deferrals, and exemptions are provided as described in Administration guide. Modifications: changes to the content of the test. These are not permitted, because they affect the validity and reliability of the test. Accommodations: changes in the way the test is administered or the way in which a student with special education needs responds to its components. These do not alter the content of the test or affect validity or reliability. Special Provisions: extended periodic supervised breaks for English language learners. This change does not affect the validity or reliability of the test. Deferrals: decisions to postpone the writing of the test until the following year for

students who are working toward an Ontario Secondary School Diploma (OSSD). Exemptions: available for students whose Individual Education Plan (IEP) states they are not working toward an OSSD.

### **Substitutions for Compulsory Credits**

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. Substitutions are made to promote and enhance student learning and to respond to their needs and interests. 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 recorded and marked "X" in the note column on the student's Ontario Student Transcript. (*Ontario Schools, Kindergarten to Grade 12, 2011 - section 6.2*)

### **Granting of the Ontario Secondary School Diploma (OSSD)**

On the recommendation of the HHS Principal, the Minister of Education of the Province of Ontario grants the Ontario Secondary School Diploma at any time during the year to students who have successfully completed all the necessary requirements. The Principal will retain the necessary documentation required by the Ontario Ministry of Education once an Ontario Secondary School Diploma is issued.

### **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

### **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 will be accompanied by the student's Ontario Student Transcript.

## **Organization of Courses at Hanson High School**

### **Credit System**

A credit is granted in recognition of the successful completion of a course (a final percentage mark of 50 per cent or higher) 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. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

For granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction and activities and/or activities outside of school, for example fieldtrips related to the course objectives.

### **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 three characters represent the course name/discipline, for example, ENG (English), BBB (Introduction to International Business). The fourth character indicates the grade or language level; for example, 1 (Grade 9), 2 (Grade 10), 3 (Grade 11), 4 (Grade 12). The last character indicates the course type or destination; for example, O (Open), D (Academic), C (College), M (University/College), U (University). The school does not offer locally developed courses.

Given the nature of the educational goals of its clientele, Hanson High School offers Grade 10 Academic, 11 and 12 College/University Preparation Courses for the **2020-2021** Academic Year. All of these courses have been developed by the Ministry to provide students with the knowledge and skills they need to satisfy the entrance requirements for university undergraduate degree programs.

### Course Outlines

The course outlines have been prepared for all courses offered at Hanson High School. 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.

Students and parents can gain access to Ontario curriculum policy documents on the Ministry of Education website <http://www.edu.gov.on.ca/eng>. The Academic Department of HHS retains on file up-to-date copies of the outlines of all the courses of study. These course outlines are available for parents and students to examine upon request.

### List of Open, Academic and University Preparation Courses Offered and/or Currently Offered at Hanson High School with Codes, Descriptions, and Prerequisite(s)

#### Canadian and World Studies, Business Studies

Course code	Course Title	Course Description	Prerequisite(s)
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CHV2O	Civics and Citizenship, Grade 10, Open	This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, 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.	None
GLC2O	Career Studies, Grade 10, Open	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.	None
CHC2D	Canadian History since WWI, 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.	None
BBI2O	Introduction to Business, Grade 10, Open	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	None

		helps students develop the business knowledge and skills they will need in their everyday lives.	
CIE3M	The Individual and the Economy, Grade 11, University/College Preparation	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.	Canadian History since World War I, Grade 10, Academic or Applied
CIA4U	Analysing Current Economic Issues, Grade 12, University Preparation	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, regulations, 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.	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
BBB4M	International Business Fundamentals, Grade 12, University/College Preparation	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.	None
CHI4U	Canada: History, Identity, and Culture, Grade 12, University Preparation	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.	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	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	Any university or university/college preparation course in Canadian and

	Preparation	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 impact on natural and human communities around the world.	world studies, English, or social sciences and humanities
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## English

Course code	Course Title	Course Description	Prerequisite(s)
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.	English, Grade 9, Academic or Applied
ENG3U	English, Grade 11, University Preparation	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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.	English, Grade 10, Academic
ENG4U	English, Grade 12, University Preparation	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 analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; 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.	English, Grade 11, University Preparation

OLC4O	Ontario Secondary School Literacy Course, Grade 12, Open	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.	<b>Eligibility requirement:</b> 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.
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## Mathematics

Course code	Course Title	Course Description	Prerequisite(s)
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.	Mathematics, Grade 9, Academic or Mathematics Transfer
MCR3U	Functions, Grade 11, University Preparation	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.	Principles of Mathematics, Grade 10, Academic
MHF4U	Advanced Functions, Grade 12, University Preparation	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.	Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

MCV4U	Calculus and Vectors, Grade 12, University Preparation	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 3-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.	The new Advanced Functions, Grade 12 University Preparation must be taken prior to or concurrently with Calculus and Vectors
MDM4U	Mathematics of Data Management, Grade 12, University Preparation	This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing 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.	Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

## Sciences

Course code	Course Title	Course Description	Prerequisite(s)
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.	Science, Grade 9, Academic or Applied
SPH3U	Physics, Grade 11, University Preparation	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	Science, Grade 10, Academic

		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.	
SCH3U	Chemistry, Grade 11, University Preparation	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.	Science, Grade 10, Academic
SBI3U	Biology, Grade 11, University Preparation	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 process; 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.	Science, Grade 10, Academic
SPH4U	Physics Grade 12, University Preparation	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.	Physics, Grade 11, University Preparation
SCH4U	Chemistry, Grade 12, University Preparation	This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.	Chemistry, Grade 11, University Preparation
SBI4U	Biology, Grade 12, University Preparation	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	Biology, Grade 11, University Preparation

		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.	
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## Arts

Course code	Course Title	Course Description	Prerequisite(s)
AVI2O	Visual Arts, Grade 10, Open	This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.	None
AVI3M	Visual Arts, Grade 11, University/ College Preparation	This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).	Visual Arts, Grade 9 or 10, Open
AVI4M	Visual Arts, Grade 12, University/ College Preparation	This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.	Visual Arts, Grade 11, University/ College
ADA2O	Drama, Grade 10, Open	This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative process and	None



		will reflect on their experiences.	
ADA3M	Drama, Grade 11, University/ College Preparation	This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.	Drama, Grade 9 or 10, Open
ADA4M	Drama, Grade 12, University/ College Preparation	This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.	Drama, Grade 11, University/ College

## Computer Science

Course code	Course Title	Course Description	Prerequisite(s)
ICS3U	Introduction to Computer Science, Grade 11, University Preparation	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.	None
ICS4U	Computer Science, Grade 12, University Preparation	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.	Introduction to Computer Science, Grade 11, University Preparation

Based on the students' interests and demand the school may offer other courses from Social Studies and Humanities secondary curriculum.

The English Language Foundation Program at Hanson provides non-credit English as a Second Language (ESL) courses as well as IELTS preparation classes.

### **Prerequisite Courses**

The Ministry curriculum guidelines identify specific prerequisites for all Grades 10, 11 and 12 courses, and no courses apart from these may be identified as such. A course is designated as a prerequisite only if it provides essential background for the successful understanding of the subsequent course. Prerequisites are maintained in order to ensure students have achieved the academic ability to take the target courses. It is the student's responsibility to make sure that he/she complete the prerequisite course or apply to the Principal to have it waived before he/she is permitted to take the selected university preparation credit course.

### **Policies and Procedure for Waiving Prerequisites**

A parent/guardian or a mature student may request for a prerequisite to be waived. Hanson High School will give consideration to waiving the prerequisites of certain courses to accommodate the learning ability of individual students. If a parent/guardian or an adult student requests that a prerequisite be waived, the Principal will determine whether or not this should be approved. The Principal will make his or her decision in consultation with the parent/guardian or mature student and appropriate school staff. In cases where the parent/guardian or mature student disagrees with the decision of the Principal, the parent/guardian or mature student may ask the appropriate supervisory officer from or designated by the ministry to review the matter. The decision made by this supervisory officer shall be final.

The student has to initiate in written form the procedure for waiving prerequisite by submitting *the Course Prerequisite Waiver Request* to the school Principal stating the reasons for such a request or an application. It must indicate which course prerequisites are intended for consideration. The student also has to present in the letter his or her educational background and work experience if applicable, which would substantiate his/her readiness and capability to take the intended courses. In some cases, the student may have to provide the Principal with supportive documents.

At HHS, *Ontario Schools Policy and Program Requirement (2011)* document is used as a guide to evaluate student's previous learning. The student's academic transcript(s) and diploma(s) as well as course descriptions from all institutions he/she has previously attended will be studied very carefully. The curricula of all the courses intended as waived prerequisites shall be compared to the equivalent OSSD credit courses to determine whether they contain the same expectations of the skills and knowledge in order to be granted credit equivalencies.

The Principal will review the student's request and all the supporting documentation and, in consultation with the course instructors make a decision. The decision of the Principal is final and can be reverted only if the student brings in new information proving that he/she is ready and capable of taking those courses.

Within one week after filing a written request, the student will receive an official letter informing him/her whether approval was granted, and, in case of the positive outcome, the student will be allowed

to register in the courses of his or her intention. Documentation for each waived prerequisite course will be included in each student's OSR.

## **Experiential Learning Programs**

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. They allow students to see how classroom learning applies in a workplace setting and to explore a career of interest as they plan a pathway through secondary school to post-secondary destination. These programs include job shadowing and job twinning, cooperative education, and work experience.

Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period – 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.

Job shadowing allows a student 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.

Considering the specifics of the student population at Hanson who are mainly international students and English language learners, the school does not offer experiential learning programs.

## **Assessment and Evaluation of Student Achievement**

### **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*.

### **Student Transfers**

Students who transfer from one Ontario secondary school to Hanson High School will have their credits transferred with them. The Principal may award credit for work started in the previous school but completed at Hanson. Where this work cannot be completed at HHS, the Principal may, after consultation with the Principal of the sending school, award a partial credit in recognition of the student's achievement of some of the course expectations.

If a student transfers from a school where French is the main language of instruction, he or she must successfully complete at least one compulsory Grade 12 English course.

Where students who are transferring to Hanson from a school outside Ontario, the Principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the provincial secondary school literacy test. The Principal will determine the number of hours of community involvement activities that the student will have to complete. The Principal will note the results of this assessment in the student's Ontario Student Record (OSR).

### **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, e-learning, or the Independent Learning Centre.

### **Assessment and Evaluation Overview**

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.

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 task(s) 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 as Learning" and "Assessment of Learning" practices distinguished by *the Growing Success* document 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.

Evidence of student achievement for evaluation is collected over time from three different sources – student products, observations, and conversations. Hanson High School is strongly aware that using multiple sources of evidence increases the reliability and validity of the evaluation of students learning.

### **Demonstration of Learning**

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

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.

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.

Day-to-day homework assignments are usually part of assessment and are not evaluated for reporting purposes. Students must have multiple and varied opportunities to demonstrate their learning.

Hanson High School sets its levels of achievement according to the curriculum expectations that are described in the achievement charts in the secondary curriculum policy documents. The Levels of Achievement are organized into broad categories of knowledge and skills and teachers provide students with detailed descriptions of each level of achievement. The achievement levels provide a reference point for all assessment practice and serve as a guide for assessment and evaluation of student's performance. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students themselves and their parents.

The levels of achievement are associated with percentage grades and are defined as follows:

80-100% - Level 4: Identifies achievement that *surpasses* the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.*

70-79% - Level 3: Represents achievement *at* the provincial standard. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

60-69% - Level 2: Represents achievement that is *below but approaching* the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

50-59% - Level 1: Represents achievement that falls much *below* the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

Below 50%: Insufficient achievement of the curriculum expectations. A credit will not be granted for the course.

Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

### **Expectations and Consequences**

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)

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.

Missed and/or incomplete assignments/tests may prevent a teacher from evaluating a student's ability to meet course expectations. Students who miss an evaluation may be given an alternate opportunity or may lose the credit.

### **Examination Policy**

Final evaluation accounts for the 30% of the final grade, while the weight of the mid-term evaluation varies from course to course. Teachers are responsible for informing students about the course grade breakdown by providing them a course outline previously reviewed and approved by the Principal. A student cannot waive a final examination.

The examination schedule is posted on the Information Board two weeks prior to the examination period. It is students' responsibility to check the examination schedule and notify the Academic department of any conflicts within the schedule. Students are responsible for being on time and prepared for the examination on the scheduled day and hour. All instructions and corrections will be made at the beginning of the examination period and will not be repeated.

Only illness or unforeseen circumstances clearly beyond a student's control will be considered as valid reasons for a missed examination. For an illness to be recognized as a legitimate excuse, a certificate from a licensed doctor is mandatory. If a student claims other unforeseen circumstances as an excuse for missing an examination, he/she must apply for academic consideration to the Principal within one business day from the date of the scheduled exam. If the Principal recognizes the excuse for missing the exam as legitimate, the student will be evaluated by other means, which may include another examination at the date arranged with the teacher. It is a student's responsibility to seek remedy for a missed examination.

### **Provincial Report Cards**

At HHS, student achievement is communicated formally to students and parents by means of the Provincial Report Card. At the end of each semester and after each mid-term point, a Report Card will be given to students with the percentage final or mid-term 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 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 on the provincial report card.

### **Ontario Student Transcript (OST)/Full Disclosure Policy**

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement.

At Hanson High School, all the credits that a student has earned towards fulfillment of the diploma requirements will be recorded on the OST. All Grades 11 and 12 courses are subjected to the Full Disclosure Policy. This policy states that all grade 11 and 12 courses attempted by students must be recorded on the Ontario Student Transcript. This means that any course completed, dropped, failed, taken at the school, night school or summer school will appear on a student's transcript along with the marks earned in the program. There are time lines to be followed. This information will be made available to Colleges and Universities for them to consider when making admission or scholarship decisions. This record will include all the credits gained by the student using any of the means described in the Ministry's policy documents. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grade 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained. Students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course. However, each attempt as well as the percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade. The withdrawal from the course is not recorded if a student drops the course within 5 instructional days following the issue of the mid-term provincial report card. Otherwise, a withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The Student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column;

- identification of any course that has been substituted for one that is a diploma requirement;
- confirmation that the student has completed the community involvement requirement;
- the student’s successful completion of literacy requirement;

In addition to recording the number of credits earned, HHS may indicate on a student’s transcript any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the students’ achievement in a Grade 11 or 12 courses. It is at the Principal’s discretion to make a decision regarding the recording of such information on the OST.

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.

### **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. The Principal is responsible for establishing, maintaining, and retaining the information in the OSR as well as ensuring its security.

### **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. A combination of Academic and Personal Services is provided by Hanson to support every aspect of students' lives during their studies at Hanson.
- **Small Classes:** Individual attention along with a positive and supportive environment helps foster students’ ability to maximize their learning potential.
- **Tutoring:** Extra support is available to English language learners upon request or on the teacher’s recommendation.
- **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.
- **Extracurricular Activities:** Student Service 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 textbooks in each subject area. For research purposes, the students will avail themselves of the resources available at the local community library.
- **Internet:** School internet access is available for 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.

Depending on the Principal's judgment, if a student's frequent absences from school are jeopardizing his/her successful completion of the course, school staff will meet with the student and communicate with his/her parents/guardians to explain the potential consequences of absences including failure to gain credits and discuss steps that could be taken to improve attendance.

Students' attendance is recorded daily by the teachers and is reported to the front desk attendant within first 30 minutes of each class. The class name list is generated according to course registration record and a new attendance sheet is printed on a weekly basis. Teachers are responsible for submitting a full week attendance sheet every Friday afternoon for further entering the attendance data into the central attendance management report. Students who present an advanced notice and a proof of an acceptable reason will not be penalized. For absence without a reason, the hours will be deducted toward the credit required hours. Hence, the number of absences shall not exceed 15% per each full credit course (7% per half-credit course). Students are responsible for course work and assignments while absent.

On the day of the student's absence, the Student Service Coordinator will phone the student's home and/or mobile phone. Reminder message will be given at the first contact. The first written warning will be issued on an absence of 5% instructional time without a reason. The second written warning will be issued at 10% of instructional time missed. The final warning at 15% of instruction will be issued stating that the student is no longer eligible to receive a credit in the course. At this point the student will be offered an opportunity to follow an Academic Performance Improvement program.

Habitual non-attendance may be referred to Canada Immigration Services.

### **Late and Missed 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 and enrolling him/her in Academic Performance Improvement Program;
- 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 understand 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 tolerated.

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.

### **Student Code of Conduct and Safe School Policy**

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.

### **Special Education**

Students who have behavioral, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and/or services to benefit fully from their school experience. Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular course or subject, as outlined in the Ministry of Education's curriculum policy documents. Hanson High School does not offer special needs classes.

### **Remote Mode of Credit Delivery**

Starting Spring 2020 students in Canada and abroad can earn OSSD credits in remote mode synchronously at Hanson High School.

For international students (not Canadian citizens or landed immigrants), HHS will not send official report cards and/or transcripts to students' home schools located outside of Canada. Instead, students will receive a confirmation letter indicating the successful/unsuccessful completion of the course, along with the grade. The student's official transcript will be held in the HHS office for a period of five years. If a student requires an official transcript to be sent to post-secondary institutions for admissions purposes, Hanson will forward the official transcript directly to each post-secondary institution requested.

Remote students will follow all the important dates of the school – established for each school year course start dates and end dates and the school will follow all the reporting procedures as per the schedule of midterms and final exams.

The courses are delivered through Google platforms – Google Classroom and Google Meet. Registered for the semester students will be enrolled/invited to join Google class prior to the start of the course. Daily sign in is required to all Google meetings as per the semester timetable. The link to the meeting will be posted as an announcement in the Google Class daily at the beginning of each lesson.

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential.

Teachers will monitor attendance for their respective students and will work with them, and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include student and parental/guardian contact, attendance contracts, or even removal from the program.

Hanson teachers are available to students through the platform or by email (official Hanson emails). Students are welcome to send internal communications to their teacher at any time, however, the teacher may respond within 24 hours. During peak times and/or holidays, teachers may take slightly longer to respond. If students need an immediate assistance, they can reach out to the school administrative staff – Vice Principal or Academic Services Coordinator.

Teachers will collect all the course evidence digitally for the remote learners and the school will store all the materials on the school drive for one year.

Students should have the following minimum requirements to participate in synchronous remote program at Hanson:

<p><b>Hardware</b></p> <ul style="list-style-type: none"> <li>• A PC/laptop running Windows XP or higher or</li> <li>• A Mac running OS X or</li> <li>• A Chromebook running Chrome OS</li> <li>• 2GB of RAM</li> <li>• High speed internet connection</li> <li>• A sound card with speakers or headphones</li> <li>• A functional webcam and microphone</li> </ul> <p>In some cases, a scanner or phone/camera may be required to submit handwritten assignments.</p>	<p><b>Software</b></p> <ul style="list-style-type: none"> <li>• Adobe Reader</li> <li>• Adobe Shockwave</li> <li>• Adobe Flash Player</li> <li>• Java</li> <li>• A typical Office Suite including a word processor application, equation editor and spreadsheets (Google Docs will also suffice)</li> <li>• Browser: <ul style="list-style-type: none"> <li>• Mozilla Firefox 4 or higher or</li> <li>• Internet Explorer 7 or higher or</li> <li>• Safari 5 or higher or</li> <li>• Google Chrome 11 or higher</li> </ul> </li> </ul>
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