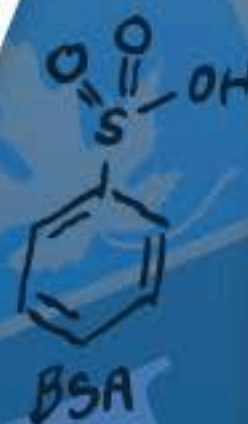




$$E=mc^2$$



$y' = (e^{-1})(z - \frac{y}{c}b)$ Go Huskies!!

$$+b' - y y' = +\frac{V}{c} (u+y)$$

Go
Huskies
GO!!!



be
yourself

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Be Yourself!



At Hudson high school, our students embrace their individuality, and the individual qualities of their peers. When arriving at our school, students are immediately welcomed by new teachers and new friends, into an intimate environment where they are free to be themselves. Each student comes with unique backgrounds and unique stories. We do not expect everybody to have the same ambitions and interests. Instead we encourage students to explore their personal passions, and to look within themselves to find which path will bring enjoyment, and success. These qualities motivate students to work harder, reach higher, and make greater changes in their community and the world.

Our highly qualified teachers promote self-confidence and self-reliance while offering outstanding opportunities. Whether a student is interested in the arts, science, athletics, volunteer work or travel, a life-changing experience will present itself at Hudson. Combined with classroom instruction, our extracurricular activities encourage confidence and perseverance. By valuing and respecting each student individually, we hope to inspire positive and independent leaders who will take chances in their chosen pursuits.

Our students are distinctive, and their goals are diverse, and diversity is what makes Hudson exceptional. When we all stand together, we are balanced, inclusive, and united.

Our Motto: Be Yourself

Our Goal for Each Graduate: to leave us as a well-rounded individual

Learning at High School: we value a skills-based academic program, and a balanced curriculum

Our University/College Acceptance: 100%

Why **students** selected **Hudson!**

Hudson College Student Information Sheet

Student Name: Compiled from various student applications Entry Grade: Various

These two questions are to be completed by all students applying for Grades 9 to 12. Use both sides if needed.

1. What kind of High School do you want to attend and why?
2. Hudson College is a school community where students are self-motivated, have a positive attitude and a desire to participate in a meaningful way. Describe how you would be able to contribute to Hudson College as a student.

"I think Hudson would allow me to understand my learning style and ways to improve it."

"I feel the school is a safe, friendly and welcoming place."

"Small class sizes, Hudson Heroes, 3-semester system with a study period, lots of opportunities to be involved in the school, the House System, a mix of all kinds of people in the school."

"A place where I can be myself."

"You can make a lot of friends because everyone will accept you for who you are."

"Great academics, many clubs and activities!"

"It was nice to see such dedicated educators when I visited Hudson. They truly enjoy what they do, and make the class enjoy it as well."

"I feel that the attention I know I will receive with regards to academic development will be invaluable."

"I know Hudson teachers will help me to expand current interests & discover new ones."

"I sensed that I would most likely get along with other students excellently."

Selections from Grad Speeches

$$y = mx + b$$



Zachary W.
Baylor University, USA
Pre-Medical Biology

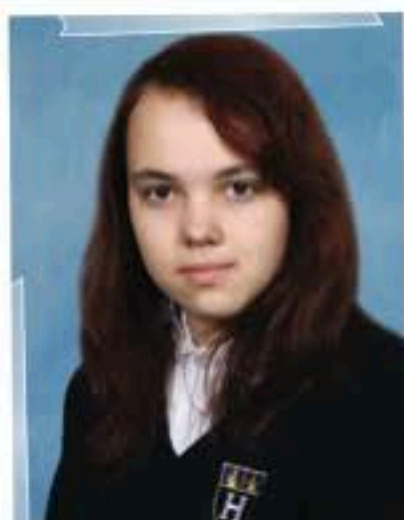
"In one of my favourite movies, The Breakfast Club, five students from a large, suburban high school are brought together for Saturday detention. During their time together, the students come to realize how they have become nothing but stereotypes (the jock, the brainy geek, the prom queen, the troublemaker, the social outcast) because their restrictive high school culture has limited them from becoming anything else. I realize how lucky I am to have had a totally different school experience. Ever since I arrived at Hudson College eight years ago, every day has given me an opportunity to explore different facets of my personality, my abilities, and my interests. I have delved into academics and athletics. I have been a leader and a loner. I have had times when I lost sleep because I was working so hard, and times when I got to kick back and enjoy social activities or just hang out with my friends, who have come from all over the world. I have had exhilarating successes, but I also have been allowed to fail and pick myself up with the support of my classmates and all the teachers and staff at Hudson who have been by my side along the way. I am leaving for university more confident and better prepared than I ever could have imagined, and I have everyone at Hudson College to credit. Thank you for helping me to develop into my best all-around self."



Talia W.
Carleton University, Human Rights

"I'm now leaving to go off to my top choice university for a program that I would never have considered for myself four years ago. I am striving toward a career that no one, including myself, would have fathomed possible for me. I owe a lot of that to the encouraging and motivating environment of Hudson...I have been to quite a few schools and have never experienced feeling as welcomed, wanted and heard than at Hudson. Again, to risk sounding trite, I honestly will never forget these four years. Someone who I feel expresses everything exactly as I am trying to now, is Winnie the Pooh. In one of the ending lines to the series he says "how lucky I am to have something that makes saying goodbye so hard". No 'collection of words' will ever be truer when I think of my high school experience. Goodbye and - to everyone at this school - thank you. I genuinely thank you so much."

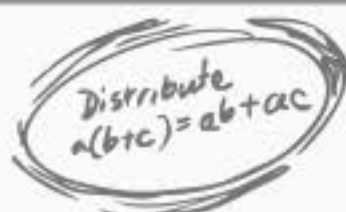
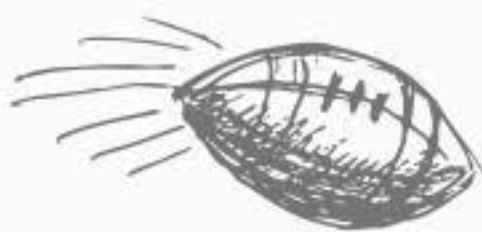
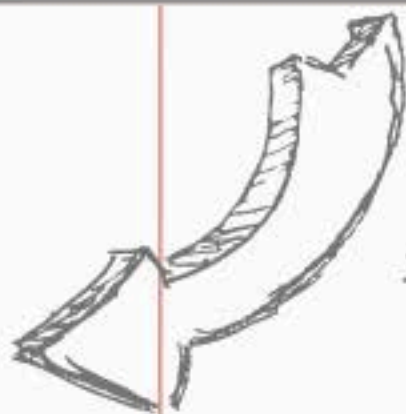
$$\frac{d}{dt}(uv) = u \frac{dv}{dt} + v \frac{du}{dt}$$



Alena K.
York University,
International Studies

"Being at Hudson throughout my high school years has been an honour and a privilege. Hudson has taught me so much, not only academically, but also about myself and my capabilities as an individual and a productive member of society. Hudson has led me to believe in myself. I am capable of so much more than I could have ever imagined. Hudson has not only taught me about who I am, but it has led me to connect with other individuals and form deeper connections than I had ever imagined."

$$\frac{d}{dt}\left(\frac{u}{v}\right) = \frac{v \frac{du}{dt} - u \frac{dv}{dt}}{v^2}$$



Nelson C.
University of Toronto
Social Sciences

"My Hudson experience has helped me discover myself and has taught me the true meaning of community, diversity, and friendship. Hudson College has fulfilled their promise to me when I first stepped into the school in the ninth grade. "Building Brighter Futures." That is exactly what they have done; they have built me a brighter future."



Kevin M.
University of Toronto
Social Sciences

"Throughout the past four years at Hudson, I got involved in lots of musical acts and sport events, where I discovered more about myself and what kind of a person I am. School obviously teaches you about different subjects. The one thing that Hudson teaches that is unique is that teachers, through their subjects, taught life lessons, showing students that what they learn does affect them in the outside world."



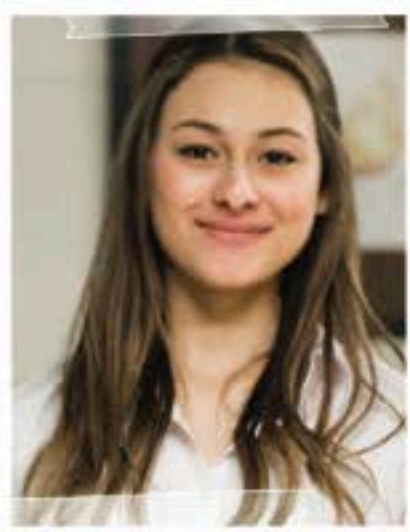
Shamara M.
Purdue University, USA
Science

"When I came to Hudson in grade 11, I didn't expect much at all. I literally counted the days until graduation. I don't know the exact moment when I stopped counting the days and started living them instead, but I do remember that it was one of the best decisions of my life. I met so many great people and have made so many amazing friends and I will carry the memories that I have made here for years to come."



Cole W.
McMaster University
Business

"Upon reflection I realize that not only did my teachers educate me in the classroom, they also educated me about life. From both my studies and the sports teams that I played on at Hudson I realize that I have learned how important it is to build relationships and be a part of a team. It reinforced that we need others to help us succeed. Whether it was relying on partners working together on group projects or on teammates in a game, we learned about discipline and what it takes to be successful."



Karina T.
Queen's University
Arts

"Graduating high school is an exciting milestone to pass, yet at the moment it is a bit sad to say goodbye to the most influential years of my life. I would sincerely like to thank my teachers who have been there since the first day of school and who have helped me not only in my academics but also those who have been there as mentors to teach me and guide me through the four years. They have helped me form opinions, make difficult decisions and move into this new "adult life" easily. I'm so happy to have met everyone who I got to share these special memories with."



Robin S.
Bishop's University
Politics and
International Studies

"The great thing about my high school athletic career was that I left it all on the court, track (and bowling alley). Yes we do have a bowling team! But most importantly it was the people who were a part of it; my coaches who would not only challenge me on the court but would also challenge my knowledge in the classroom, and my friends who were there with me not only to share the glory but also the heartbreaks of being a Husky."

Balanced Curriculum



We believe that when a school has an academic environment that values a **balanced curriculum**, students feel encouraged to explore their passions and talents in new areas. Intellectual curiosity can also be explored on a bigger and richer platform.

$$\frac{(x')^2}{(\sqrt{2})^2} - \frac{(y')^2}{(\sqrt{2})^2} = 1$$

Most high school students are uncertain as to their future career path, and they may come to school with singular interests. Our balanced approach encourages everyone to explore possibilities, and challenges learners to think more broad-based.

In order to help achieve this academic environment, a skills-based, cross-curricular program has been implemented at Hudson throughout a wide range of compulsory and optional courses. We are proud to say that the impact has been great, which is clearly reflected in our graduates' university program destinations.

Learning in a school that values a balanced curriculum will undoubtedly play a key role in helping our students succeed as they move forward. The future skills they will need will be developed and enhanced through a "melding" of disciplines – from STEM skills and Arts skills leading to creativity and teamwork. These are the types of dynamic skill-sets employers seek. This is the balance that the future requires.

At Hudson's high school:

84 courses are offered, among these courses,
66 are optional courses.

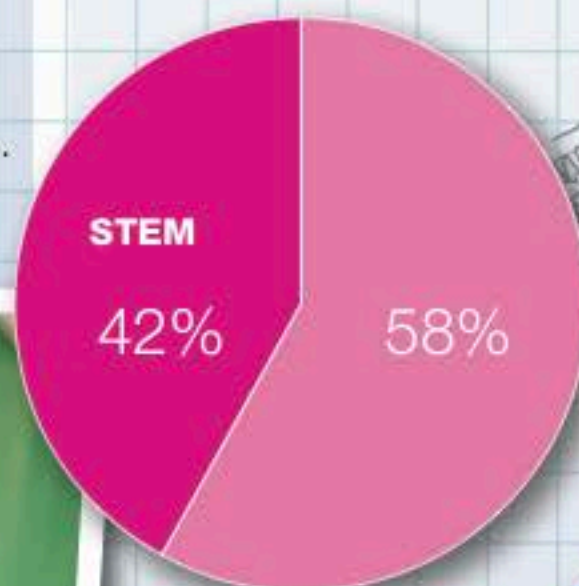
Among the 66 optional courses:

- **26%** courses are in the STEM field.
- **34%** courses are in the Liberal Arts and Social Sciences fields.
- **12%** courses are in the Business Finance fields.
- **28%** courses are in the Fine Arts field.

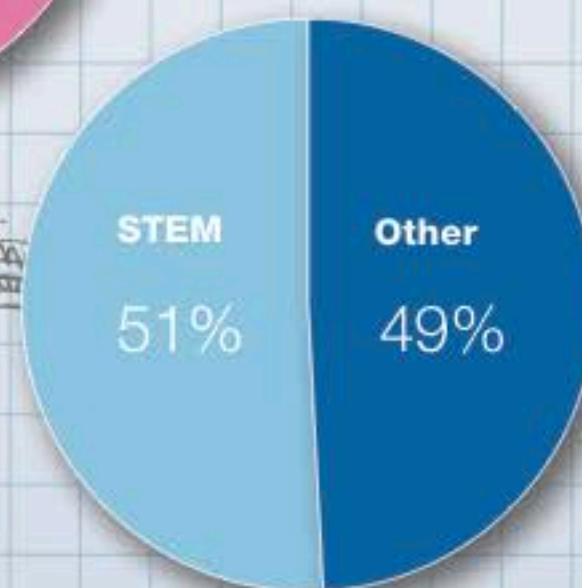
2006 - 2016 Hudson Graduates:

- **46%** went to university STEM programs.
- **54%** selected Liberal Arts, Social Sciences, Business, Finance and Fine Arts fields.

Female Students



Male Students



Skills Based

We value a **skills-based** academic program, and believe that the implementation of a unified and integrated skill development plan across all subject areas throughout the four grade levels is the key to an effective and superior academic program.

Our unique **SMART SKILLS PROGRAM™** helps students develop critical skills in the following five areas:

The following are the major skills that we assist our students to develop across all subject areas and throughout their secondary experience at Hudson:

- Public Speaking
- Effective Listening
- Independent Work
- Reading (Analysis, Comprehension)
- Study (Test) Skills
- Effective Note-taking
- Organization of time and materials
- Qualitative and quantitative research and documentation
- Logical Thinking
- Problem Solving
- Effective Writing
- Analysis of Written Material
- Seminar Presentations and Discussions
- Dramatic Presentations
- Effective Use of Community



Speech Arts
Mathematics
Analytical Writing
Research
Team Building

Skills-Based Program

These skills are essential for academic success in secondary education and beyond.



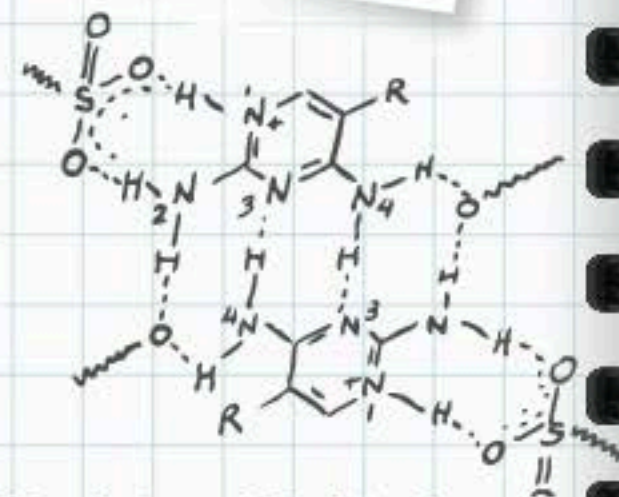
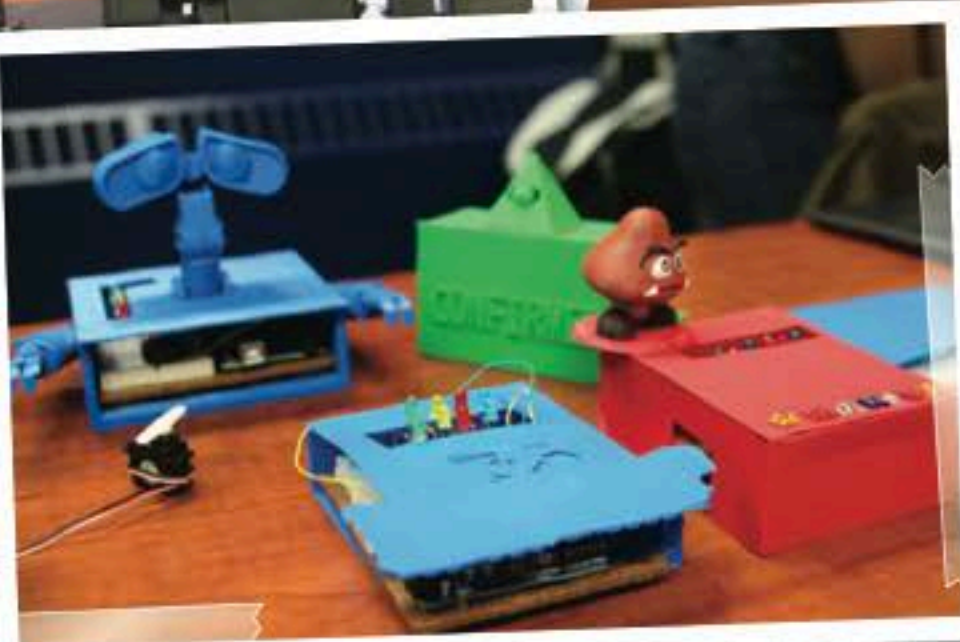


imagination

the **innovation hub**



Arduino projects. Circuit boards and Arduino are housed in individually designed 3D printed cases.



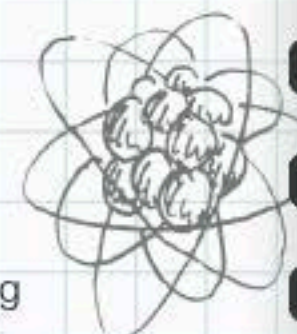
The Hudson College i-Hub is an intimate, interactive workspace, where **3D printers, 3D virtual reality gear, robotics, electronics and multi-media equipment** are housed and used to support our students' innovative learning activities in many subject areas. From Media and Visual Arts, to senior grade Calculus and Physics classes to name a few!

Our students are **extremely imaginative**, and have demonstrated a remarkable aptitude for learning. Given access to this innovative technology, their learning is enhanced and their **creativity shines**.

In the Upper School Media Arts class students have access to the **Tinkercad Program**. This has been used to design 3D objects such as a finger skateboard, a movie tribute sculpture, and a miniature Toronto skyline. Designs were then realized through **3D printing**. One Hudson student took this a step further and used the virtual reality technology to recreate his bedroom, and set up music that was responsive to participants' location as they "toured" the virtual room!

In one Visual Arts class Hudson students explored a "Magical, Mythical, Miniature Monsters" unit in sculpture. Students first developed their ideas in sketchbooks, then they sculpted their creations using the **Sculptris Program** in the "**i-Hub**" and finally realized their visions through the 3D printing of their "sculptures".

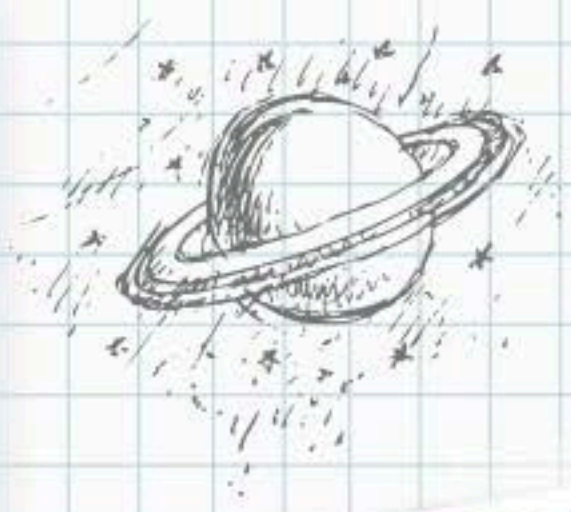
The **"i-Hub"** also helps students in the Grade 12 Chemistry class gain a deeper understanding of **quantum atom models**, orbital hybridization, and chemical bonding by allowing them to design and print 3D models of various atoms and molecules. This gives our students the opportunity to have a **hands-on experience with atoms and molecules**; this unique perspective enhances learning by providing more than a textbook picture!



$$\underline{\underline{E = mc^2}}$$

example: $\frac{5 \cdot a + 5 \cdot b}{5} = ?$

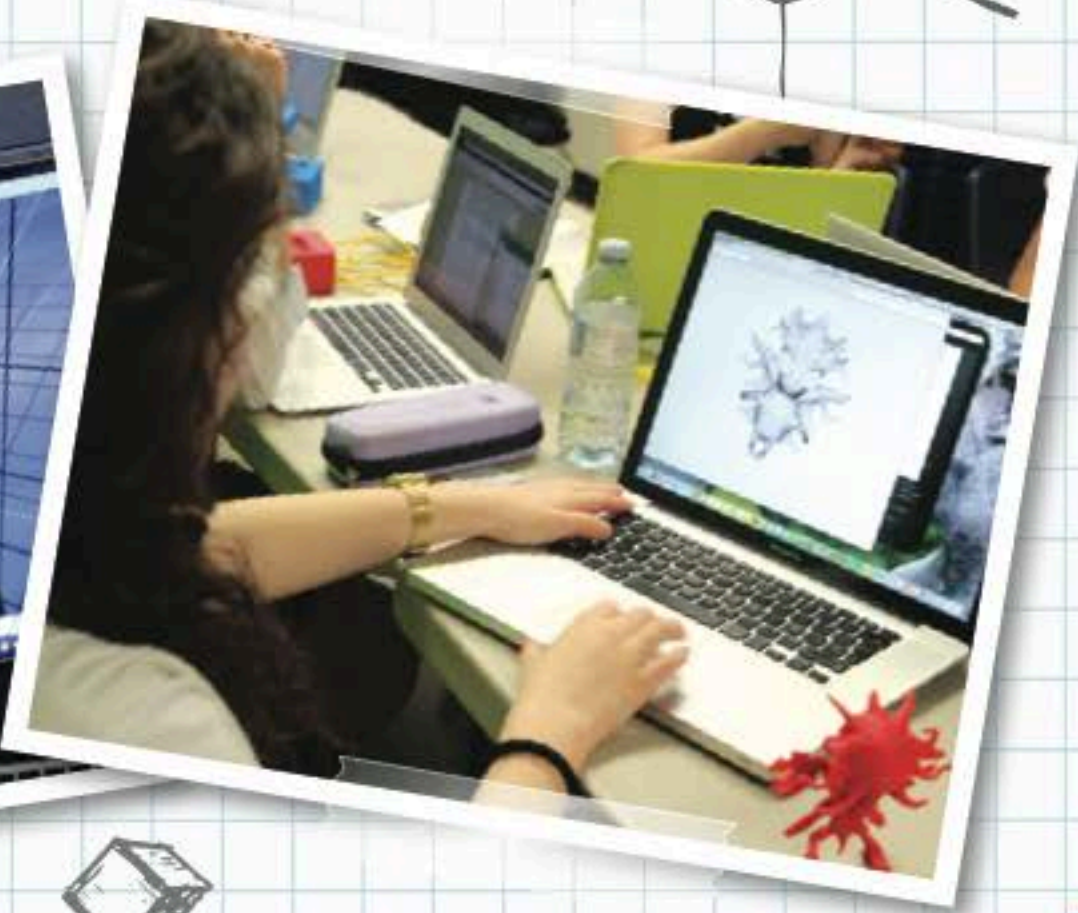
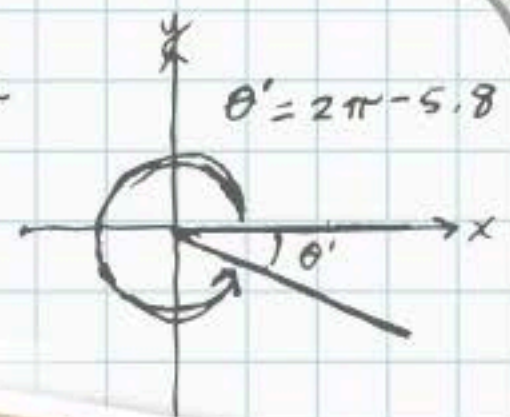
Solution: $\frac{5 \cdot a + 5 \cdot b}{5} = \frac{5 \cdot (a+b)}{5}$



$$e = \frac{c}{a} \begin{matrix} \text{(focus)} \\ \text{(distance)} \end{matrix}$$

ECCENTRICITY

$$\left(\frac{a}{b}\right)^{-n} = \left(\frac{b}{a}\right)^n = \frac{b^n}{a^n}$$



Our Grade 9 Mathematics class students are introduced to the two dimensional and three dimensional coordinate systems unit by learning to **design 3D geometric solids** with our 3D printers.

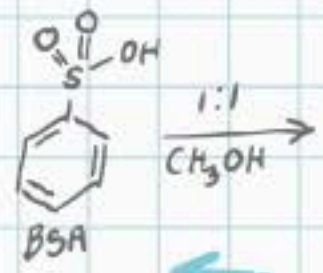
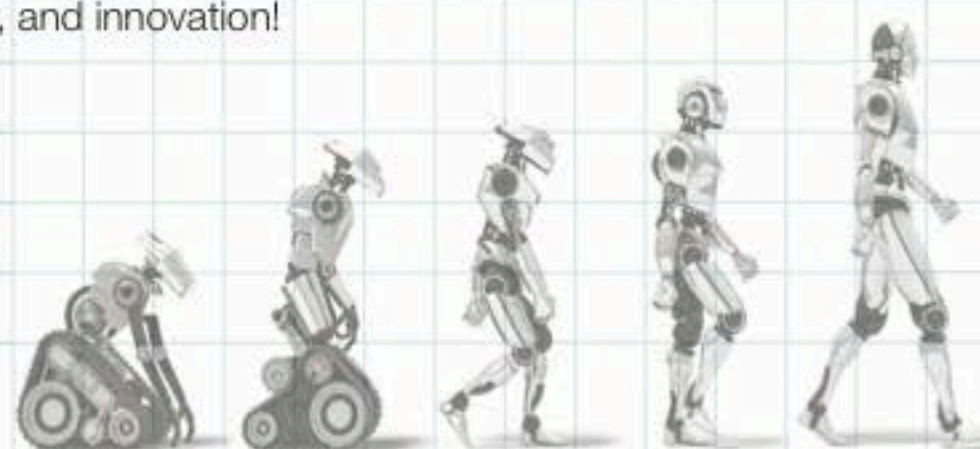
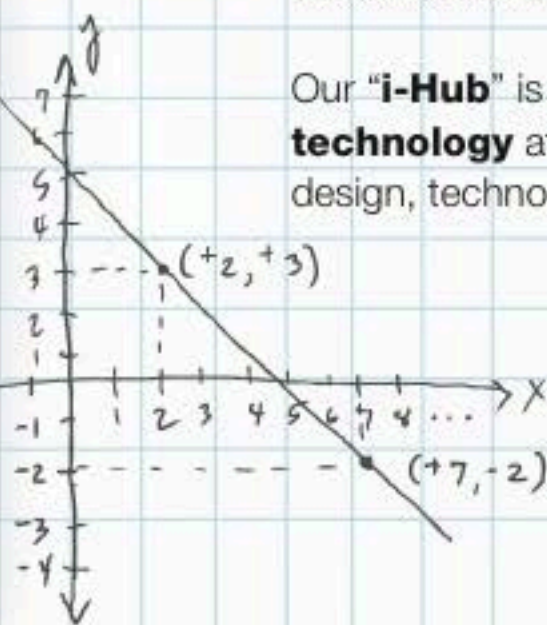
Students in the Grade 10 Computer Technology course have used **Arduino**. This program allows students to create circuits and control them by programing the Arduino. They also have the opportunity to set up and use **Raspberry Pi**, a credit card sized computer in the "**i-Hub**"!

For our Grade 12 Calculus class students, the "**CalcfLOW**" software application on the Virtual Reality station helps students examine some of the most complicated concepts of the course in **3D virtual reality**!

Our Grade 11 and 12 Physics students make use of the **VR software** specific to **astronomy** in order to explore orbits and planets in our solar system. They can even take a **virtual expedition** to Mars!

Utilizing technology housed in our "**i-Hub**" goes beyond the classroom. In our after-school **3D Design and Printing Club**, students are introduced to the design process and learn how to use 3D design software at the university and industry level. Students learn how to use the 3D printer to manufacture and assemble their own designed products. The club is geared towards students who intend to pursue a university degree in the engineering, architecture or industrial design fields. It provides them with an opportunity to **bring their ideas to life**, while learning hands-on design skills that will **benefit them in their future careers**.

Our "**i-Hub**" is a place where visionary thoughts become reality! Having this **exclusive technology** at our fingertips allows our **students to succeed** in all aspects of design, technology, and innovation!



visual arts program

Here at Hudson, we agree that **everyone can draw**, and believe that everyone has the **capacity for creativity**. We also believe that Visual Arts learning cultivates creativity, and creativity cultivates **academic success**.

Whether pursuing post-secondary programs in the arts or in the STEM areas, all of our students benefit from **strong problem-solving skills**, the courage to take chances, and the ability to **think inventively**. These skills are hard to find in a textbook. Our **hands-on Visual Arts** program inspires students to develop these skills through exploring new ideas, **practicing self-expression**, collaborating with classmates, and **challenging the norm**.

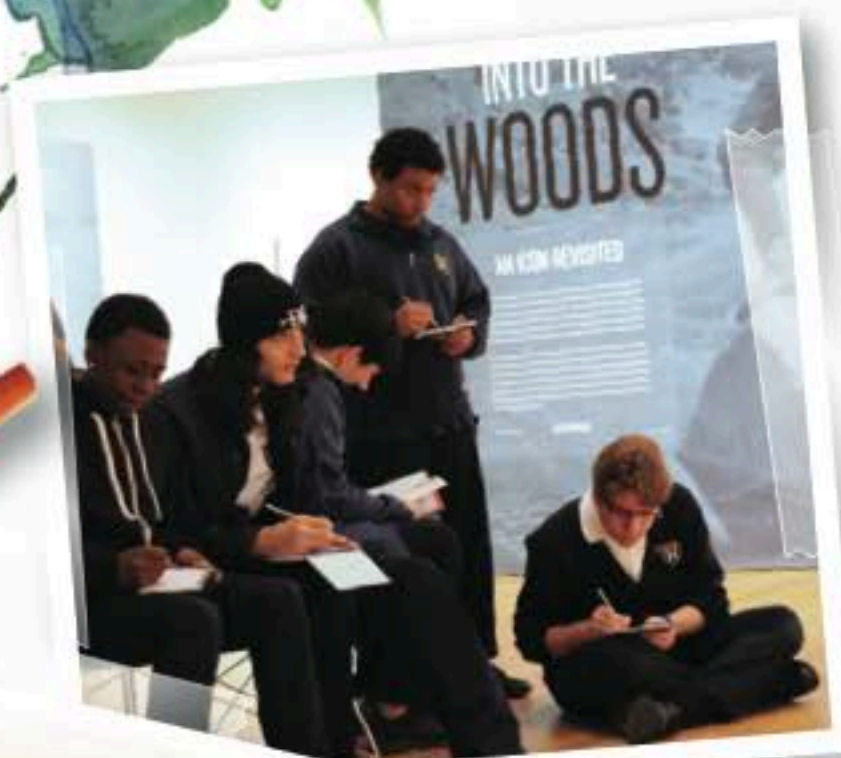
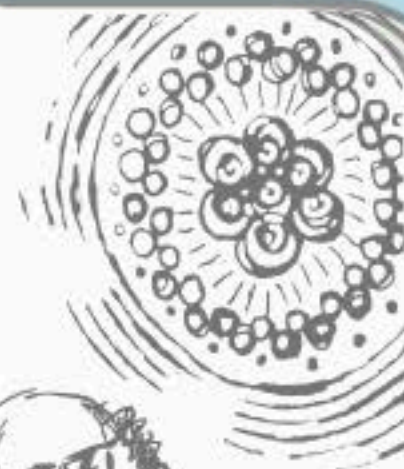
Our program fosters a **caring community**, where students are able to safely take risks, and push their own boundaries. Students explore historical and contemporary works, examining not only technique, but context as well. This analysis fosters a **spirit of critical thinking**, which is a skill students will take with them in future academic endeavours, and into their careers.

Through the study of painting, drawing, sculpture and printmaking, students are encouraged to **embrace their curiosity** while producing innovative works in all subject areas. Working individually or in collaboration with their peers or professional guest artists, our students will develop an **advanced understanding** of the principles and elements of design and how to effectively apply them within their own work, both at Hudson and beyond.

Creativity



Creativity



Creativity

The program also includes, but is not limited to, **student-run art workshops**, where communication and leadership skills are gained and **set design projects** which contribute meaningfully to school drama performances. Our students also participate in an **Artists in Residence event** where interactive installations are designed and implemented as well as visits to Toronto galleries enjoyed by students, teachers and parents.

As mentioned earlier, our Visual Arts program also allows our students to experience the **exciting world of digital art**, and its endless possibilities! Students are able to utilize both traditional materials and the **newer technologies** like **3D sculpting and printing**. Students' 2-dimensional ideas can be realized in 3-dimensions with a 3D printer. Students can also extend their learning of the elements and principles of design through the use of **Virtual Reality goggles**. Students can create a landscape full of colour, patterns and lines **using 3D virtual reality**; in this virtual world they can "walk" through lines, around spirals and underneath polka dots in a fresh and exciting take on a **classic lesson in design**!



Leadership

AT HUDSON:

- Over 40% of our high school students joined Hudson Heroes
- Student Council is composed of students from all four grade levels
- All Grade 10 students are Hudson Helpers for new Grade 9 students
- High School Ambassadors come from all four grade levels

Our goal for each graduate is to have her or him leave us as a well-rounded individual.

The world is filled with intelligent, hard-working young leaders who aspire to find success in their prospective fields. However, there has been a shift in the hiring wish lists of employers. More and more workplaces are looking to hire actively engaged citizens with humanitarian characteristics such as compassion and empathy for others. Participating in charitable activities is a great step toward gaining skills in leadership, perseverance, resilience, and imaginative, collaborative thinking in order to overcome challenges. Here at Hudson College, we encourage students to participate in a variety of altruistic activities that reach beyond average expectations.

The Hudson Heroes is a group of compassionate students who are dedicated to improving the lives of the less-fortunate. Whether it is fundraising to support a local family, shopping for holiday gifts to donate, or participating in community events such as **Tokens4Change**, students involved in the club are continuously effecting positive change in their local community.

Our **House Program** has proven to be an exciting way to encourage students to develop a meaningful connection to their community. Grade 8-12 learners each belong to one of 4 distinguished houses – **Rockies, Prairies, Great Lakes, and Maritimes**. The school year begins with a huge pep rally, and in the months to follow, each house participates in songs, dances, games, activities and fun competitions while forming bonds with classmates that will last a lifetime. Points are collected for involvement in school clubs and activities such as the Hudson Heroes.

All new Hudson Grade 9s are also enrolled in the **Duke of Edinburgh's International Award program**. This program offers students aged 14-24 a supportive, non-competitive, youth development platform that develops self-awareness, builds confidence and broadens skills and experience to further their growth as active, **responsible citizens**.

We find that students are more likely to become intrinsically motivated when introduced to the rewarding feelings that come with **active participation and selflessness**. However, it never hurts to bring in a few experts to help inspire young minds! We take every opportunity to invite educated and interesting **Guest Speakers** to our school, in hopes of providing informed advice and **encouragement** from beyond the classroom.

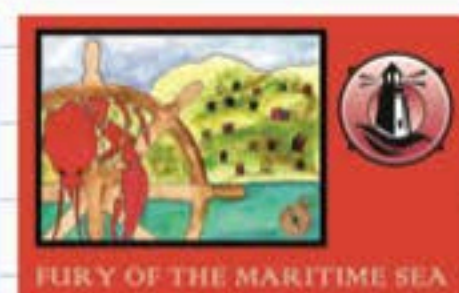
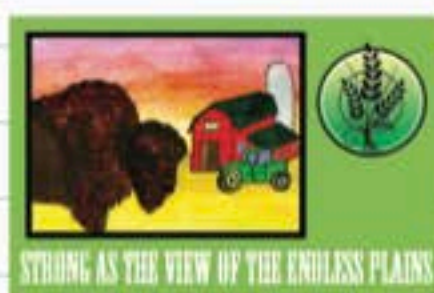
We recognize that our young people are our future, and our school leaders of today will become **world leaders of tomorrow**. Our students continue to leave us with a strong sense of character, dedication to community, and **leadership qualities**.



Inspiring Learners to Become Leaders



HOUSE FLAGS DESIGNED BY GRADE 9 CLASS OF 2015



As part of our support program for **Grade 9 students**, Hudson provides the Grade 9 class with a series of lessons and workshops **focused on leadership**. Students are guided to develop various skills and traits required to find **success** in high school, and in life. The program is designed to explore the understanding of self-concept. We believe that a student with a **strong self-concept** has the resiliency to **overcome challenges**.

The year begins with personality surveys and the identification of an **individual learning style**. With this knowledge, students discover their role in becoming **active learners**. Next, with the help of a professional presenter, Grade 9's learn how to **break bad habits** and develop good ones. The power of our habits influences our lives on a daily basis, and we hope to encourage our newest members of high school to **start fresh**, and develop healthy habits for their academic career.

Mental Health is the next topic of discussion. Students explore and understand the growing world of mental health awareness, while learning tools to **identify signs** that may indicate that they or someone they know may be suffering. With the help of a mental health professional, stigmas are debunked and students discover how to **seek help if needed**. This topic leads into our **Wellness lesson**, in which the pursuit of personal wellness is researched and developed. Everybody takes part in a **professional yoga class** to experience one way in which our society is embracing this pursuit.

Leadership training begins next, with at least **three in-depth workshops** in which students identify leadership characteristics, discuss leadership in their own lives, and explore ways to build on their leadership abilities in positive and fulfilling ways. Once each student feels confident and capable as a role model, the group chooses a legacy project that involves making **Hudson a better place for all**. The year ends with the completion of this project, which is completely **driven by the students**, and can encompass any aspect of our community that they desire.

Through all of these lessons, students become aware of their **personal strengths** and their ability to **succeed as unique leaders** in their own lives.

Leadership



BUTTERFLY GARDEN CREATED BY GRADE 9 CLASS OF 2016

$$2 \cos^2 x - 3 \cos x + 1 = 0$$

$$(2 \cos x - 1)(\cos x - 1) = 0$$

3-Semester System, Other **Support** Networks & Programs

"Some say it's about what students learn. I say **"first"** it's all about how students are **treated and nurtured** in that learning environment. It's only then that **successful learning will follow.**"

- Jack Bavington, Principal

At Hudson, this educational philosophy is the backbone of our work. It has been strongly implemented by our teachers. Students view teachers not only as teachers and coaches, but also as their mentors who guide them through four important years of their life. This philosophy has also been enhanced by **several support networks and programs.**

Semester Systems

Compared to most schools' 2-semester systems or some schools' non-semester systems, our **three-semester system** offers students a more flexible academic schedule throughout the year. Students study three courses every day in the two major semesters.

Typical Semestered Year

| Sept. | Jan. | Feb. | Jun. |
|-----------|-----------|-----------|------|
| 5 months | 5 months | 10 months | |
| 4 courses | 4 courses | 8 courses | |

Hudson Semestered Year

| Sept. | Dec. | Jan. | April | May | Jun. |
|-----------|-----------|-----------|-----------|-----|------|
| 4 months | 4 months | 2 months | 10 months | | |
| 3 courses | 3 courses | 2 courses | 8 courses | | |

All Grades

During the Fall and Winter Semesters, one of the class periods is a Study Period wherein students get extra help, work on assignments, and get skills instruction, etc.

Grade 12

A flexible schedule allowing for more time to improve marks. It is a similar academic model to what you will experience in university/college.

Our 3-Semester System

- Allows students to concentrate on fewer courses at a time – less stressful and more focused.
- Its Study Period allows time within the school day to get extra help, work on assignments and skills instruction.
- Allows time for Grade 12 students to improve marks.



Grade 9 Laptop Program

All new Hudson Grade 9's receive a state-of-the-art laptop in September. It is a **valuable resource tool** that Hudson has pre-configured with all the educational software necessary for the Grade 9 program and beyond. Students will also benefit from having their own laptop that they can then use both at Hudson or at home to complete assignments, take notes, and manage their time. This program encourages students to have the freedom associated with a dedicated laptop and to take responsibility for their learning and study skills.

MyBlueprint Program

As part of the Laptop Program, this online platform allows students to explore a wide variety of future career options, while creating an attainable pathway to the destination of their choice. Students participate in goal setting, financial planning, and the creation of resumes and cover letters, which are compiled into a **practical portfolio**. The unique High School Planner is designed to **assist students with course selection**, ensuring that proper prerequisites are taken, and acceptable grades are achieved for each individual post-secondary pathway. What makes this program exceptional, is its ability to **successfully guide students** through each step of their **High School career**.

Teaching Freedom with Responsibility

Starting in Grade 9, students are taught the value of **freedom with responsibility**. To help Grade 9 students adjust to this concept, **group workshops** and individual meetings are implemented on a regular basis. One common (study) time slot also permits us to bring all grade 9's together to teach them **strong organization**, self-awareness, and study skills. Our grade 10 Hudson Helpers also play a role in helping grade 9's in their transition to high school.

Individualized Learning

With an average **class size of 15 students** our teachers have more **one-on-one time**. Learning is therefore **more effective**. Lunch hour or after school tutoring and skills courses in the study period are also available to help an individual student improve in a particular area of study. **Strong guidance support** is always there to help each student draw an individualized **"roadmap" of learning**.

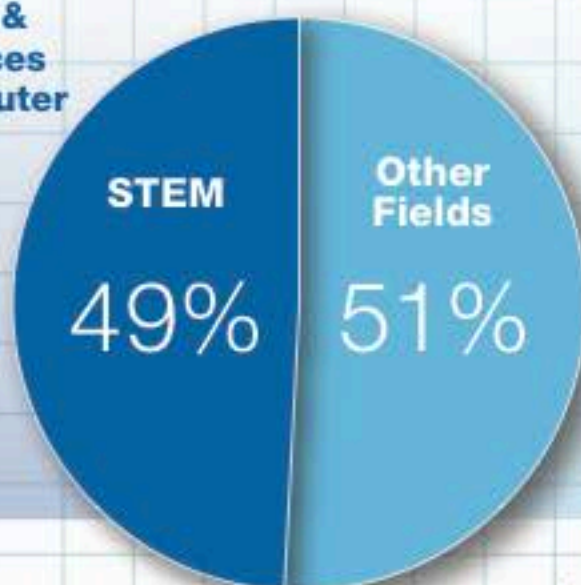


University Destinations

Since the inception of the school, 100% of Hudson students have been accepted to many outstanding post-secondary institutions in Canada and abroad. To date, Hudson Alumni have attended **60 universities and over 120 programs**. Our distinguished university acceptance record can be attributed to the dedication of our teaching staff, the commitment of our students, a large range of extra-curricular involvement opportunities provided to students, small class sizes and the personal assistance each student is given during the university application process.

Over the years, the programs that Hudson alumni have attended are both dynamic and balanced in their range. This is a testament to Hudson's commitment to providing a balanced curriculum. The following graphics demonstrate the admission statistics to date:

- Physical, Life & Health Sciences
- Math & Computer Science
- Engineering
- Architecture



- Liberal Arts
- Social Sciences
- Fine Arts
- Design
- Business
- Accounting & Finance

Top 5 Destinations to Date:

University of Toronto
Ryerson University
York University
University of Waterloo
McMaster University

Regional Destinations for Recent Graduates:

Ontario **75%**
Outside Ontario **8%**
United States **5%**
International **12%**

Highest value of individual scholarships offered to our recent graduates by Canadian universities: **CAD \$25,000**

Highest value of individual scholarships offered to our recent graduates by American universities: **USD \$56,000**



Some "not so ordinary" programs chosen by recent graduates:

Human Rights
Integrated Media
Agriculture
Music - Performance
Pre-Medical Biology
Marine Studies
Law and International Relations
Luxury Fashion Design
Visual Arts
Geography
Film Studies
Justice Studies
Business Technology Management

Total Number of
grads to date: 506

Where did they go?

Canadian Universities:

Ontario:

Brock University
Carleton University
Lakehead University
Laurentian University
McMaster University
Nipissing University
OCAD University
Queen's University
Ryerson University
Trent University
University of Guelph
UOIT
University of Ottawa
University of Toronto
University of Waterloo
University of Windsor
Western University
Wilfrid Laurier University
York University

Outside Ontario:

Dalhousie University
McGill University
Mount Allison University
Simon Fraser University
University of Alberta
University of British Columbia
University of Calgary
University of Manitoba
Bishop's University
Concordia University
University of Regina
University of Victoria



International Universities:

United States:

Baylor University
New York Film Academy
Parsons The New School for Design
Purdue University
Rutgers University
School of the Art Institute of Chicago

University of California, Berkeley
University of California, Irvine
University of Florida
University of Houston
University of Texas (Austin)

International

Chulalongkorn University (Thailand)
Dow International Medical College (Pakistan)
FIFA, Singidunum University (Serbia)
Iberoamericana University (Mexico)
IE (Instituto de Empresa) University (Spain)
ISEFAC Bachelor Business School (France)
ITESM University (Mexico)
Musashino Art University (Japan)
Tecnologico de Monterrey (Mexico)
Universidad de las Américas (Mexico)

Universidad Autónoma del Estado de Morelos (Mexico)
University of Hong Kong (China)
Universidad Justo Sierra (Mexico)
Universidad La Salle de México (Mexico)
University of Le Havre (France)
Universidad Nacional Autónoma de México (Mexico)
Universidade de São Paulo (Brazil)
University of Sussex (UK)

Programs of Choice for Hudson Graduates

- Architecture
- Arts
- Arts & Business
- Arts & Contemporary Studies
- Arts & Culture
- Art & Design
- Arts & Science
- 3D Animation, Art & Design
- Design
- Digital Media Arts
- Fashion Design
- Graphic Design
- Integrated Media
- Interior Decoration
- Luxury Fashion Design
- Music - Performance
- Photography
- Video Game Design
- Visual Studies
- Vocal Studies
- Accounting & Financial Management
- Administrative & Commercial Studies
- Business Administration
- Business Economics
- Business/Human Resources
- Business Management
- Business & Society
- Business Technology Management
- E-Business
- Financial Math & Economics
- Food & Beverage Management
- Human Resources
- Hospitality & Tourism Management
- International Business Management
- International Communications
- International Economics & Finance
- Marketing
- Retail Management Science
- Travel & Tourism

- Biochemistry
- Biochemistry & Molecular Biology
- Biology
- Biology - Animal
- Biology - Genetics
- Biology - Health Sciences
- Biomedical Science
- Biotechnology
- General Science
- Health Sciences
- Health - Psychology
- Kinesiology
- Kinesiology & Health Science
- Kinesiology & Physical Education
- Life Sciences
- Life Sciences - Psychology
- Medicine
- Neuroscience
- Nursing
- Pharmacology
- Pre-Medical Biology
- Public Health
- Pure & Applied Science
- Agriculture
- Environmental Design
- Environmental & Earth Sciences
- Environmental Engineering
- Environmental Science
- Math, Physics & Environmental Science
- Marine Studies
- Physical & Environmental Science
- Aerospace Engineering
- Auto Engineering & Management
- Automotive & Vehicle Technology
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering (CO-OP)
- Computer Science
- Computer Science, Math and Statistics
- Computer System Engineering
- Electrical Engineering (CO-OP)

- Engineering (CO-OP)
- Industrial Engineering
- Mathematics
- Mathematics & its Applications
- Mathematics & Business
- Mathematics & Statistics
- Mechanical Engineering
- Nanotechnology Engineering
- Physical & Mathematical Science
- Broadcasting - Television
- Child & Youth Services
- Culinary Arts
- Dentistry
- Early Childhood Education
- Education
- English
- English & Professional Writing
- Flight Services
- French Studies
- Film Studies
- Geography
- Linguistics
- Nutrition & Food
- Police Foundations
- Criminology
- Criminal Justice & Public Policy
- Economics
- Humanities & Social Sciences
- Human Rights
- International Political Economy
- International Studies
- Justice Studies
- Law
- Law & International Relations
- Politics & Governance
- Politics & International Studies
- Political Science
- Psychology
- Science & Technology Studies
- Social Sciences
- Sociology

Formula

$$\text{Area} = \sqrt{s(s-a)(s-b)(s-c)} \quad \text{where } s = (a+b+c)/2$$

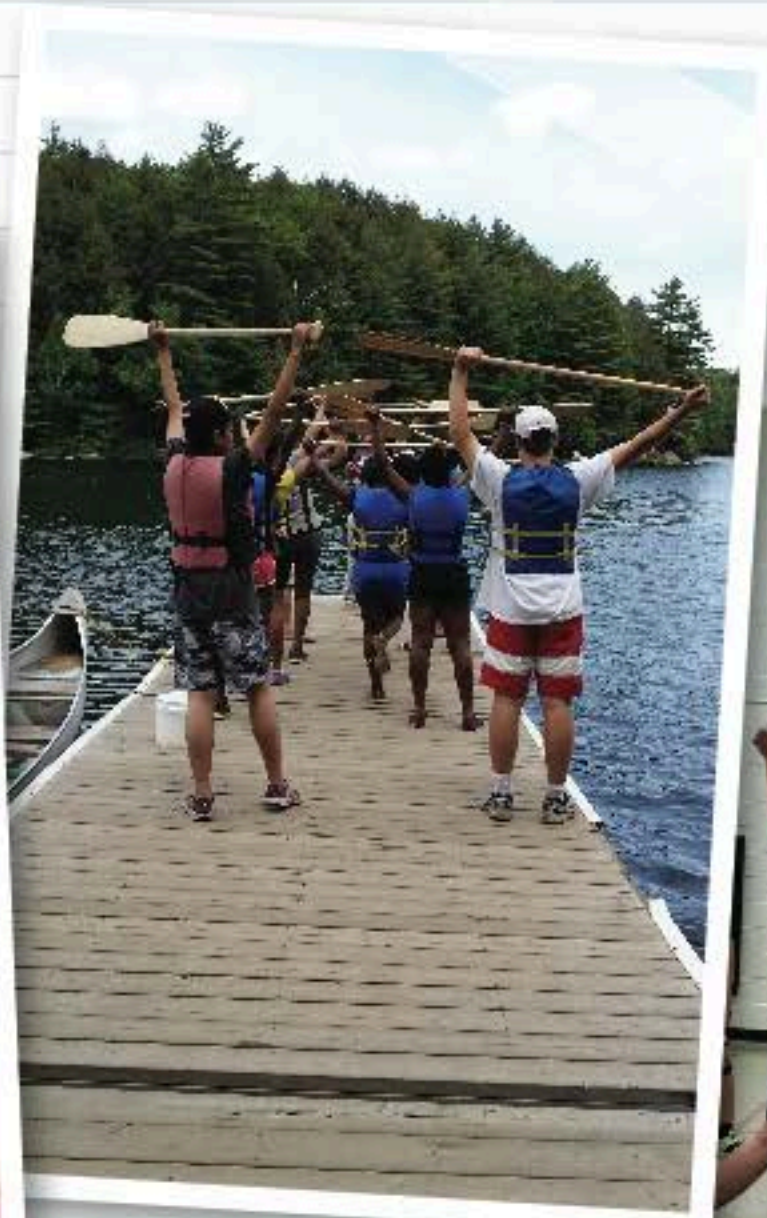


We are **an all-round school**. Inside the classroom, we value a skills-based academic program with a balanced curriculum. Outside the classroom, we offer a full range of activities. Whether it's a wide variety of **clubs, sports, music and dance, leadership camps**, or the **annual trips** in Canada and abroad, **Hudson has it all**.



- Over **20** clubs are offered every year
- Over **18** sports are offered every year
- Over **30** events/activities are offered every year
- 2** out-of-town leadership camps are offered every year
- 2** annual trips in Canada and overseas are offered every year

All Round School



★ ★ Go ★ ★
Huskies
GO!!!



★ **School spirit is the soul of Hudson.** Here are some examples of the school activities we do to help build our school spirit.
Go Huskies, Go! ★



House Activities

As a tradition, the House Pep Rally kicks off each year. House Huddles and Challenges are run year-round. These House activities bring our school community together in a fun way!

Open Mic & A.I.R.

Open Mic is run on the last Friday of every month. A.I.R. (Artists In Residence) is run in the Winter Semester. These All-YOU-CAN-CREATE Arts buffets encourage artistic exploration and self-expression school-wide. They also bring positive energy into our school community.

School Spirit Week

Each day of the week operates on a different theme, such as 'Pyjama Day', 'Crazy Day', 'Athletic Day', 'Elegant Day' etc. Students participate with great enthusiasm!

Halloween Costume and Pumpkin Carving Contests

There is always a hard time every year awarding prizes for these two contests, as all are so great!

Charity Fundraising Activities

Several charity fundraising events are run each year. For example, the Terry Fox Breakfast, Fall Food Drive, Holiday Food Drive, Cram-A-Cruiser Food Drive, Bake Sale, Tokens4Change, etc. Our students are incredibly energetic in these activities!

December Holiday Luncheon and the "Secret Sprite"

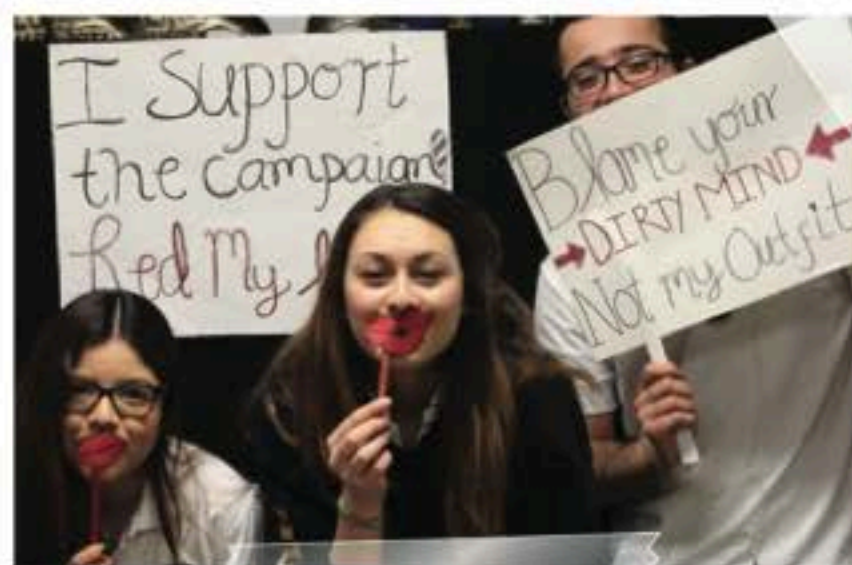
The Holiday Luncheon and the "Secret Sprite" anonymous gift exchange always spread happiness in the spirit of the season. See plates heaping high with food and laughter echoing through the halls as students celebrate the holiday season!

Good Cause Campaigns

We do campaigns year round to support various causes, or to take a stand in support of different social issues. These campaigns include, but are not limited to, the 30 Hour Famine, Happiness Project, Red My Lips, Day of Pink, Earth Day Festival, etc. These campaigns help students see the world from a different angle. They also help students to further bond with each other and help build school spirit!

June Day

In the morning students assemble for the various athletic awards and the awards for the House System. Then the June Day continues at Earls Court Park with fun games. It ends with the annual water fight as students say goodbye to their friends, peers, staff and teachers for another summer break!



Testimonials

Sent: Thursday, November 3, 2011
To: Jack Bavington

Like many other parents, we had investigated and taken our son Marc to local open houses to see what high school he was interested in attending. When we attended the open house at Hudson we asked Mr. Bavington if there was a possibility for our son to spend a few hours at the school to experience the environment at Hudson.

I knew it was the right fit for my son when I got the call from him and he said "Mom I love it. This is the high school for me". Having a comfortable high school environment was one of the most important aspects we considered because we knew it would help our son adapt to the high school life.

We are grateful that Hudson has great teachers who inspire and are focused on developing the students academically and socially. Because of their dedication and support, our son has become a disciplined learner, an active participant of the school community, and a socially responsible citizen.

Being in a smaller environment was a bit of a concern initially but we were delighted when our son made many friends in all grades. In fact some of the older senior students became great role models and friends. In addition, the international component of Hudson has allowed our son to make so many friends and connections with students from different parts of the world. Needless to say, we are very happy with Hudson College and would recommend this school highly to any student thinking about attending Hudson College.

Sincerely,
Nadia Bove

Friday, June 27, 2014

Dear Jack,

I wanted to write you a note thanking you for the experience that my son Alex had at Hudson. We are so grateful and could not be happier. It was lovely to hear everyone's speeches at the graduation ceremony and to see how Hudson really allows its students to develop themselves as individuals. I know this is true for our son.

Hudson College has given him the opportunity to find his passion by furthering his studies at university. We are just so so pleased and grateful for the experience he had at Hudson and it comes from all of the hard work of the teachers and you.

I am a teacher in the public school system and I can see the difference, the support, and the opportunity that Alex has received at Hudson. I wanted to make sure to share this with you as it was very busy at the graduation.

Once again, thank you so much!
Keira David

Winner of Readers
Selection Awards
from City Parent
Newsmagazine



From: Jo-Ann
Date: May 17, 2016
To: Jack

Good morning Jack:

I have thanked you before, but I would like to thank you again for recognizing and nurturing Talia's potential at Hudson College. The teachers and environment were a perfect match for Talia, and I will always be grateful. There was a day a few months ago when Talia and her friends were sitting at my dining room table talking about a presentation they had to do on human rights. I was in the kitchen just fascinated by their conversation. Sometime later I had coffee with a friend who said to me: "These young women will change the world."

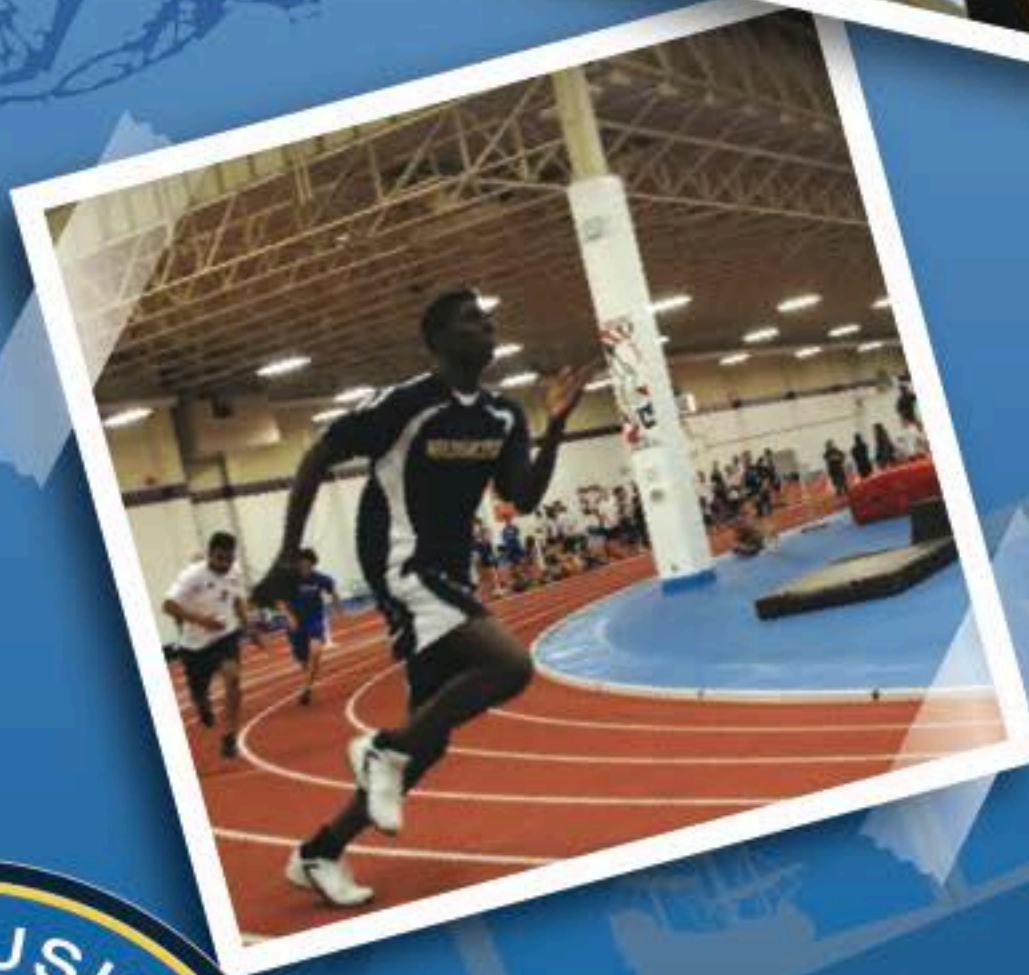
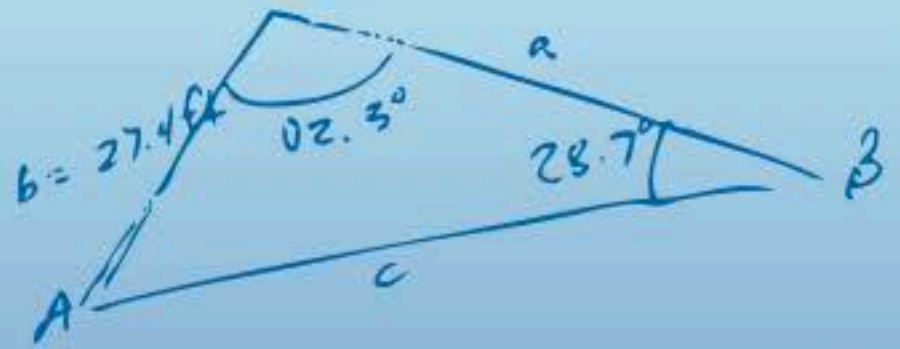
Well, Talia will be accepting an offer from Carleton University from their Human Rights and Law Program. My heart is absolutely bursting. You may remember a different child when we first came in to see you many years ago. Talia has blossomed into a confident, intelligent young woman who is a keen observer of human nature, and isn't afraid to speak her mind. Please express our thanks to everyone at Hudson for helping to make this happen!

Jo-Ann

Our students are
well-rounded
individuals.

They value diversity,
and are enriched by
the inherent learning
experiences offered
in a multicultural
school environment.
They are encouraged
to be leaders and
at the same time,
to "BE YOURSELF".

Testimonials



| | |
|----------------------|---------------------|
| helium 2 He | neon 10 Ne |
| fluorine 9 F | argon 18 Ar |
| chlorine 17 Cl | krypton 36 Kr |
| bromine 35 Br | |



Go
Huskies
GO!!!