



Ontario

# Ontario Secondary School Diploma Diplôme d'études secondaires de l'Ontario

This Diploma is granted to  
Ce diplôme est décerné à

**Arianne Kas'andra Jackson**

a student of  
élève de

**Bill Hogarth Secondary School**

who has fulfilled the requirements for the Ontario Secondary School Diploma  
in accordance with the provisions of the Ministry of Education, Ontario.

qui a rempli les exigences prescrites pour l'obtention du diplôme d'études secondaires de l'Ontario,  
en vertu des dispositions du ministère de l'Éducation de l'Ontario.

Dated at  
Délivré à

Markham

the  
ce

27<sup>th</sup>

day of  
jour de

June 2024

Minister of Education /Ministre de l'Éducation

Principal of School/Directeur ou directrice de l'école





*Certificat d'études en immersion*  
*French Immersion Certificate*

*Arianne Kas'andra Jackson*

*qui, des trente crédits exigés pour l'obtention  
du diplôme d'études secondaires de l'Ontario,  
a complété avec succès un minimum de dix  
crédits enseignés en français dans le pro-  
gramme d'immersion au niveau secondaire.*

*has successfully completed in French as the  
language of instruction in the French Immer-  
sion Program a minimum of ten credits of the  
thirty credits required for the Ontario  
Secondary School Diploma.*

*Bill Hogarth Secondary School*

*École / School*

*le 25 juin 2024*

*Date*

*Directeur/Directrice de l'école  
School Principal*

*Directeur de l'éducation  
Director of Education*





REGISTRAR-N... May 23, 2024  
to me ▾



Congratulations on your admission to the University of Windsor! Please note the following important information about your Offer of Admission.

All admitted students are urged to review the admission condition(s) noted on their Offer Letter, available through UWinSite Student.

*Students must satisfy the specified conditions to keep their admission offer.*

1. Students coming directly from an Ontario high school must have successfully completed the Ontario Secondary School Diploma (OSSD) with a minimum 70% overall average of six Grade 12 U or M courses, including ENG4U. Additional program-specific requirements to maintain their offer of admission are provided at this link: [Maintaining your Conditional Offer of Admission for the 2024-2025 Academic Year | Office of the Registrar \(uwindsor.ca\)](#).

If you will be upgrading any courses this summer, please contact the Admissions team so that we may watch for your grades to arrive. Your Admissions Officer is identified on the Admissions and Records Tab at: [Contact Us | Office of the](#)



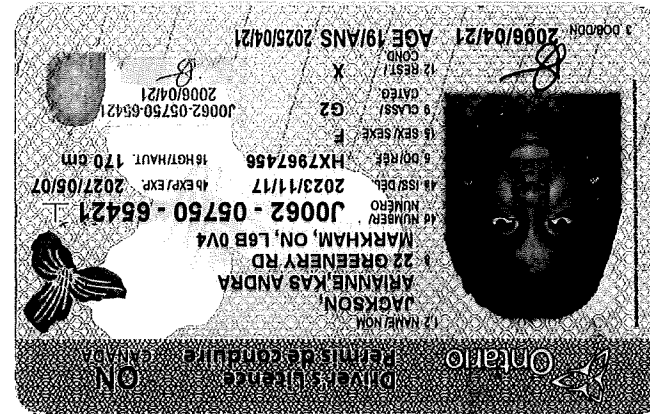
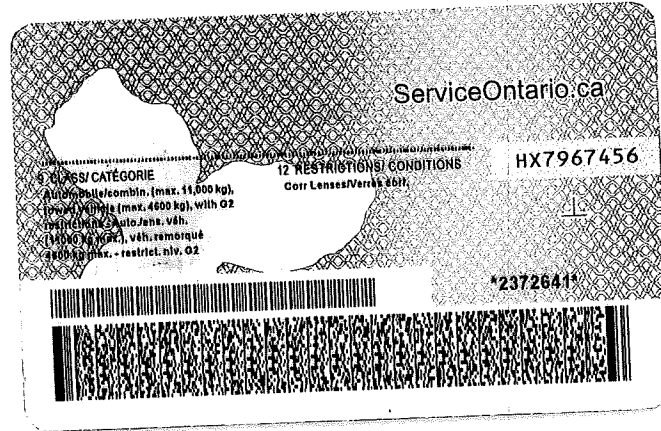


York Region District School Board  
Sources Consulted

Student Information	
Student Name:	Arianne Jackson
Grade:	12
School:	Bill Hogarth Secondary School
Current School Year:	2023-24
Date of Birth:	04/21/2006

Assessment Summary

Source	
<b>Psychological/Psychiatric Assessment Consultation</b> <b>Description:</b> YRDSB, October 2023, Anne-Marie Kenney and Dr. Narges Hosseini, Ph.D., C. Psych., Learning Disability and Behaviour School and Clinical Psychologist	
<b>Psychological/Psychiatric Assessment Consultation</b> <b>Description:</b> D. Lynn Hawkins, M.A., C.Psych., September 2023, mild Specific Learning Disability in the areas of mathematics (DSM-5: 315.1) and written expression (DSM-5: 315.2) and Social Anxiety Disorder (DSM-5: 300.23).	
Strengths	Needs
- verbal reasoning and comprehension - fluid reasoning - short-term visual memory, visual sequential memory	- support for visual-spatial organization and visual-motor integration - aid written expression - support for levels of anxiety specific to social and performance-based situations



SEE OBSERVATIONS BEGINNING ON  
PAGE 5 (IF APPLICABLE)



Handwritten signature: *[Signature]*



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CANADA



Passport No. N° de passeport  
AY107077

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ARIANNE KAS'ANDRA

CANADIAN/CANADIENNE

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Date of expiry/Date of expiration

Assessing Authority/Autorité de délivrance



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BIOL 2063 Principles of Biological Anthr

Status	Units	Grading Basis	Grade	Academic Program	Requirement Designation
Enrolled	3.00	Graded		Bach Arts (Honrs) Soc Sci	
Class	Start/End Dates		Days and Times		Room
LEC - Class Sect 1 - Class Nbr 2799	09/04/2025 - 12/03/2025		Days: To be Announced Times: To be Announced		Asynchronous Fully Online

PHIL 1290 Contemporary Moral Issues

Status	Units	Grading Basis	Grade	Academic Program	Requirement Designation
Enrolled	3.00	Graded		Bach Arts (Honrs) Soc Sci	
Class	Start/End Dates		Days and Times		Room
LEC - Class Sect 1 - Class Nbr 1151	09/04/2025 - 12/03/2025		Days: Tuesday Thursday Times: 1:00PM to 2:20PM		Erie Hall 2123

SACR 2620 Intro to Criminal Justice

Status	Units	Grading Basis	Grade	Academic Program	Requirement Designation
Enrolled	3.00	Graded		Bach Arts (Honrs) Soc Sci	
Class	Start/End Dates		Days and Times		Room
LEC - Class Sect 1 - Class Nbr 1560	09/04/2025 - 12/03/2025		Days: Thursday Times: 3:00PM to 5:50PM		Synchronous Fully Online

SACR 2900 Researching Social Life

Status	Units	Grading Basis	Grade	Academic Program	Requirement Designation
Enrolled	3.00	Graded		Bach Arts (Honrs) Soc Sci	
Class	Start/End Dates		Days and Times		Room
LEC - Class Sect 1 - Class Nbr 1287	09/04/2025 - 12/03/2025		Days: Wednesday Times: 2:30PM to 5:20PM		HK Building 140

SOSC 2500 Basic Quantitative Methods

Status	Waitlist Position	Units	Grading Basis	Grade	Academic Program	Requirement Designation
Waiting	13th	3.00	Graded		Bach Arts (Honrs) Soc Sci	
Class	Start/End Dates		Days and Times		Room	
LEC - Class Sect 1 - Class Nbr 1162 (contains word - 13)	09/04/2025 - 12/03/2025		Days: Tuesday Times: 4:00PM to 6:50PM		Erie Hall 1120	
LAB - Class Sect 52 - Class Nbr 1164 (contains word - 8)	09/04/2025 - 12/03/2025		Days: Wednesday Times: 11:30AM to 12:20PM		Leddy Library G101A	

## Invisible Battles

Living with an invisible disability and social anxiety taught me early that the system does not always protect the people who need it most. Throughout school, I worked hard, studied, paid attention in class, and did everything I thought I was supposed to. However, something still did not click, especially in math. I could understand the lessons when the teacher explained them, but as soon as I had to do it on my own, it felt like my brain hit a wall. Writing was just as hard. I knew what I wanted to say but putting it into words on paper felt like a constant battle.

Because I was doing just above what was considered "normal," my struggles went undiagnosed for years. I did not fail, but I also did not thrive. I sat in this frustrating in-between, where I was struggling enough to suffer silently, but not "bad enough" for anyone to take a closer look. I was passed on from one teacher to the next, not because I was doing well, but because I was not doing poorly enough to raise red flags. In 2023 I was finally diagnosed with my disability. My social anxiety made it hard to speak up or ask for help without feeling embarrassed or ashamed. I was already afraid of standing out, so I stayed quiet and kept it all in.

Being a female Black student made that invisibility feel even heavier. I already felt pressure to prove myself by working twice as hard, being twice as good, and still hoping to be seen. However, no matter how hard I tried, I could not shake the feeling that I was falling behind. I began to think that I wasn't smart enough. And that school just was not for me.

In addition, to being diagnosed with a learning, writing expression disability and, social anxiety changed everything. It was a mixer of relief and heartbreak. I finally had a



My disability and the long journey to even *know* it existed shaped who I am today.

It gave me purpose. It gave me resilience. Moreover, now, it is guiding me toward a future where I can fight for those who still feel unseen, unheard, and misunderstood.