Halton Waldorf School
Inspired Learning™

2026-2027 High School Course Calendar and Handbook



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Our Vision

Halton Waldorf School (the “school” or “HWS”) is a school community in which students become thoughtful, resourceful, confident young people who are prepared to navigate the world with resilience and a sense of purpose and belonging.

We provide a balanced educational program of humanities, mathematics, sciences, world languages, music, and movement, as well as fine, practical and performing arts, in a vibrant experiential learning environment that is connected to nature and community.

Our Mission

Our mission is to enrich and strengthen each student’s potential to become a knowledgeable, reflective, and compassionate citizen of the world. We support a maturing sense of self and relationships to others and the world while cultivating a lifelong love of learning. Based on the insights of anthroposophy and the understanding that human beings have a body, soul and spirit, both pedagogy and curriculum aim to develop capacities of thinking, feeling and willing in each stage of childhood.

Our Values

We are committed to fostering an inclusive community that embraces diversity and promotes a sense of belonging for all, including diversity in spiritual, cultural and socio-economic backgrounds. Faculty and board work actively with the insights of anthroposophy as expressed by Rudolf Steiner, pertaining to child development, pedagogy and curriculum, self-development, and governance.

Through what Rudolf Steiner described as the art of teaching, our teachers cultivate a sense of wonder in their students. Based on knowledge, observation and inspiration, they provide opportunities for active engagement, authentic experiences, mastery of skills and joyful learning. This supports the development of physical, social, emotional and intellectual capacities.

In governance we strive to apply Rudolf Steiner’s concept of the threefold social organism which meets the different qualities and requirements of the economic, legal and cultural spheres. We are committed to innovation and continual improvement to best serve our students and community. We cultivate gratitude, reverence for the Earth, and appreciation of beauty. We are stewards of our social and natural environment.

We strive to listen actively and to bring courage and humility to our interactions, working out of consensus wherever appropriate. Faculty and staff are committed to professional and personal development, and learning opportunities are provided for teachers, colleagues in admission, parents and board members. Parents, teachers, board and administration work together to support the mission, vision and values of the Halton Waldorf School.

We are an active member of the world-wide community of Waldorf schools which bring new impulses to education and social renewal.

The Morning Verse

I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants they live and grow
The beasts they feel and live
And human beings to spirit give
A dwelling in the soul.
I look into the soul That dwells within me
God's spirit lives and moves In light of sun and soul
In heights of worlds without In depths of soul within.
Spirit of God to Thee I seek in turn
That strength and grace and skill
For learning and for work
In me may live and grow.

With these words, the high school begins each day. Written by Rudolf Steiner for the students of the first Waldorf school in Stuttgart, this verse evokes two complementary realities that underlie the principles and methods of our pedagogy. The one "extends" the student into the outer world; the other "intends" the students into the inner realm of soul.

Introduction, Goals, and Philosophy

The high school at HWS offers a rich and challenging curriculum that balances the arts, humanities and sciences. Based on indications from Rudolf Steiner, having a balance of subject areas, along with different ways of teaching them support students in their development as individuals. Both content and the methods of teaching aim to support the development of the whole person – head, heart and hands.

Through a developmentally appropriate curriculum and unique, well-established teaching methods, our students are guided towards achieving a balanced sense of self with confidence in their own abilities.

Our teaching strives to penetrate to the heart of a subject, allowing the students to develop a deep understanding and appreciation of phenomena which are presented. An experiential approach is taken in the presentation of the subject material. Wherever possible, the starting point for any object of study is the phenomenon itself where, through observation, students form a meaningful relationship to the idea or concept which, in turn, serves to enhance the students theoretical understanding.

The principle of balance is expressed in many aspects of our program: in the exploration of both sciences and humanities; in the equal treatment of abstract and practical subjects; in the balance of individual freedom and social responsibility; in the rhythmic exercise of the student's powers of thinking, feeling and willing. In all of these areas, the ultimate purpose of the school program is the maturation of the fully rounded human being, confident in the world and in his or her rightful place in it.

A Waldorf school is a common undertaking of teachers, parents, and students to create a community of learning. For the high school student, the decision to attend high school at HWS means a personal commitment to this common effort. No list of rules could cover every eventuality, nor should that list of rules distract us from the basic fact that it is the student's attitude that will ultimately determine his or her success at school. In the interests of fairness and clarity the following rules are outlined. In each case, the intent of the rule is to nurture a supportive and healthy environment in which each student can learn and grow.

General Information

The School Day

In order to start the school day in a positive and purposeful manner, students are expected to be at school not later than 8:20am in order to begin morning seminar at 8:25am. The regular school day finishes at 3:25pm. Students are required to participate in all aspects of lessons, including discussions, group work and presentations, which means that attendance is essential and that all students are expected to arrive to class on time. Our daily school timetable is as follows:

Arrival	8:20 – 8:25
Seminar Period	8:25 – 10:10
Snack Break	10:10 – 10:30
Period 1	10:30 – 11:25
Period 2	11:30 – 12:25
Lunch	12:25 – 1:25
Period 3	1:30 – 2:25
Period 4	2:30 – 3:25

2026–2027 High School Semester Start and End Dates

The high school at HWS runs certain courses on a full-year basis, and other courses on a semestered basis as follows:

Semester	Start Date	End Date
1	September 8, 2026	January 22, 2027
2	January 25, 2027	June 15, 2027

Special Events & Field Trips

Dates for events including high school dances, sports activities, performances and field trips will be announced in advance. Please note that some events may be held on an evening or a weekend.

Field trips are an essential component of learning at our school. In order for students to benefit from these experiential aspects of the curriculum, participation is expected and necessary.

While on field trips and proudly representing HWS, it is expected that students uphold the same behavior that is expected in class, and that is consistent with the code of behavior outlined in this handbook. Students may be required to sign specific codes of conduct for individual field trips.

Attendance at field trips that are part of a course is mandatory, as the time is counted towards course credits.

Late or Missing Assignments

Students are responsible not only for their behavior in school, but also for providing evidence of their achievement of the overall expectations for each course within the time frame specified by the teacher. Students are expected to submit all work on the assigned due date unless they can provide a legitimate reason such as illness, unforeseen circumstance, etc. In such cases, the teacher will assess the matter and set a reasonable alternate due date, if applicable. If for any other reason the student is unable to complete an assignment by the due date, he or she must make arrangements with the teacher for an extension of the due date prior to the date that the assignment is due.

Work will not be accepted after the last day of classes in the semester in which it was assigned.

In accordance with the Ministry of Education recommendations regarding late submission of work, teachers are committed to pursuing a number of strategies to ensure timely submission of work. These include:

- Collaborating with other staff to prepare a full-year calendar of major assignment dates for all courses; to plan for major assignments to be completed in stages communicated clearly to students, regarding due dates and consequences for late submission; and to assist students to use their time-management skills.
- Meeting with students to discuss assignments and arrangement of extensions if necessary.
- Communicating with parents and advisors regarding late or missing assignments.

Ultimately, the professional judgement of the teacher and the individual circumstances of each student will determine how late or missing assignments are considered in each course, including the impact, if any, on the grade awarded. An academic penalty for lateness may be assessed at the teacher's discretion. HWS is strongly committed to facilitating students' ability to demonstrate their achievement of course expectations.

Chronic Late Submission of Work

In cases where a student consistently fails to submit work in a timely manner, the following consequences may be applied:

- The student will be required to attend a meeting with parents and teachers to determine the reasons for the behavior and how best to address it.
- Teachers will endeavor to provide increased communication to parents regarding assignment due dates and expectations.

- The student may be required to enroll in tutoring or other methods of academic support or counselling.
- The faculty may recommend a psycho-educational assessment of the student to determine his or her particular learning challenges or special needs, following which an Individualized Education Plan (IEP) for the student will be implemented.
- The student may be placed on Academic Probation, following which failure to show improvement in timely submission of work may result in non-renewal of the student's enrolment contract and/or request for their withdrawal from the program of study.

HWS recognizes the challenges and mitigating circumstances faced by some students regarding timely submission of work. In these instances, teachers will:

- Review the need for extra support for English language learners.
- Review whether students require special education services.
- Require the student to work with the IEP school team to complete the assignment.
- Provide alternative assignments or tests/exams where, in the teacher's professional judgement, this is warranted.

Missed Tests & Exams and Credit Recovery

Missed Tests

A make-up test day will be assigned within a limited time period (at the discretion of the teacher) of a student's return from an acceptable, documented, short-term absence. Long-term absences will require consultation with the teacher and advisors to make up tests. If an absence is not acceptably documented, no make- up test will be offered, and the mark will be zero. If a sporting event or class trip conflicts with a test date, the student must inform the teacher at least a day in advance. Special arrangements to write the test may then be made. If a teacher is not informed as above, and a test is missed because of a game or school trip, a mark of zero may result.

Missed Exams

Halton Waldorf School maintains high academic standards and expectations for student responsibility and preparedness. As a general rule, exam re-writes are not permitted. Any requests for alternative exam arrangements or exceptions must be submitted and approved prior to the regularly scheduled exam date, except in cases of school closure due to inclement weather or sudden illness, for which a doctor's note will be required.

Valid Absences and Conflict Dates

Students with a documented and justifiable reason for missing an exam may be approved to write on a designated "Conflict" or "Make-Up" Exam Date established by the school. Travel plans and work schedules do not qualify as excused absences. Approval will be determined collaboratively by the Subject Teacher, Guidance Counsellor, and the High School Chair and/or the Pedagogical Director. Supporting documentation may be required. Decisions are final.

Credit Recovery for Failing Grades

Students may not rewrite an exam that has already been attempted. In exceptional circumstances, a student at risk of failing a course may be considered for a formal credit recovery or remediation process intended solely to recover course credit. This process is not intended to improve a passing grade or increase a mark for competitive purposes.

Any credit recovery consideration must be discussed and approved prior to the regularly scheduled exam date. Eligibility and timelines will be determined collaboratively by the Subject Teacher, Guidance Counsellor, the High School Chair and/or the Pedagogical Director, taking into account the student's overall effort, attendance

and participation evaluation, completion of coursework, and any other specific circumstances. All decisions regarding credit recovery are final.

Report Cards

Detailed report cards are provided at the mid-term point of the year/semester, as well as at the completion of the year/semester. These report cards form part of the student's permanent record and are included in their Ontario Student Record ("OSR") file.

Parent-Teacher Conferences (Learning Dialogues)

Learning dialogues are held shortly after each reporting period except the final report cards issued in June. Students are invited to join their parents and teachers, taking interest and ownership in their progress and achievement. Time slots are offered during a weekday evening and each family is scheduled in to meet with the teachers of their choice. Every effort will be made to accommodate parents in the time available; however, parents should be aware that it may not be possible to meet with every teacher during this period, necessitating alternate arrangements.

Drop, Add, or Change of Courses

Students in Grades 9 or 10 may not drop courses, due to the significant number of compulsory credits in those grades. Students in Grades 11 or 12 may not change or drop courses after the first month of school (or after the first month of semester 2 if the course began in that semester). **For greater clarity, the semester 1 'drop/change' date is October 2, 2026 and the semester 2 'drop/change' date is February 26, 2027.** Courses that are not completed or withdrawn from subsequent to these dates will be reflected as such in report cards and transcripts (see paragraph below). Exceptions to these requirements may only be made in special circumstances (illness, return from exchange or IEP requirements) and with the approval of the high school faculty. If you wish to make a change, speak to one of the high school chair(s) who will bring the request forward. A course drop/add form must be completed and signed by parents/guardians upon finalizing the decision to drop, add or change a course.

The Ministry of Education has the policy of 'full disclosure' on transcripts. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in Grade 9 or 10. Any Grade 11 and 12 courses completed, withdrawn or failed will appear on a student transcript along with the marks earned in the program.

Student Services and Academic Guidance

Each grade is assigned a class advisor to support and guide students (and parents) through their four-year experience in the high school. In addition, the high school chair meets with students to assist with education and career planning, including course planning and selection, diploma requirements, information on post-secondary education and transition, night school/summer school/ e-learning, community, volunteering, and exchange programs.

Individual appointments during non-instructional times are available upon request and can be booked directly with the high school chair.

A faculty representative will also be made available to provide counselling and support for non-academic/guidance matters. The class advisors will inform students and parents as to which faculty member is available for this purpose.

Student ID Card

Students have their pictures taken on photo day which will be used to provide a student identification card. This card allows the students to identify themselves, if required, for things like paying student fares on public transportation or showing proof of age.

High School Faculty Meetings

The high school faculty meets on a regular basis throughout the school year to discuss class and school issues and events. Teachers schedule them in collaboration with each other, as needed.

Dress Code

The students at HWS come together to learn, work and to bring out the best in one another. Choices in clothing should support this effort. Students should come dressed in a way that is practical, comfortable, and appropriate for the day's activities and weather. For all school and school-sponsored events, clothing should be neat, clean and appropriate. The following specific guidelines are provided to help guide students in these efforts:

- Any and all words or images on clothing may not involve, display or promote any of the following:
    - Messages or images disparaging of another person or group of people
    - Sexual imagery or phrases
    - Weapons or violence
    - Drugs or alcohol
- In the interest of safety (e.g. evacuation of the building in the case of a fire drill or actual emergency), footwear must be worn at all times. More specifically, either shoes or sandals with a heel strap must be worn. Some activities require specific footwear that will be determined by the teacher.
- Hats and other head coverings are generally not to be worn in class, however, are accepted for religious or health reasons.
- Sunglasses may not be worn indoors.
- Students must wear shirts at all times while inside the building or outside on school grounds.

While the school will enforce these basic guidelines of cleanliness, neatness and appropriateness, the basic responsibility for student attire rests with parents. If the school determines that a student is not dressed appropriately, the student may be asked to change their clothing and the parents may be called and asked to bring appropriate clothes. If a student arrives for an extracurricular event and is not dressed appropriately, the student may not be permitted to participate in the event.

On some occasions in the school calendar, such as assemblies, performance evenings and festivals, students may be required to wear more formal clothing such as dark pants / skirts and white shirts (often referred to as "festival attire"). Parents and students will be notified in advance when an event requires festival attire.

The dress code requirements also apply to other events such as school dances and graduations.

Safe Schools, Equity and Inclusion

Under the Safe Schools Act, HWS is informed by up-to-date Ministry and Education Act documents, including the prevention of bullying and harassment; creating a positive school climate; progressive discipline; reporting and responding; community resources; cyberbullying; safe arrivals; absence procedures; codes of conduct. HWS is committed to providing a safe and healthy school environment for its students and staff.

There are several policies and protocols in place to ensure your child's safety and wellness while attending school. The Progressive Discipline and Safety in Schools Policy (Addressing inappropriate student behaviour in schools | ontario.ca) and the Ontario Code of Conduct (School rules: provincial Code of Conduct | ontario.ca) apply to students, teachers, staff members, parents or guardians, and volunteers, whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

Please see below to familiarize yourself with our various guidelines and procedures.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules and takes responsibility for his or her own actions

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's schoolwork and progress;
- communicate respectfully with the school;
- ensure that their child attend school regularly and on time;
- show that they are familiar with the provincial Code of Conduct and the school's rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child, but in taking full ownership of incidents that occur away from school property

In exceptional circumstances, the school may have to involve local police, in accordance with the protocol developed between School Boards and the Halton Regional Police Service. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Parent Engagement and Communication

Parents and caregivers play an important role in their children's education and in the life of the Halton Waldorf School community. A strong partnership among students, parents, teachers, staff, and school leadership depends on mutual respect, compassion, openness, and a shared commitment to the well-being of all students.

These guidelines are intended to support positive parent engagement, clear communication, and a safe and respectful environment for everyone at HWS.

Parent and Caregiver Responsibilities

Parents and caregivers support their children and the school community by:

- Taking an active interest in their child's learning, development, and progress.
- Ensuring their child attends school regularly, arrives on time, and is prepared for the day.
- Reporting absences or late arrivals promptly.
- Ensuring their child is appropriately dressed and equipped for school.
- Becoming familiar with and adhering to school policies, procedures, and expectations.
- Supporting their child in following the Student Code of Conduct.

- Working collaboratively with faculty and staff to address academic, social, behavioural, or disciplinary concerns.
- Treating all students, families, faculty, staff and volunteers with respect.
- Respecting the privacy and confidentiality of students, families, and employees.
- Raising questions or concerns directly with the appropriate person and following the communication guidelines outlined below.

Parent Association (PA)

The PA is supported by a core group of PA representatives coordinated by the PA Chair who work collaboratively with faculty, staff, school leadership, and the Board of Directors to foster positive parent involvement in school life.

Members of the PA are expected to:

- Promote welcoming, inclusive, and constructive parent participation.
- Work collaboratively and respectfully with members of the school community.
- Strengthen relationships among students, parents, caregivers, faculty, staff, leadership, and the Board.
- Uphold the same standards of respectful conduct and confidentiality expected throughout the school community.

Communication Guidelines

The relationship among students, parents, caregivers, teachers, staff, and leadership is critical to a healthy school community. Productive communication requires respect, honesty, compassion, openness, and a willingness to listen.

Parents and caregivers are expected to:

- Communicate respectfully, even when raising concerns or expressing disagreement.
- Direct questions or concerns to the teacher, staff member, or school leader most closely connected to the matter.
- Seek clarification before drawing conclusions.
- Focus on the facts, the concern, and possible solutions.
- Allow reasonable time for school employees to review and respond.
- Request a meeting when a matter is complex, sensitive, or unlikely to be resolved by email.
- Discuss important or confidential matters privately, rather than in hallways, parking lots, at community events, or in the presence of students.
- Respect employee working hours and understand that faculty and staff may not be available during instructional time, evenings, weekends, or school holidays.
- Use school communication channels, rather than social media or informal messaging platforms, to discuss school-related concerns.

Parents and caregivers should not:

- Discuss concerns within earshot of students.
- Engage in speculation, gossip, or third-party discussions about another student, family, employee, or school matter.
- Use group chats, social media, WhatsApp, or other online platforms to criticize, target, shame, or organize opposition against an individual.
- Share confidential information, private correspondence, screenshots, or personal information about students, families, or employees without permission.
- Attempt to resolve a concern by confronting another person's child.
- Record meetings, telephone calls, or conversations without the knowledge and consent of all participants.

- Contact multiple employees about the same matter in an effort to bypass the established communication process or seek a different response.

Standards of Appropriate Conduct

HWS welcomes questions, disagreement, and constructive criticism when they are communicated respectfully. A parent or caregiver will not be penalized for raising a genuine concern in good faith.
However, abusive, threatening, intimidating, discriminatory, or harassing conduct will not be tolerated. This applies to communication in person, by telephone, by email, through social media, in online meetings, or through any other form of communication.

Unacceptable conduct includes, but is not limited to:

- Swearing at, insulting, belittling, mocking, or personally attacking any student, parent, employee, volunteer, or Board member.
- Yelling, aggressive behaviour, hostile gestures, or conduct intended to intimidate, threaten, or humiliate.
- Threatening physical harm, retaliation, reputational or professional harm, or damage to school or personal property.
- Discrimination, harassment, or derogatory comments based on any protected ground under the Ontario Human Rights Code.
- Repeated or excessive communication after a matter has been addressed or reasonable communication boundaries have been established.
- Following, monitoring, or approaching any member of the school community in a manner that causes them to feel unsafe.
- Sharing or distributing false, defamatory, malicious, confidential, or private information.
- Encouraging or organizing others to target, pressure, harass, or exclude an individual.
- Disrupting classes, meetings, school events, or the normal operations of the school.
- Entering restricted areas or refusing to leave school property when directed by an authorized school representative.
- Any other conduct that compromises the safety, well-being, or dignity of a member of the school community.

School Response to Inappropriate Conduct

When communication becomes disrespectful or unproductive, a school employee may pause or end the conversation and arrange for it to continue at another time, in another format, or with an additional staff member present.

Depending on the seriousness or frequency of the conduct, the school may:

- Issue a verbal or written reminder of these guidelines.
- Require future communication to occur in writing or through a designated school representative.
- Require meetings to be scheduled by appointment and/or attended by an additional staff member.
- Limit the method, frequency, timing, or recipients of communication.
- Direct an individual not to contact a specific student, parent, employee, volunteer, or Board member.
- Require an individual to leave school property or limit their access to school property.
- Restrict or suspend participation in school activities, volunteer opportunities, or community events.
- Contact emergency services or law enforcement where there is a threat to safety or a potential violation of the law.
- Take any other reasonable action necessary to protect the safety, well-being, and orderly operation of the school community.

Where possible, the school will respond proportionately and seek to restore respectful communication. Serious

threats, violence, harassment, or conduct that creates an immediate safety concern may result in immediate action without prior warning.

Raising a Question or Concern
Questions and concerns should normally be addressed at the level closest to the situation.

Step 1: Speak with the appropriate teacher or employee
The first point of contact is generally:

- In Early Childhood: your child's lead teacher.
- In Grade School: your child's class teacher or the relevant subject teacher.
- In High School: your child's class advisor or the relevant subject teacher.
- For an operational or administrative matter: the employee responsible for that area.

Step 2: Contact the appropriate Section Chair
When a concern has not been resolved after direct communication, or when the concern relates more broadly to a section of the school, the parent or caregiver may contact the appropriate Early Childhood, Grade School, or High School Chair or Co-Chair.

Step 3: Contact school leadership
If the matter remains unresolved, it may be brought to the Administrative Director or Pedagogical Director.

School leadership may review the matter, gather relevant information, facilitate a meeting, or determine the most appropriate next step. Parents and caregivers should provide a clear summary of the concern, the steps already taken, and the resolution they are seeking.

Step 4: Board involvement
The Board of Directors is responsible for governance rather than the day-to-day management of the school. Operational, instructional, personnel, or student-related matters must first proceed through the appropriate school communication process.

A matter may be brought to the Board only when it falls within the Board's governance responsibilities or when a formal appeal is permitted under an applicable school policy.

Confidentiality and Privacy
The school will make reasonable efforts to review concerns fairly and discreetly. However, confidentiality cannot always be guaranteed. Information may need to be shared with those responsible for reviewing the matter, responding to safety concerns, or carrying out the school's legal and operational responsibilities.

To protect privacy, the school may not be able to share information about another student, family, employee, disciplinary process, or personnel matter.

Shared Commitment
Every member of the school community contributes to its culture. By communicating directly, listening carefully, respecting appropriate boundaries, and approaching concerns with a shared desire to find a constructive path forward, parents, caregivers, faculty, staff, and school leadership help create a safe and supportive environment for all students.

Attendance, Lates and Absences

Attendance and participation in class are essential to the learning process. Late arrivals disrupt the rhythm of a class while significant accumulated absences create academic challenges for the student due to missed class time. As such, students are expected to attend all classes and to arrive at school on time and ready for morning

exercises at 8:20am each day. Consistent with the Ontario Ministry of Education's mandatory assessment and evaluation requirements for students in grades 9 to 12, final student grades will reflect attendance and participation. Excused absences do not negatively affect a student's mark. Excused absences are absences from school that are permitted under legislation and school policy. Excused absences include illness or other unavoidable circumstances, such as inclement weather, or approved absences such as cultural days and holy days. In grades 9 and 10, 15% of a student's final mark in each course will be based on attendance and participation. In grades 11 and 12, 10% of a student's final mark in each course will be based on attendance and participation.

The assessment criteria for attendance and participation will be consistently applied by all teachers in all courses and are as follows:

Level 4 (80% to 100%)
The student **misses 0.0% to 2.5% of classes for unexcused absences** (approximately 2 or fewer classes per semester).

The student **consistently**:
- participates in class discussions and contributes ideas
- asks relevant questions
- respects the contributions of others and demonstrates positive leadership
- contributes to fostering a positive classroom culture

Level 3 (70% to 79%)
The student **misses 2.5% to 5 % of classes for unexcused absences** (approximately 2.5 to 4.5 classes per semester).

The student **generally**:
- participates in class discussions and contributes some ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Level 2 (60% to 69%)
The student **misses 5% to 7.5 % of classes for unexcused absences** (approximately 5 to 7 classes per semester).

The student **occasionally**:
- participates in class discussions and sometimes contributes ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Level 1 (50% to 59%)
The student **misses 7.5% to 10% of classes for unexcused absences** (approximately 7.5 to 9 classes per semester).

The student **infrequently**:
- participates in class discussions and rarely contributes ideas
- asks relevant questions
- respects the contributions of others
- contributes to fostering a positive classroom culture

Below level 1 (less than 50%)

The student **misses more than 10% of classes for unexcused absences** (more than 9 classes per semester). The student **does not**:

- participate in class discussions or contribute ideas
- ask relevant questions
- respect the contributions of others
- contribute to fostering a positive classroom culture

Lates

To ensure the best learning experience and environment, students are expected to arrive on time each day, as well as being prompt in arriving at all classes during the day. We ask that every effort is made to ensure students arrive before 8:20am at the start of each day. Student who arrive after 8:20am must report to the front desk before going to their classroom. Students arriving after 8:20am will be considered late. There is a minimum 5 minute transition time between classes. Students should limit outside recess or games (indoor or outdoor) to morning break and lunch period only to ensure the timely arrival at classes during the day. Students arriving late for any class will be marked late.

It is necessary for student safety that parents notify the front desk (via e-mail to highschool@haltonwaldorf.com or phone call at 289-288-4570) of a student's absence whether partial or full day. Such notification should be made no later than 8:10am that day, but will ideally be made well in advance, where possible. When calling, please state your child's name, reason for absence and expected duration of absence. The school is legally accountable for your child's whereabouts when they are not in school, and we will proceed to contact all work and emergency contact numbers provided in the case of an unreported absence.

The high school chair(s) will communicate with families regarding students with chronic lates (for example, 10 or more lates) in order to offer notice and support. Regularly occurring tardiness will negatively impact a student's attendance and participation grade. Credit for a course could be jeopardized by a combination of absences and/or chronic lates.

Absences

Wherever possible, routine medical and dental appointments should be made outside of the school day. If a student is leaving during the school day for an appointment, parents must notify the front desk in advance, and the student must sign out at the front desk before leaving.

In the event that a student is leaving due to illness, parental permission can be given by e-mail or phone call to the front desk. When a student returns to school throughout the day, the student must sign back in at the front desk before proceeding to class. **Students are responsible for the material they have missed while being away from class.** Communicating with the teacher in advance, and getting notes from peers is essential to staying caught up.

The high school chair will communicate with families regarding students with significant absences (for example, 5 or more absences) in order to offer notice and support. It is possible that credit for a course could be jeopardized by a combination of absences and/or chronic lates.

Extended Absences

Due to the requirement for students to receive 110 instructional hours in class for each credit awarded, the school does not encourage or support decisions to take planned absences (for example vacations or multiple appointments) for longer than one day during instructional periods in the school year. As such, this type of absence is not considered to be an excused absence for purposes of a student's attendance and participation grade. Given the limitations on our teaching time and resources, we require students to attend classes during instructional periods of the year. This way, students can best benefit from in-class instruction, without putting undue burden on teachers to work out alternate learning arrangements for students taking extended time away

from class. The responsibility, onus and consequences of any type of extended absence rests with the family and student. Therefore it is incumbent on the family/student to do the following, should they insist on an extended absence:

- Provide at least two weeks notice, by way of written notification, to the high school chair(s) of the planned extended absence
- Establish a plan with each class teacher to complete all assessments and assignments (which may include supplemental assignments at the teacher's discretion) during the trip, in order to maintain connection to the affected courses during the absence.

Failure to complete the work assigned will jeopardize the credit(s) expected to be awarded.

Summary

According to Bill 52, Education Amendment Act (Learning to Age 18), 2006, students are required, by law, to remain in secondary school until they have reached the age of 18 or obtained an Ontario Secondary School Diploma (the "OSSD"). Daily attendance records are kept in the school's database for each class.

High school credits require 110 hours of active participation and attendance from students. Students who miss a significant number of classes in a course or are chronically late may jeopardize their credit in that course and may be asked to make up that time during supervised study hall. All absences and lates are recorded on the student's report card which is maintained in their OSR.

Skipped Classes

Students skipping classes will be subject to lunch detention, parents will be notified, and further action may be taken as determined by the faculty and that student's class advisors. Students who are asked to leave a class for any reason may also be subject to lunch detention. Instances of skipped classes would be not be considered an excused absence for purposes of evaluating attendance and participation.

Sign-Out Privileges

During academic instructional hours and snack break, it is the expectation that all students will remain on campus.

General sign-out requirements

If a student needs to leave the school campus for any reason (appointment, family trip, etc.), the student's parent must provide written authorization to the front desk with as much advance notice as is reasonably possible. The student must sign out with front desk when departing, and must sign back in with the front desk in the event they return for any remaining part of the school day.

Off-Property Lunch Policy

Policy Statement

HWS recognizes the independence of secondary school students and their role as responsible members of our school and local community. Students in grades 9 – 12 are permitted to leave school property during their designated lunch period. This privilege comes with the expectation of responsible behaviour, adherence to all school rules, and a timely return to afternoon classes.

General Policy

- **Permission Not Required:** Students are **not required to obtain individual parental permission** or sign out/in at the office to leave school property during the designated lunch period.

- **Voluntary Privilege**: The decision to leave school property for lunch is a voluntary choice made by the student and their parent/guardian. HWS' duty of care during this period shifts as students are no longer under direct school supervision once they leave school grounds.

Student Responsibilities and Expectations

Timely Return

- Students **must return to school property and be in their assigned classroom/area prior to the bell** signaling the end of the lunch period and the start of the next class.
- Chronic or repeated lateness will result in disciplinary action, including potential loss of off-property lunch privileges.
- A student's evaluation for attendance and participation will be negatively impacted by chronic or repeated lateness.

Responsible Behaviour

- Students remain subject to the **HWS Code of Conduct (see below)** at all times, including when off school property during lunch period.
- All provincial and municipal laws must be obeyed. This includes, but is not limited to, laws regarding trespassing, loitering, public disturbance, and the consumption or possession of illegal substances (including alcohol and cannabis.)
- Respect for the surrounding community is paramount. Students are expected to avoid littering, noise disturbances, loitering, or any behavior that may negatively impact our neighbors.
- Appropriate language and conduct are expected in all interactions.

Personal Safety

- Students are solely responsible for their own safety and well-being while off school property.
- They are expected to exercise good judgment, be aware of their surroundings, and adhere to all traffic safety rules (e.g., crossing at designated crosswalks, obeying traffic signals).
- HWS recommends students travel in groups for increased safety.
- Students should have a plan for how they will obtain lunch and return safely.

No Deliveries

- External food deliveries (e.g., fast food, ride-share deliveries) to the school are discouraged to minimize disruption of the school environment and maintain security. Students wishing to purchase food off-campus should do so in person.

Limitations and Consequences

Scope of responsibility

While off school property during lunch, students are not under the direct supervision of school staff. The school is not responsible for incidents that occur off school property during this time.

Disciplinary Action

Failure to meet the expectation outlined in this policy, including, but not limited to, chronic lateness, engaging in inappropriate behaviour, or violating the Code of Conduct while off-property, will result in disciplinary action.

Consequences may include:

- Verbal warning
- Detention
- Parent/guardian contact and meeting
- Temporary or permanent revocation of off-property lunch privileges (requiring the student to remain on school property during lunch)

- Suspension from school
- Other consequences as outlined in the HWS Code of Conduct

Temporary Restrictions
The school administration reserves the right to temporarily modify or suspend this policy for all students or specific groups if unforeseen circumstances (e.g., severe weather, safety concerns, school-wide events) necessitate it. Any such changes will be communicated to students and parents/guardians in a timely manner.

Parent/Guardian Information
- Parents/Guardians are encouraged to discuss safe and responsible behaviour with their children regarding off-property lunch.
- Parents/guardians wishing their child to remain on school property for lunch should communicate this expectation directly with their child. The school provides indoor and outdoor spaces for students who choose to remain on campus.

This policy reflects HWS' commitment to student autonomy within a framework of safety and responsibility.

Students in Vehicles

Students may drive their own vehicles to and from school, as permitted by their Ontario Driver's License class. **Under no circumstances should a student travel in another student's vehicle, unless express written consent has been provided by their parent/guardian.**

In certain circumstances (trips/events) students may be transported in a car driven by a member of the school community. Parents will always be provided advance notice of such circumstances, and appropriate consent will be obtained by the school.

Faculty are not responsible for transporting students.

Drugs and Alcohol

A lifestyle involving drug or alcohol use is incompatible with a full healthy participation in a Waldorf education. The use, including consumption, possession, and distribution of any drugs or alcohol, in any form, is prohibited on the school's premises or in vehicles used for school outings, or on class trips. The same condition applies to any school related activity or event, including work experience placements.

Appearing in class or for a school event while under the influence of drugs or alcohol is prohibited. Should any student fail to observe the above conditions, the following consequences will be applied:

First Incident
The student will be suspended immediately and his or her parents/guardians will be notified. The duration of the suspension will be at least for the following school day. The student and parents/guardians will be asked to meet with the advisors and a faculty representative.

Depending upon the specific circumstances of the offence and violation of the student code of conduct related to use of drugs and alcohol, the consequence will be suspension of student privileges for a period of up to a year from the date of the infraction, subject to the advisor's and faculty's discretion. Examples include:
- sign-out privileges
- extra-curricular activities

The faculty will determine which further steps will be taken. This may include suspension for a further period or participation in counselling. The student will be reminded of the consequences of a further offence. In the interests of the individual in question and the school, the faculty reserves the right to determine the nature and seriousness of the first incident.

Second Incident
The student will be suspended immediately and his or her parents/guardians will be notified. The student will be asked to meet the faculty and given the following options:

Option 1
To address the problem and to enable the student's rehabilitation, the faculty will recommend the following course of action as an essential pre-condition for the student's eventual return to school: The student will be suspended for a three-week period (to include the time above). During this 3-week period the student will not be allowed access to school property or participation in any school events. While the faculty will continue to support the student's academic work, the student is responsible for sending a communication to the individual teacher regarding the nature of the suspension and requesting an outline of work he/she will be missing. This will allow the student to take ownership of his/her actions and the consequences of decisions made in haste. The student also needs to understand that attendance at summer school will be the likely outcome for missing classes during the suspension period. The student will be required to:

- participate in counselling toward rehabilitation which will include a restorative process complete a program of community service to be determined by the faculty and provide documentation in support of these activities.
- The student will accept that the counselling process and community service may extend beyond the 3-week suspension period. On return to the school, the student will be placed on probation and will be required to sign a further contract of agreement in support of the school's policies and expectations.

Option 2
Should the student choose not to follow the above course of action, he/she will be asked to withdraw.

Third Incident
A third offence will result in immediate expulsion.

Smoking and/or Vaping

For the preservation of the mental and physical health of each individual student and the whole student body, the consumption, use or display of tobacco on or within sight of school property is prohibited at all times. This includes all events occurring after school hours such as student dances, weekend rehearsals and performances, parent events, and any school trips. School property is a smoke-free environment.

Consequences:
- immediate suspension; notification of parents
- the student may be called before faculty (with their parents) to answer for the behavior
- in case of repeated offences or chronic behavior, dismissal expulsion will be considered

Knives, Weapons and Tools

For the preservation of student and faculty safety, students shall not carry knives, weapons of any sort, or tools to school or on school trips unless approved by a supervising teacher. Consequences will be as follows:

First Incident
The knife, weapon or tool will be confiscated, and parents notified. The knife, weapon or tool may be given back to the parents only. The student will have to meet with advisors and faculty to determine appropriate consequences which may include one or all of the following:

- written letter of apology to faculty
- assessment by school counsellors
- considered as Acute Misbehaviour (see Acute Misbehaviour section)

Second Incident

- see Acute Misbehaviour section

Right to Search

HWS respects and values all students' rights to privacy. However, in accordance with Section VIII of Canadian Charter of Rights and Freedoms and Part VIII of the provincial Education Act, where there are reasonable grounds to suspect a serious infraction of school rules or the existence of objects or materials that are illegal and/or would pose a physical or health risk to the student or to others. The Halton Waldorf School reserves the right to search a student's locker, personal possessions, or the student's person in a manner consistent with the duties and responsibilities of teachers outlined in sections 264 and 265 of the Education Act.

School Boundaries

Since HWS is accountable for the whereabouts of its students, students are not allowed to leave the school premises during school hours without written permission of one of the class advisors or a parent. Lunchtime privileges are noted in the relevant section above.

Visitors and Volunteers

Students may not bring visitors to school unless these visits are approved by the faculty no less than 24 hours in advance. In general, visitors are not permitted on school property except on official school business.

Volunteers are required to have on file at the school a current Criminal Reference Check with a Vulnerable Sector Screening before they can volunteer at any school. If you have a Criminal Reference Check on file, you are required to fill out and sign a Declaration on an annual basis.

In order to gain entry to the school during the regular school day, we require that visitors and volunteers enter through the front doors of the school and check-in at the office, whereupon you will be asked your name and reason for your visit. All visitors must sign in at the reception desk in the front office and obtain a visitor tag which must be worn while visiting the campus or they will be asked to leave. Please note that signing in does not provide general admission to visit classrooms or other school locations. Such permission is obtained through a teacher and/or school administration.

Animals on School Property

HWS is committed to ensuring a safe environment for all students, staff, and visitors. This policy outlines expectations regarding animals on HWS property.

<u>Scope</u>
This policy applies to all individuals who are present on HWS property, including parents, guardians, students, staff, contractors, and other visitors.

Definitions

In this policy,

"AODA" means the *Accessibility for Ontarians With Disabilities Act*, 2005, SO 2005, c 11.

"approved service animal" means an animal approved by HWS as a disability-related accommodation.

"guide dog" means a dog trained as a guide for a blind person and having the qualifications required of a guide dog under the *Blind Persons' Rights Act* and its regulations.

"HWS property" means HWS owned or controlled property, including campuses, buildings, fields, pathways, private sidewalks, parking lots, drop-off/pick-up areas, playgrounds (including play structures), outdoor learning spaces, and vehicles.

"pet" means any animal that is owned or is within the care and control of a person.

"service animal" means a service animal as defined in the *Integrated Accessibility Standards* under the AODA.

General Policy

HWS property is not public space and is not generally accessible to the public. The AODA does not apply to the use of a service animals or guide dogs when accessing education services in school buildings. The determination of whether a service animal is an appropriate accommodation in the school setting to accommodate an established disability-related need is a decision of HWS.

To maintain a safe environment, pets are not allowed on HWS property unless expressly authorized by HWS or exempt under this policy. Without limiting the generality of the foregoing, pets are not allowed on HWS property:

- during school hours;
- during recess or outdoor class time;
- during pick-up or drop-off times;
- outside of school hours; or
- at school or school community-related events (including festivals or fairs).

Exemptions

The prohibitions against pets is subject to the following exemptions:

- Pets confined to a private vehicle during drop-off/pick-up times are permitted in designated parking areas (e.g., parking lots) provided the pets remain within the vehicle, under the owner's control, and pose no safety risk.
- Pets may be permitted on HWS property with the prior written authorization from HWS administration for a specific educational purpose (e.g., a controlled class visit by a therapy dog or farm animal). Requests to bring a pet to HWS property must be submitted to HWS administration for consideration.
- Approved service animals are permitted on HWS property.
- Guide dogs and service animals required by visitors to public events are permitted subject to, and in accordance with, the requirements of this policy.

Public Event Visitor – Disability-Related Needs

If a visitor (including a parent or guardian) is attending an event on HWS property that is accessible to the public or third parties and requires a guide dog or service animal for a disability-related need, the visitor must notify HWS administration before or upon arrival. If the animal is not readily identifiable as a guide dog or service animal that is being used by the visitor for reasons relating to the visitor's disability (e.g., as a result of visual indicators such as the vest or harness worn by the animal), HWS may request that the visitor produce documentation from a regulated health professional confirming that the visitor requires the animal for reasons related to the person's disability in accordance with the AODA and the Integrated Accessibility Standards regulation.

The visitor's guide dog/service animal remains the visitor's responsibility and must be kept under the visitor's care and control at all times. In the case of a guide dog, both the visitor and the guide dog must be certified as having been successfully trained by an accredited training facility (guide dogs in training are not permitted). The visitor is responsible for the care and cleanliness of the guide dog/service animal and must ensure that any messes (including animal waste) are appropriately cleaned.

A visitor's guide dog/service animal may be excluded if:

- health and safety requirements could be violated;
- the animal is disruptive and the visitor is not effectively controlling it;
- the presence of the animal would fundamentally impact the nature of the event being attended;
- the animal's presence, behavior or actions pose an unreasonable or direct threat to property or the health or safety of others, and HWS administration is unable to identify reasonable alternative options for safely allowing the presence of the animal; or
- the animal's presence is prohibited under other applicable laws.

Responsibilities

All individuals present on HWS property are responsible for adhering to the requirements of this policy.

HSW administration is responsible to:

- receive and assess requests for pets to be present on school grounds for specific educational purposes;
- receive and assess visitor requirements for guide dogs/service animals for attendance at events accessible to the public or third-parties;
- determine whether an exclusion of a guide dog/service animal may be required (including assessing alternative options) and take appropriate steps as necessary;
- communicate school decisions and information regarding pets to appropriate individuals (e.g., staff, parents, guardians, students, other visitors, etc.); and
- determine whether any exemptions under this policy apply.

HWS staff are responsible to:

- support and enforce the prohibition against pets on school property consistently and respectfully;
- support and facilitate the presence of guide dogs/service animals as approved to attend on HWS property under this policy; and
- notify HWS administration of any concerns related to this policy or any contraventions of this policy.

Fire Safety

Signage in all areas of the school indicate the closest and alternate exits in case of a fire. There will be three fire drills held in the first semester and three in the second semester. Students will leave the building as instructed following an Emergency Evacuation Plan approved by the Burlington Fire Department. Your child must wear shoes at all times while in the school so that in the event that the school must be evacuated their feet will be protected.

School Emergency Closure

When emergency conditions exist, such as inclement weather (see policy below), school plant shutdown due to heating failure, etc., the health and safety of our children is our prime consideration. Notification of school closures will be noted on the homepage www.haltonwaldorf.com and on our social media channels.

School Closure due to Inclement Weather

At HWS, the safety of our students, staff, and families is of utmost importance. This policy outlines the procedures and guidelines for school closures or schedule changes due to inclement weather, ensuring clear

communication and safety for all community members.

1. Decision-Making Process

The decision to cancel classes, delay school openings, or close early will be based on the following factors:

- Weather forecasts and alerts issued by Environment Canada.
- Road and traffic conditions in Burlington and surrounding areas.
- The ability of staff and families to travel safely to and from school.
- Local school board closures (e.g., Halton District School Board and Halton Catholic District School Board) as a reference point.

2. Communication

- Parents and staff will be informed via email through the school's communication system.
- Updates will also be posted on the school's website, Facebook and Instagram.

Timing of Communication:

- Morning cancellations will be announced by 6:30 AM.
- Early closures will be communicated as soon as the decision is made.

3. School Closures

- Full-Day Closure: In severe weather (e.g., heavy snowfall or ice storms), the school will close for the day. All in-person classes and extracurricular activities will be cancelled.
- Remote Learning will not be offered.

4. Early Closures

- If weather conditions worsen during the school day, the school may close early. Parents/guardians will be notified immediately, and arrangements should be made to pick up children promptly. The After Care Program will be cancelled on early closure days.

5. Transportation

- If buses are cancelled but the school remains open, parents are responsible for ensuring safe transportation to and from school.

6. Parental Discretion

- Parents/guardians are responsible for considering weather conditions in preparing students for travel to/from school and any outdoor activities. This includes ensuring students come to school with appropriate clothing and footwear, including hats, gloves, winter pants, jackets and boots.
- Parents/guardians are encouraged to use their discretion when determining whether it is safe to travel to school.

7. Emergency Preparedness

- The school will ensure emergency protocols are in place for unexpected closures or shelter-in-place scenarios due to severe weather.
- Staff will remain on-site until all students are safely picked up.

Cold Weather Action Plan

When the temperature or wind chill reaches -28C (20 degrees below 0), students will be granted immediate entry to school upon arrival and remain indoors during recess and gym classes.

Hot Weather Action Plan

When hot weather/environmental triggers occur, HWS will consider indoor or modified recesses.

- The humidex reaches or exceeds 35ºC
- Environment Canada issues a heat warning

- There is a smog alert and higher temperatures (27-30ºC)

Extreme Rain, Hail and Lightning Action Plan
Students will remain indoors during extreme rain, hail, lightning or thunderstorms.

By adhering to this policy, we aim to minimize disruptions while prioritizing the safety and well-being of our school community. If you have questions or require further clarification, don't hesitate to get in touch with the school office at highschool@haltonwaldorf.com

Medication

We cannot dispense medication of any kind unless we have signed authorization by the parent, directions to be followed, and medication provided in a properly labelled container stored in a clear zip-lock bag. For safety reasons, students should not have medication at school without following the above outlined procedures. Should your child require medication to be administered at school, please contact the front desk for the appropriate forms. The only exception to this requirement is for children who must carry medication because of life-threatening allergies (see below).

Life-Threatening Medical Concerns

Parents and caregivers of children with life-threatening medical concerns/allergies, such as Anaphylaxis, Allergies, Diabetes and Asthma are reminded that in order to provide a safe environment for your child, we must receive updated and accurate medical information. Please notify the school and complete/update an Emergency Medications Protocol prior to September and return it to the school as soon as possible. Forms will be provided to you from the office and will be distributed as per HWS protocol.

REMINDER: All medications, Epi-Pens, and Allerject Injectors must be secured in the main office, as well as a second Epi-Pen or Allerject which is concealed in a fanny pack on the student.

Student Code of Conduct, Roles & Responsibilities

Student Code of Conduct

At HWS, we believe in creating a nurturing, respectful, and inclusive community where every student can thrive academically, socially, and personally. The Student Code of Conduct is designed to help all members of our school community uphold values of integrity, empathy, and personal responsibility.

1. **Respect for Others**
   - Treat all students, teachers, staff, and community members kindly and respectfully.
   - Embrace diversity and celebrate differences in culture, background, and perspective.
   - Listen carefully and thoughtfully to others, valuing everyone's voice and opinion.
   - Refrain from engaging in bullying, harassment, or exclusion.

2. **Respect for the Environment**
   - Maintain a clean and orderly space by taking responsibility for personal belongings and school property.
   - Respect and care for natural spaces by respecting gardens, trees, trails, and outdoor areas.
   - Participate in sustainability efforts, such as recycling, composting and reducing waste.

3. **Responsibility for Learning**
   - Approach all academic tasks with curiosity and determination.
   - Take responsibility for completing assignments on time and to the best of your ability.
   - Ask questions and seek help, recognizing that learning is collaborative.
   - Be prepared for class by bringing the necessary materials, a nourishing snack, and lunch, and be mentally and physically ready to engage.

4. **Integrity and Honesty**
   - Always act with honesty in academic work, including giving credit for ideas and work that are not your own.
   - Do not engage in cheating, plagiarism, or any dishonest behaviour.
   - Be honest about mistakes and take responsibility for your actions, understanding that learning is a process.

5. **Kindness and Compassion**
   - Practice empathy, understanding, and patience with others, even in difficult situations.
   - Show appreciation for the work and effort of others, including teachers, classmates, and staff.

6. **Safety and Well-being**
   - Respect school rules and guidelines designed to keep everyone safe.
   - Refrain from any behaviour that could cause harm to yourself, others, or the environment.
   - Follow guidelines regarding physical activities, both indoors and outdoors, to ensure safe and respectful play.
   - Speak up if you witness unsafe inappropriate behaviour, seeking help from a teacher or staff member when necessary.

7. **Good Citizenship**
   - Follow the rules and expectations set by teachers and staff for maintaining a positive, respectful environment.

- Participating actively and responsibly in class, school, and community activities.
- Respect the property and belongings of others, both at school and in the wider community.
- Show respect for the school's traditions and cultural practices that shape the HWS experience.

8. **Conflict Resolution**
   - Address conflicts calmy and respectfully, focusing on understanding and resolution.
   - Speak to a teacher, staff member, or trusted adult to resolve conflicts when necessary.

9. **Personal Growth**
   - Be open to personal development and self-reflection, acknowledging strengths and areas for growth.
   - Engage in activities and experiences that promote physical, emotional, ad spiritual well-being.
   - Stive to be the best version of yourself, understanding that mistakes are part of the learning journey.

10. **Respect for the School Community**
    - Follow the school's dress code, ensuring appropriate attire for a respectful, practical, focused learning environment.
    - Arrive on time for class and school events, understanding the importance of punctuality and commitment.
    - Participate actively and respectfully in school events, including festivals, plays, and assemblies.

By upholding these principles, students at Halton Waldorf School help foster a community rooted in care, creativity, and intellectual curiosity. We encourage all students to remain mindful of these values and to reach out to teachers or staff whenever support is needed. Together, we can ensure that Halton Waldorf School continues to be a place where everyone is able to learn, grow, and thrive.

Care of School Furniture, Equipment, Textbooks, or Building

We are proud of our facilities, including school furniture and equipment. Students are expected to treat all school property with respect and care. In a situation of a student mistreating school property consequences may include parents being billed for damages, students cleaning desks or fixing damaged property, where possible, or more appropriate consequences for instances of more serious destruction.
The cost of textbooks not returned at the end of the year, or not returned in usable condition, will be billed to parents.

It is unacceptable for students to mark or deface school furniture, equipment or the building in any way.

Consequences include:

- Immediate lunch-time detention
- Parents will be billed by the school office: $15.00 for superficial marking and $50.00 for gouges or engraved marks.
- Students will clean desks.
- For more serious destruction of school property, an appropriate consequence will be determined by faculty in consultation with the parents.

Media & Electronics

Media

HWS is dedicated to nurturing capacities for imagination, healthy feeling, independent thinking and active willing. We recognize that media, including television, movies, social media and video games can have a debilitating effect on the development of these capacities. Therefore high school students are strongly discouraged from engaging in these activities during the school week.

Computers, Phones and Other Electronics Use Policy

HWS is an educational community that thrives on person-to-person interaction among students, teachers and staff, in a mostly electronics-free space. We recognize the benefits of personal, networked electronic devices such as laptops, cell phones, tablets and smart watches, and we appreciate the benefits. At the same time, we believe that their use should not interfere with or substitute for the development of our own capacities and our involvement with others in the community. For this reason, we have adopted the following rules for the use of electronics:

Cell Phones, Smart Phones and Other Small Smart Devices

Grades 9 & 10:

Cell phones, smart phones and small smart devices (i.e. smart watches) will be stored during the school day at the front desk according to the following procedures:

1. By 8:20 AM (or upon arrival if after that time), devices must be turned off and provided to the front desk for storage for the day.
2. Devices will be returned at the end of the day.
3. Students who are departing for the lunch period may take their phone, provided they return it upon their return to school.
4. Students who are departing campus early (for example due to an athletic event or an appointment) may retrieve their devices from the front desk upon their departure.

Grades 11 & 12:

We encourage our grade 11/12 students to provide a responsible example to our grade 9/10 students with respect to use of electronic devices. For grade 11 & 12 students, cell phones must be turned off before the start of the school day and stored out of sight in their lockers or backpacks.

If a student asserts that they do not have a cell/smart phone, or that they do not bring theirs to school, we will obtain and retain correspondence from that student's parents that confirms this assertion.

If a diagnosed medical condition requires frequent access to a device or devices, an access plan will be devised after consultation with the parents and the high school chair(s).

Students who need to call home may use the high school office telephone line (with permission). Parents/guardians who need to reach students may call the front desk at 289-288-4570.

In the event that the above policies are not followed, the following actions will be taken:

1. A staff member (or the student) takes the device to the front desk for storage; and
2. The student will engage in 1 lunch work session.

An additional violation leads to the following:

1. The device is taken to the high school office and will be returned directly to a parent or guardian; and
2. The student will engage in 2 lunch work sessions.

Repeated infractions will result in a possible loss of off-campus privileges, and/or other action (including a

family meeting, signing of behavioural contract by student and parents and/or suspension) aimed at achieving a cell phone free campus.

We assist students toward this by providing a location to deposit cell phones when entering the school building. Where this policy highlights a pattern of struggle in adherence to these rules, every effort will be made to address the underlying issue(s) to resolve the matter prior to a loss of privileges.

Laptops and Tablets
Laptops and tablets may not be brought into or used in class unless expressly allowed by the class teacher. Laptops and tablets used in class should be used only for work related to that class. Laptop use during snack break is not permitted. Laptops may be used at lunch only in the designated supervised classroom for that purpose, and only for school work. Laptops or tablets being used in common spaces or being used for entertainment or other non-school related activities will be taken to the high school office and returned at the end of the school day.

Violations of the above policy will follow similar procedures as for violations involving cell phones, smart phones and smart watches.

Earphones, Earbuds and Bluetooth Speakers & Earbuds ("Listening devices")
During school hours, listening devices must be stored in school bags or lockers; they should not be seen or heard at any time while at school. Listening devices are not permitted during curricular events (for example, assemblies, concerts, plays).

Violations of the above policy will follow similar procedures as for violations involving cell phones, smart phones and smart watches.

School Trips & Technology
Generally speaking, cell phones, smart phones, laptops, listening devices and other devices are not to be brought on school trips. Exceptions to this may be made for longer trips, but devices of all types must be stored and access will be limited to a defined period of time during the day as established by the trip chaperones.

Parent & community support is an essential part of enacting the above rules and guidelines. HWS will make every effort to educate, orient and inform students and parents regarding our electronics use policy, and the pedagogical benefits of a technology-free environment. We ask that parents join us in supporting these policies by reinforcing this philosophy with your children and supporting the school. We also ask that you do not call or text a student's cell phone during school hours. Students may use the front desk phone at any time to contact parents, and parents may call the school phone number (289-288-4570) at any time to convey information to students.

AI Use Policy

Purpose

This policy outlines clear guidelines for the responsible use of artificial intelligence (AI) tools by students in academic settings. We aim to promote academic honesty, critical thinking, and responsible engagement with AI technologies.

1. Authorized Use of AI

Students are permitted to use AI as a supplementary resource to enhance their learning experience, including

but not limited to:

- Spelling and grammar checks.
- Seeking clarification on complex concepts and topics.

2. Academic Integrity

Students may use AI tools with integrity and respect for others. This includes avoiding cheating, plagiarism, or other forms of dishonest behaviour when using AI technologies. Students are expected to uphold academic integrity when using AI application. This includes:

- Properly cite any information or ideas obtained from any AI application by academic citation standards.
- Refrain from using AI applications to generate content for assessments or assignments where the instructor prohibits such assistance.
- Taking responsibility for their own learning and not relying excessively on AI applications to complete academic tasks.

3. Ethical Considerations

Students must ethically use AI, respecting the rights and dignity if others, This includes:

- Refrain from using AI to generate content that is inappropriate, offensive, or discriminatory.
- Be mindful of the potential impact of their interactions with AI on themselves and others, including concerns about privacy and bias in AI-generated responses.

4. Data Privacy

Students and parents should be aware that interactions with AI may involve the collection and processing of data, including personal information. It is essential to review and understand the privacy policies and terms of service associated with using AI and to exercise caution when sharing sensitive information.

5. Teacher Oversight

Teachers will help students understand AI’s limitations and potential biases, encouraging them to think critically about how AI makes decisions or provides answers.

6. Parental/Guardian Involvement

Parents and guardians should monitor their children's use of AI tools at home and encouraged them to ask questions about the information provided by AI systems.

7. Enforcement

Violation of this policy may result in disciplinary action outlined in the Plagiarism and Intellectual Dishonesty section below.

8. Ongoing Review and Adaption

The AI use policy will be updated periodically based on new developments in AI technology, educational best practices, and feedback from students, parents, and staff.

Conclusion

By adhering to the guidelines outlined in this policy, students can harness AI's potential as a valuable tool for leaning while upholding the principles of academic integrity, ethical conduct, and responsible technology use. Through informed and conscientious engagement with AI applications, students may cultivate the skills and competencies necessary for success in their academic pursuits and beyond.

Technology and Acceptable Use Policy

In certain cases, HWS will provide electronic educational resources and services, including access to the Internet to all students and staff. This policy ensures that network security and integrity are maintained and that all users understand the responsibility that accompanies the privilege of its use.

Contravening this policy may result in penalties ranging from discontinuation of use to criminal prosecution. At times, the student is accessing our computer network and Internet services with minimal supervision by teachers and staff. Each user has a personal responsibility to adhere to the intent, spirit, and rules as set out in this policy. The policy is designed to allow the users to explore and use our school computer lab network and the Internet without adversely affecting other people. This policy protects each user's right to privacy, confidentiality, and freedom of expression. It is the clear intention that all use of the Internet and computer resources be for educational use only, in a research context.

Specific Rules of Conduct:

- All use of the Internet and the school's computer network must be in support of research or consistent with educational purposes. Frivolous use of the network is not permitted unless a student has been given explicit permission to access a site such as YouTube, Facebook, Instagram, TikTok, Snapchat, Discord, Twitch, Twitter, Tumblr, or similar social networking/instant messaging/music download/email/blogging sites.
- Use shall not interfere with the functioning of HWS's networks or any other network
- The user will not attempt to gain unauthorized access to or cause a disruption in service to any computer system.
- The user will not maliciously use the school's computer network to develop programs that harass others or infiltrate a computer system and/or cause damage.
- The user will not intentionally seek information about, browse or obtain copies or modify files, passwords or data belonging to other people.
- The user will not attempt to find or exploit any gaps in security on the HWS networks or any other system. If the user notices any security weaknesses or suspects anyone of tampering with system security, he/she must notify HWS immediately. The user is responsible for the content of messages sent from their email account on a school computer. The use should consider that there is no such thing as "private" email and, as such, write all email as if it could be read by the entire world.
- The user shall not use the school computers to access, create, or distribute any material, which is obscene, pornographic, harassing, racist, inflammatory, malicious, fraudulent, or libelous. The teachers and/or the school's administration and/or the access provider are the arbiters in the determination of what materials or activity may fall into these categories.
- The user shall respect the intellectual property rights and laws, including copyright, of others. The user is responsible for assessing whether or not the file has copyright on it and must be able to properly reference any materials to be used in student work. Plagiarism will not be tolerated.
- The user will not download any executable, MP3, audio or video files from the Internet, without the expressed permission of the supervising teacher.
- Using unlicensed or unauthorized copies of computer software is prohibited.
- The user will not use the school's computers for product advertisement, personal or private business, commercial, or for-profit purposes.

- Users will not post personal contact information about themselves or other people. Personal contact information includes addresses, telephone numbers, and other such personal information.
- Users will not agree to meet with someone they have met online without their parent's approval and participation.
- Users will promptly disclose to their teacher or other school employees any message they receive that is inappropriate or makes them feel uncomfortable.

Consequences for not following these guidelines are as follows:
- Immediate confiscation of applicable devices. All confiscated equipment will be given to the advisors and returned to the student not earlier than the end of the day.

A second offence will result in a confiscation period of 24 hours.
- Non-compliance of this policy will result in a penalty to be determined by school official in consultation with parents.

HWS is not responsible for any student's conduct as it pertains to use of technology outside of school hours and/or on devices that are not part of or connected to the school's network.

Food and Drink

In order to maintain the academic integrity and environment of our classrooms, students may not chew gum, eat or drink during class. Only bottled water or tap water may be consumed at the teacher's discretion, but other beverages may be consumed during snack and lunch periods, in designated areas. HWS strives to follow environmentally friendly practices and students are responsible for the appropriate disposal and/or recycling of their own garbage.

Lockers

Each student is assigned a locker and may bring their own combination lock until the end of the academic year or withdrawal from school. All lockers are the property of HWS; as such, lockers may be searched at any time with or without the student's consent. Personal lock combinations will be recorded at the beginning of the year and kept on file. Students must keep their lockers tidy, closed, and locked at all times, keeping their lock combinations confidential. HWS will not be responsible for storing, replacement cost, or recovery of valuable or lost items. All lockers must be cleared out before each school break.

Probation Upon Acceptance as a New Student

HWS wishes to accept students who will thrive and benefit from the education offered at this institution. To that end, HWS accepts new students upon completion of a successful interview with the faculty representatives. For the interview, parents or guardians of the prospective student must supply the school with all relevant information regarding the student. This would include, but not necessarily be limited to copies of the student's report cards and transcripts, an accurate family history, any counselling and tests the student has had or is currently undergoing, and information about any traumatic experiences the student may have had which may affect the student's behavior or ability to learn and/or function in a socially healthy way.

To assist the school with acceptance and placement decisions, incoming students will be asked to complete assessments in both math and English.

Acceptance of a potential new student is not assured and will depend on the faculty's judgment regarding academic readiness and HWS' ability to support the student, including any accommodation. HWS will never

refuse acceptance on the basis of the prohibited bases of discrimination as contained in the Ontario Human Rights Code.

Each new student (including all Grade 9 students) is accepted on a probationary basis for three months to assess how well the student is adjusting to the new environment. Ongoing communication during the probationary period will keep the parents informed as to the student's progress if required.

HWS may extend the probation period if considered necessary. If, in our judgement, we are not able to adequately meet the needs of the student and/or the student is not benefiting from our program then the student may be dismissed. Any recommendation will be brought to the faculty meeting where the faculty will make a decision. Parents will be notified in writing, and, if possible, in person. Details of our Withdrawal/Dismissal policy are outlined in the enrolment contract.

Probation Due to Misbehavior or Academic Failure

Students may also need to be placed on probation for misbehavior or academic failure. This probation typically lasts for one semester. The reasons for probation and/or dismissal from school may include, but are not limited to:

Chronic Misbehavior, such as:
- behavior which regularly disrupts the lessons
- aggressive or negative behavior towards fellow students or teachers
- lack of punctuality, or flouting of rules
- Acute Misbehavior, such as: violence which causes injury to a student, teacher, or member of the community, whether intentional or unintentional (note that violent behavior not resulting in injury may also be considered acute misbehavior)
- use of any implement (knife, other weapon, or tool) in a threatening manner
- possession of weapons or explosives
- Academic Failure, such as: failing grades on any report card

Chronic Misbehavior

If the faculty questions whether it is able to deal with the problems a particular student is presenting, they follow the protocols indicated here:
- The advisors and teachers begin to keep anecdotal records of the behaviors as well as their communications with parents about their concerns regarding the student.
- The advisors call a meeting with the parents to discuss the issues fully and determine a plan of action to remedy the situation and a time frame within which improvement must be noted. This course of action may include special therapies for which the family is financially responsible. The advisors decide whether to recommend to the faculty that the student go on probation.
- The advisors take their concerns regarding the student to the faculty. The decision to put the student on probation is made by the faculty upon the recommendation of the advisors.
- Prior to putting the student on probation, a peer of the advisors must review how the situation has been documented. Have appropriate anecdotal records been kept? Are there written records of meetings and of communications with parents. If such is not the case, the faculty must consider what steps can be taken to make this documentation complete.
- If the faculty decides that the student be placed on probation, the decision is shared at a faculty meeting. The parents are informed of this in writing. The following information should be included in a letter to the parents: the reason for the probation, its length, the conditions necessary for reinstating the student in good standing at the end of the probationary time, and the fact that should the conditions of the probation not be met, dismissal from Halton Waldorf School is a distinct possibility.

- A follow-up consultation between the advisors and parents should take place during the probationary time to determine whether satisfactory progress has been made.
- At the end of the probationary period, faculty reviews the progress of the student in question and decides whether the conditions of probation should be discontinued or extended, or if dismissal is required. The parents are informed of the outcome of the review.

Acute Misbehavior

In the case of an acute breach of propriety, the school reserves the right to request the parents not to send their child to school for a given length of time until meetings between them and the advisors have taken place. A written record of the suspension is kept. The suspension can lead directly to a dismissal without the student returning to school, if the situation warrants it. Otherwise, the student may be put on probation in accordance with the probation policy above.

Academic Failure

Students who fail courses on quarterly or semester report cards due to lack of regular attendance and/or due to failure to submit work are considered for academic probation. Parents are contacted to discuss the need for a tutor or remedial or other assistance. If a student continues to fail, a meeting with parents and advisors is held, to discuss the student's difficulties and to determine whether the school is meeting the student's needs. Students in this situation are presented to the faculty for discussion and decision. Students receiving failing grades on final report cards must attend summer school or make other arrangements to pass the course or re-admission for the next semester or next school year may be jeopardized.

Dismissal

The decision to dismiss a student is made by the faculty with the recommendation of the advisors. The full faculty is apprised of the decision. Parents are informed of the decision to dismiss their child in person and in writing by the school

Re-admission

Generally, students are not considered for re-admission within one year of dismissal; however the school will consider the facts and circumstances of each individual case. The decision is made by the faculty upon recommendation by the advisors. The school reserves the right to state at the time of dismissal that re-admission will not be considered.

Plagiarism and Intellectual Dishonesty

Purpose
Halton Waldorf School is committed to fostering honesty, responsibility, and integrity in all academic work. This policy outlines expectations related to plagiarism, intellectual dishonesty, and the responsible use of artificial intelligence (AI) tools. It is designed to support student learning, critical thinking, and ethical engagement with emerging technologies while upholding the school's academic standards.

Academic Integrity and Plagiarism
Plagiarism and other acts of intellectual dishonesty are treated as serious academic offences at HWS. Students are expected to submit only work that is their own. Plagiarism involves presenting work done in whole or in part by someone else as if it were one's own. This includes work done by another student, content generated by artificial intelligence, and images or texts from the internet or other sources without proper acknowledgement.

Examples of plagiarism include:

- Copying of another student's work and presenting it as one's own
  - Copying words, images, or media from any source (books, newspapers, magazines, websites, blogs, or AI tools) without clear and appropriate citation
- Paraphrasing sections of text without providing appropriate acknowledgement of the source
- Presentation of information or ideas gained from another person's work as if they were one's own

Intellectual Dishonesty

Other forms of intellectual dishonesty are also not tolerated at the high school at the Halton Waldorf School. These include:

- Preparing an essay or assignment for submission by another student
- Knowingly allowing one's essay or assignment to be copied by someone else
- Buying or selling assignments
- Submission of the same piece of work in more than one course without permission
- Deliberately fabricating, falsifying, or manipulating data to mislead a teacher
- Using ChatGPT or other similar artificial intelligence tools on assignments without explicit teacher permission (see AI Use Policy above)

Any unattributed inclusion of work that is not the student's own, including AI-generated content, is considered intellectual dishonesty. Teachers are not required to conclusively prove that a student has used AI in violation of this policy. Determinations may be made using the teacher's professional judgment, informed by relevant factors such as the student's demonstrated abilities, previous work, the nature of the assignment, and other available evidence.

Consequences

Offences are cumulative, meaning incidents in Grade 9 carry forward into Grades 10, 11, and 12.

First offence: Warning and redoing of the assignment during a supervised, in-school period.

Second offence: Notify Parent(s)/Guardian(s) via email; redo the assignment during a supervised, in-school period.

Third offence: 0% on the assignment and an in-person meeting with parents.

Subsequent offences: Possible loss of course credit and/or suspension

Audio Recording and Use of Classroom instruction

Purpose

The purpose of this policy is to uphold the integrity of the learning environment, protect the privacy of teachers and students, and ensure that any recordings of classroom lessons are conducted respectfully and in alignment with the school's educational philosophy and values.

Scope

This policy applies to all students, parents, guardians, faculty, and staff at Halton Waldorf School. It governs the recording of any classroom-based instruction, including in-person and virtual lessons.

Policy Statement

Recording of classroom lessons is only permitted with the explicit and written consent of the teacher. Teachers retain the right to decline any recording request at their discretion. Recordings are to be used for

instructional/learning purposes only.
The school recognizes that, in some cases, recordings may support student learning, for example to accommodate a disability or when a student requires additional instructional support as outlined in an Individualized Education Program (IEP). However, any such recording must be handled with care and respect for the rights and privacy of all individuals involved.

Guidelines and Procedures

Obtaining Consent

- Prior to any recording, written consent must be obtained from the teacher.
- If the teacher has given consent, the class will be notified that a recording is taking place, if applicable.

Use of Recordings

- Recordings must be used only for the educational purposes of the student(s) for whom they were approved.
- Recordings must not be shared, distributed, posted online, or used for any non-instructional purposes without written authorization from both the teacher and the school administration.

Privacy and Confidentiality

- Recordings may include the voices of students and therefore may contain personal information of other identifiable individuals. As such, they must be treated as confidential educational material. They must be used only for legitimate educational purposes, securely stored, and not shared without approval.
- Unauthorized recording, or distribution of recordings, is considered a serious breach of school policy and will result in disciplinary action.

Storage and Deletion

- Approved recordings must be stored securely and deleted once they have fulfilled their instructional purpose. Recordings must be deleted by no later than the end of the academic term/year in which the class was held. The individual with the recording may be required to provide written confirmation that all recordings have been deleted.
- The school reserves the right to require and individual to:
  - provide the school with a copy of any recording; and/or
  - immediately delete any recording.

Responsibility

- Teachers, staff, students, parents and guardians share responsibility for adhering to this policy.

Review

This policy will be reviewed annually to ensure alignment with the school's values, applicable legislation, and best practices in educational integrity.

Study Hall

Study hall may be available to grade 12 students only. However, while study hall blocks are permitted in grade 12, the school's policy is that a grade 12 student has no more than a total of 1.5 credits off. Dropping courses results in the student being under-enrolled in our program. As such, HWS has a "No Spares Policy." Requests for exceptions due to extenuating circumstances must be submitted to the high school chair.

Unlike in grades 11 and 12 where students can choose to drop certain subjects and may be allowed to take an

alternate or Study Hall block, there is no such privilege in grades 9 or 10. All students are enrolled in all classes, though in Grade 11 and 12 they have greater choice over what classes they take than in previous years. Exceptions to the "No Spares Policy" for a student in Grade 9, 10 or 11 due to extenuating circumstances, must be requested in writing for consideration. If granted, parents will be required to arrange for private tutoring during this class time. Sign-out privileges will not be extended for this time. The faculty reserves the right to review a given student's situation regarding spares and to take appropriate action if necessary.

Dance Policy

If students organize dances during the course of the year, each dance is approved by faculty on a one-time basis. Approval of future dances is subject to students and their guests conducting themselves according to the rules and guidelines outlined below. Students in high school grades only are eligible to attend. Guidelines are as follows:

- Only students in the high school grades (i.e. grades 9, 10, 11 & 12) are eligible to attend
- Each student may invite one approved guest. The student is responsible for the conduct of their guest.
- School rules apply re: smoking and the use of alcohol, cannabis and other illicit substances.
- All students sign a contract before the dance and check in at the staffed front door.
- There are no 'in and out' privileges.
- Dances will be held between the hours of 7pm and 11pm in the announced area and students must remain in the designated event area.
- Students who are truant or are under out-of-school suspension are not permitted to attend the dance.
- Classrooms and lockers are inaccessible during school dances.

Halton Waldorf School and Ministry of Education Requirements

The high school at HWS is accredited and therefore is inspected regularly by the Ministry of Education and receives authorization to grant the Ontario Secondary School Diploma (OSSD) each year. HWS engages in regular ongoing dialogue with the Ministry of Education, exploring ways to work together and to keep the integrity of the Waldorf curriculum. Students who achieve 30 credits, including specific compulsory credits, pass the Ontario Secondary School Literacy Test (OSSLT), and complete 40 hours of Community Involvement Activities, are awarded an Ontario Secondary School Diploma (OSSD).

HWS is also accredited by the Association of Waldorf School of North America (AWSNA). Nearly all Waldorf graduates pursue their education in institutions of higher learning.

Independent studies have shown that, as a group, Waldorf school graduates perform significantly above average, both in university exams and in their course work. Anecdotal comments refer over and over to Waldorf school graduates' abilities to express themselves independently and relate equally to their professors and peers, and to their love for learning. More information is available upon request. Students are required to remain in secondary school until the student has reached the age of 18 or obtained an OSSD.

Requirements for the Ontario Secondary School Diploma (OSSD)

In order to graduate with the OSSD, students must successfully complete at least 30 credits.

If you started grade 9 in or before September 2023, students need the following to get their OSSD:

Students must earn the following 18 compulsory credits:

- 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, one credit from each of the following groups:

Group 1	Group 2	Group 3
English or French as a Second Language	Health and Physical Education	Science (Grade 11 or 12)
A Native Language	The Arts	Technological Education
A Classical or an International Language	Business Studies	French as a Second Language
Social Science or Humanities	French as a Second Language	Computer Studies
Canadian and World Studies		
Guidance and Career Education		

In addition to the compulsory credits, students must complete:

- 12 optional credits
- The Ontario Secondary School Literacy Test
- A minimum of 40 hours of community involvement activities
- Earn at least two online learning credits (this requirement can be waived at the option of the student's parents/guardians).

If you started grade 9 in or after September 2024, students need the following to get their OSSD:

Students must earn the following 17 compulsory credits:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 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
- 1 credit from the STEM-related course group, which includes:
    - Any business studies course
    - Any computer studies course
    - Any cooperative education course
    - Any mathematics course (in addition to the 3 compulsory credits currently required)
    - Any science course (in addition to the 2 compulsory credits currently required)
    - Any technological education course (in addition to the 1 compulsory course currently required)

In addition to the compulsory credits, students must complete:

- 13 optional credits
- The Ontario Secondary School Literacy Test
- A minimum of 40 hours of community involvement activities
- Earn at least two online learning credits (this requirement can be waived at the option of the student's parents/guardians).

Note: Starting in the 2026-2027 school year, students who entered Grade 9 in the 2025-2026 school year and onwards must complete a financial literacy graduation requirement to earn their high school diploma.

Students will complete this requirement as part of their compulsory Grade 10 Career Studies course. The requirement consists of learning modules and assessment questions developed by TVO ILC (an external 3rd party instructional services provider) and provided to schools to administer. The Financial Literacy Graduation Requirement assesses core financial literacy concepts found in the Grades 1 to 9 curriculum and complements the Grade 10 Career Studies course.

To meet the requirement, students will have to earn a mark of 70% or higher on the financial literacy modules. This mark will make up 5% of their final mark in Grade 10 Career Studies. Once a student meets the graduation requirement, this will be recorded on the Ontario Student Transcript.

Students will have 2 attempts during the Grade 10 course to complete the requirement. For students requiring multiple attempts to meet the requirement, the highest attempt mark will be used as part of the final mark in Career Studies.

Students who do not meet the requirement after the first attempt will have the opportunity to strengthen their learning by reviewing additional resources on TVO Learn, accessing available school supports and receiving educator support.

Students who do not meet the requirement after 2 in-course attempts can try to complete it the following semester by:

- re-attempting the modules outside of the course under the supervision of a designated staff member and achieving a mark of 70% or higher
- receiving additional instructional support prior to re-attempting the modules (for example, through student success, credit recovery model, tutoring supports, etc.) and achieving a mark of 70% or higher
- completing a set of financial literacy learning activities developed by TVO and administered by the school or TVO as an equivalency to the assessment (available starting in February 2027)
- meeting the requirement through an adjudication process (in extenuating circumstances, including students close to graduation)

Students who are unsuccessful in both Career Studies and the financial literacy graduation requirement may need to retake Career Studies. This provides 2 new opportunities to meet the requirement.
Students that have successfully met the requirement but were unsuccessful in Career Studies do not need to repeat the requirement when re-attempting the course.

While the Ministry of Education requires certain compulsory and optional credits for graduation, our program requires that students take additional mandatory credits that comprise their rich Waldorf education. These credits serve both as part of the compulsory credits and optional credits required for graduation. Upon completion and graduation, the student receives an OSSD.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate ("OSSC") will be granted, on request, to students who leave school before earning the OSSD, provided that they have earned a minimum of 14 credits distributed as follows:

OSSC Compulsory credits (total of 7)

- 2 English
- 1 Canadian geography or Canadian history
- 1 mathematics
- 1 science
- 1 health and physical education
- 1 arts or technological education

Optional credits (total of 7)
7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits also apply to the OSSC.

Certificate of Education / Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school.

Community Involvement Activities

As part of the OSSD requirements, students must complete a minimum of 40 hours of community involvement activities. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. If there is uncertainty as to the eligibility of an activity, please consult with the high school chair(s).

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays. Community Involvement Activities need to be approved for qualification ahead of time. **Students are responsible for finding community involvement activities, and for maintaining and providing a record of their community involvement activities to HWS. For greater clarity, HWS is not responsible for ensuring that students fulfill the community involvement requirement.**

Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to HWS. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and their parents, and a signed acknowledgement by the person (or a representative of the organization) involved. HWS provides an

information and record-keeping sheet which is distributed to all high school students. This sheet is included in Appendix A to this document.

The Ontario Secondary School Literacy Requirement (OSSLT and OSSLC)

The purpose of the Ontario Secondary School Literacy Test (the "OSSLT") is to ensure that students have acquired the essential reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of grade 9. All students in public and private schools who are working toward an Ontario Secondary School Diploma are required to write the OSSLT in grade 10.

Students who have identified learning exceptionalities are entitled to a variety of accommodations and provisions as specified in their IEPs, including extended periodic supervised breaks, scribes, prompts, use of an assistive device or a word processor for written responses. Exemptions can be made for those students who are not working towards the OSSD. HWS follows the information in the "Guide for Accommodations, Special Provisions, Deferrals and Exemptions" provided by EQAO. Parents receive written communications about the literacy test and accommodations, special provisions or deferrals their child will be offered.

For international students or newcomers to Canada who are ELLs, special provisions are made including extended periodic supervised breaks, allowing extra time or deferring the test until the following year. Documentation in the OSR will outline any deferrals, special provisions or accommodations that are awarded. Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to fulfill the requirement through the Ontario Secondary School Literacy Course (the "OSSLC"). Successful completion of the OSSLT or OSSLC is a graduation requirement. Every student who writes the OSSLT receives an Individual Student Report.

Although the HWS does not offer the OSSLC course, the school can provide students with information about where to take this course outside of HWS including summer school and online learning options.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to support students in progressing through secondary school, substitutions may be made for a limited number of compulsory credit courses with courses from other subject areas (including Groups 1, 2 and 3 for those students that must meet this requirement). Substitutions are generally made to promote and enhance student learning or to respond to special needs and interests.

Up to three (3) compulsory credits (or the equivalent in half-credit credits) may be substituted. The decision to consider a substitution can be made by parents or the high school chair. The final decision rests with the high school chair, which is made in consultation with the parents of the student.

In all cases, the sum of compulsory and optional credits will not be less than 30 for students aiming to earn the OSSD and not less than 14 for those aiming to earn the OSSC.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English Literacy Development courses may not be used to substitute for a compulsory credit, however, they may be used to meet up to 3 of the 4 compulsory English credits.
- No more than one learning strategies course from the guidance and career education policy document can be used through substitution to meet a compulsory credit requirement.
- Credits earned through cooperative education courses may not be used to substitute for compulsory credits.

- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; however, it may only be used as the compulsory credit for which it was designed.

Compulsory credit substitution requests should be made to the high school chair and documentation of substitutions will appear on the student's Ontario Student Transcript and are retained in the student's OSR.

Course Prerequisites

Courses in Grades 10, 11 and 12 may have prerequisites as a requirement for enrollment. This handbook outlines all courses offered, including those that have prerequisite requirements. If a parent requests that a prerequisite be waived, the high school chair will determine whether or not the prerequisite should be waived. The high school chair may also initiate consideration of whether a prerequisite should be waived. The high school chair determines, in consultation with the parents and appropriate school staff , and in consideration of the best interest of student success, whether a prerequisite can be waived. The final decision to waive the prerequisite is determined by the high school chair. Documentation will be filed in the student's OSR.

Ontario Student Record (OSR)

The OSR folder is an official record created when a student enters the Ontario school system and moves with the student from school to school. Personal information is collected under the authority of the Education Act and will be used for the establishment, maintenance, use, retention, transfer, and disposal of the OSR in accordance with the OSR Guideline 2000. Students and their parents (if the student is not an adult) may examine the contents of the OSR by prior arrangement.

The OSR folder contains achievement results, credits earned, and other information important to the education of the student. It is regularly reviewed by the high school chair(s), together with the staff person responsible for student records.

Courses

All courses at HWS involve the unfolding of social and interpersonal skills, moral development and academic training, practical, and artistic studies. There is a conscious attempt to place the human being at the center of knowledge and to develop an understanding of knowledge in light of the development of humanity. In order to accommodate differing academic needs, the following types of courses are offered through the Ministry of Education. HWS offers courses based on enrolment, in the academic stream.

Definition of a Credit

The secondary school program is based on the credit system. The Ministry of Education defines a credit as "means of recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours." The 110 hours involve planned learning activities related to the learning expectations in a course. They do not include homework. A half credit (0.5) has 55 hours.

Types of Courses Available in the Ontario Curriculum

Academic, Applied, and Open courses in Grade 9 and 10
Academic and Applied courses differ in the balance between essential concepts and additional requirements, and in the balance between theory and application. They differ primarily not in the levels of skill required, but in the kinds of problems presented and the application of the content and concepts.

De-streamed Courses W
These courses develop students' knowledge and skills by helping them understand the theory behind concepts, and identify practical applications of concepts.

Academic Courses D
These courses focus on the essential concepts of the discipline. Course work develops students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.

Applied Courses P
These courses also focus on the essential concepts of the discipline, but course work develops students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Course work relates to familiar, real-life situations and provides students with opportunity for extensive hands-on applications of the concepts they study.

Open Courses O
These courses have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in higher grades, and for productive participation in society. All courses build on completing of previous grades and have rigorous standards.

University, University/College, College, and Workplace courses in Grades 11 and 12
University Courses U
Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered, and the content of these courses allow students to prepare for university programs and related careers. Teaching and learning emphasize theoretical aspects of the course content and also include concrete applications. All university preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of both independent research skills and independent learning skills. Students are also required to demonstrate that they have developed these skills.

University/College Preparation M
These courses include content that is relevant for both university and college programs. They are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered, and the content of these courses allow students to prepare for college and university programs and related careers. Teaching and learning emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students are also required to demonstrate that they have developed these skills.

College C
These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of course offered, and the content of these courses allow students to prepare for most college programs and related careers.
Teaching and learning emphasize concrete applications of the theoretical material covered in the course, and also emphasize the development of critical thinking and problem-solving skills. All college preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of both independent research skills and independent learning skills. Courses also require students to demonstrate that they have developed these skills.

Workplace E
These 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 workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. All courses build on completion of previous grades and have rigorous standards.

Access to Course Outlines and Ontario Curriculum Policy Documents

Course outlines of all high school courses offered at HWS as well as the Ontario curriculum policy documents are available and are accessible to parents and student on request.

Course Coding System

Every school course is identified by a five-character code as illustrated in the chart below. The first three characters refer to the subject and specific area. For example, ENG is English.
The fourth character refers to grade or level:1,2,3,4 refers to grades 9,10,11,12 respectively. The fifth character refers to the type of course; Grade9/10: D= Academic; P=Applied; O=Open; C=Locally developed. Grade 11/12: U= University; M=University/College; C=College, E= Workplace, O=Open
A sixth character is coded in some cases to identify specialized programs for tracking purposes if the offered course has a Part 1 and a part 2. The table below shows examples of this course coding system.

Course	Curriculum Policy Document	Subject / Specific Area of Study	Grade	Course Types
MPM2D	M=Math	PM=Principles of Mathematics	2= Grade 10	D= Academic
FSF1P	F= French	SF= Core French	1= Grade 9	P= Applied
AVI4M	A= Arts	VI= Visual Arts	4= Grade 12	M=University/ College

Evaluation and Examination

Assessment, Evaluation and Reporting

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are based on the curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline. Methods of evaluation and assessment vary according to subject area and may include oral presentations, assignments, projects, unit tests, independent study units, peer evaluation, rubrics and formal examinations. A final grade is recorded for each course and a credit is granted for every course in which the student's final grade is 50% or higher.

Achievement Levels

The Ministry of Education has published benchmark levels of achievement in an attempt to standardize grading across the province. The levels of achievement associated with percentage grades are as follows:

Level 4	80-100%	A very high to outstanding level of achievement. Achievement is *above* the provincial standard
Level 3	70-79%	A high level of achievement. Achievement is *at* the provincial standard.
Level 2	60-69%	A moderate level of achievement. Achievement is *below but approaching* the provincial standard.
Level 1	50-59%	A passable level of achievement. Achievement is below the provincial standard.
	Below 50%	Insufficient achievement of the curriculum expectations. The student *will not* receive a credit for the course.

Reporting Student Achievement and Report Cards

The high school at the Halton Waldorf School communicates formally with parents regarding the students' grades and learning skills through mid-term and final report cards. In addition, the school will offer learning dialogues periodically throughout the school year so that parents can meet with subject teachers as desired. Parents of grade 9 students will also receive an interim summary report of learnings skills and other feedback regarding strength and weaknesses at a quarterly reporting period in Semester 1. The school complies with the Ministry of Education's mandatory final evaluation breakdowns, which indicate what percentage of a student's grade is comprised of classroom work completed throughout the course, written exams, culminating tasks and attendance and participations. Requirements in this regard vary by course, and the course outlines for each course should be consulted to obtain the evaluation breakdown for that course. Students are evaluated in two areas of learning: curriculum expectations and learning skills. Students may request a print-out of their current standing in a course from their teachers in between report cards.

Ontario Student Transcript (OST)

The Ontario Student Transcript (the "OST") is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school and is a component of the student's OSR. The credits that a student has earned towards fulfilment of the requirements for graduation are recorded on the OST. In grades 9 and 10, the student's achievement with percentage grades earned and the credits gained are recorded for successfully completed courses. In grades 11 and 12, the student's achievement for all

courses taken or attempted is recorded, showing percentage grades earned, credits granted (if successful), or "W" for "Withdrawn before completion."

Course Withdrawal in Grade 11 and 12: students should be informed that, in compliance with Ministry policy on full disclosure, any grade 11 and 12 course which is dropped later than 5 instructional days following distribution of id-term semester reports are recorded with the mark and shown on a student's transcript as "withdraw." Naturally, all course changes at the high school at the Halton Waldorf School require consultation with advisors, subject teachers and parents followed by completion of paperwork.

Any course that has been substituted for a compulsory course is also identified on the OST as are completion of the mandatory requirements of Community Involvement Activities and the Literacy Requirement.

Experiential Learning Opportunities

An Overview of the Forms of Experiential Learning and Related Programs

Planned learning experiences that take place in the community, including job shadowing and job twinning, work experience and virtual work experience, and cooperative education, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development and should be encouraged.

Job shadowing and job twinning normally involve only one-half to one school day and have no credit value independent of the course within which they are undertaken. Work experience and virtual work experience last somewhat longer – from one to four weeks – and also have no independent credit value. Cooperative education may be a culmination of a series of different forms of experiential learning. It may be offered in the form of credit courses that are scheduled for a full term. Finally, programs that incorporate cooperative education or other forms of experiential learning, such as school–work transition programs and the Ontario Youth Apprenticeship Program (OYAP), have variable formats and involve the earning of credits.

Work Experience Program (WEP)

The WEP takes place for a week each year. Placements for Grade 9 are in agriculture, Grade 10 in trades and business, and Grade 11 in social services. These placements provide the students with the opportunity of experiential learning and job shadowing. During the time that students are engaged outside of school, they are covered by insurance. Participation in the WEP is mandatory.

Community Partnerships in Schools

These partnerships engage diverse community groups to work with the school in a mutually beneficial way, as part of a whole school approach, to support students and/or parents.

HWS endeavors to enlist members of the community (e.g., local artisans or shop owners, seniors, experts in different fields) or community groups to participate in school activities (e.g., breakfast or snack programs, mentoring or buddy initiatives), as well as hosting "open house" events for community members at which students can present and talk about their work.

HWS also participates in a variety of community events and activities, including its unique seasonal festivals, concerts, plays, and "Open mic/ Coffee house" forums, allowing us to reach out to diverse community partners, using strategies designed to welcome and engage them in the life of the school. This climate of cooperation and openness builds a sense of community by encouraging parents from diverse backgrounds (e.g., diverse ethnicities, abilities, faiths) to share their stories, histories and experiences in school and in life.

In the classroom, students "give back" to the local or international community – for example, by planning a food or book drive or donating items built in woodworking class to a developing country.
Opportunities may also exist for students taking art courses to decorate the store windows of local retail businesses or to arrange for the local public health unit to visit classrooms during the school year to discuss topics such as healthy eating and physical activity. The students may also invite local police officers to the school to discuss bullying prevention and intervention and/or safe Internet use. Students might also participate in community or regional leadership- development opportunities (e.g., a Model United Nations), life skills training, or sports camps.

As part of the Careers Education program, classes may invite individuals from diverse community groups to visit the classroom to share their life and work experiences, engaging students in exploring the contributions these individuals have made to Canada and the factors that have shaped their roles in our society. Inviting positive role models from the community to form a support group for students that can help them with issues relevant to their lives (e.g., issues related to self-esteem, body image, healthy relationships, at-risk behaviours, life skills) might also be of interest.

Prior Learning Assessment and Recognition

PLAR (Prior Learning Assessment and Recognition) includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected independent schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process developed by a school board in compliance with Ministry policy involves two components: "challenge" and "equivalency."

The "challenge" process refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (30% of the final mark) and a variety of other assessment strategies appropriate to the particular course (70% of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Currently, HWS does not offer the PLAR challenge process.

The "equivalency" process involves the assessment of credentials from other jurisdictions. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non- inspected private schools or schools outside Ontario.

Because young people benefit in many ways from the learning experiences offered in secondary schools, PLAR has a specific, limited function in the Ontario secondary school program. For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. PLAR procedures are carried out under the direction of the high school chair.

Alternative and Additional Ways of Earning Credits

E - learning, Online Courses, Continuing Education, Summer School Etc.

Students who would like to enroll in courses not available at HWS may take courses outside day school, including courses taken through online providers such as TVO ILC or Ontario Virtual School. Students may also consider continuing education and summer school.

Students wishing to apply for courses taken outside of day school must apply and enroll with the assistance of the high school chair. Supporting documentation such as a transcript or recent report cards may be required to substantiate satisfaction of prerequisite requirements. Students should not enroll for online courses or summer school without consulting with the high school chair(s).

HWS is committed to supporting students in achieving their OSSD, and recognizes that pursuing courses online or through summer school supports relevant course substitutions, provides students with the opportunity to upgrade marks, or to gain access to courses of interest that are not offered at HWS. HWS will cover the cost of online courses for up to a maximum of 5 courses throughout a student's academic career. This would be typically distributed as 1 course in grade 9, 1 course in grade 10 and up to 3 courses throughout grades 11 and 12.

In addition to online options and summer school, there are many programs being rolled out across the province for students pursuing university, college, apprenticeships or the workplace after graduation.

- Experience Ontario is helping young people identify, explore and refine career goals and make informed decisions about their future.
- Specialist High Skills Majors allow students to focus on a future career through a bundle of classroom courses, workplace experiences and sector certifications.
- Expansion of Cooperative Education allows students to count this hands-on learning towards two compulsory high school credits.
- E-Learning provides students with online courses and allows teachers to share resources across the province.
- Dual Credits count toward a student's high school diploma as well as a college certificate, diploma or apprenticeship certification.
- Think Literacy and Leading Math Success ensure teachers have the resources they need to help students build a solid foundation in reading, writing and math.
- Credit rescue programs intervene prior to a student experiencing failure in a course.
- Credit recovery programs allow students who have failed a course to only repeat expectations where they have been unsuccessful rather than redoing the whole course.
- New school board requirements provide more structure, clarity and consistency for excused pupils participating in the Supervised Alternative Learning programs throughout the province. This initiative focuses on building leadership capacity of the principals to help improve student achievement. Support is also being provided to high school students, so they are on track to graduate.

Elementary To Secondary School Transition Program helps students succeed in high school through individual profiles, customized timetables and other programs

Ontario's e-Learning Strategy:
The Provincial e-Learning Strategy provides Ontario school boards, schools and students with access to valuable software and resources:

- Learning Management System (LMS) – a digital teaching and virtual learning environment.
- Ontario Educational Resource Bank (OERB) – a digital library of Ontario curriculum-tagged resources.

- E-Community Ontario – an online community for teachers and school boards in the provincially-funded education system.
- Seat Reservation System (SRS) – a tool that lets school boards share seats in secondary school e-learning credit courses across the province through digital reservations.
- Independent Learning Centre: ILC
  Information about taking a course through ILC can be found at ilc.edu.gov.on.ca.

Private Study

Under certain circumstances, students may be permitted to take one or more courses through private study. This matter needs to be brought to the student's advisor and high school chair(s) for approval. Students must report those courses to HWS upon completion and provide the high school chair(s) with an original, signed transcript or report card.

Needs Based Supports and Resources

Strategies, Supports, Programs for Student Success (Including for students at risk of not graduating)

Credit Recovery:
A student who fails a course works with a teacher to retake the units where he or she did not initially meet expectations. This provides the student with another chance to demonstrate his or her understanding of specific topics, rather than retaking the entire course. To enroll in the credit recovery program, a student must have the approval of his or her school credit recovery team which includes the high school chair(s), student advisors and subject teacher. The student's final grade in the program is individually determined based upon achieved expectations in the high school curriculum. Students only get credits if they earn them. Ontario's schools are not giving away diplomas; they are helping more students rise to the challenge.

Additional Student Support:
A student advisor is fully focused on helping students requiring additional support. This specialized teacher is supported by a student success team that includes the high school chair(s), advisor and other teachers. Together, they ensure that students get the attention they need to succeed, and no one is allowed to slip through the cracks. Students also have greater opportunities to match their skills and interests with more learning options available through the Student Success Program.

Supports related to Guidance and Education and Career/Life Planning, including Individual Pathways Plan

Education and career/life planning helps students develop the knowledge and skills they need to make informed choices for their education, career and life outside school. Students get a chance to learn more about themselves and their opportunities, set goals and make plans to achieve them. This program helps students choose the courses and activities that support their goals and interests. Students in all grades will be able to participate in the program and will be encouraged to discuss their learning with parents and teachers.

The program teaches students how to understand themselves better and plan for the future. It does this by helping students to develop answers to four key questions:

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

Students develop knowledge and skills about education and career/life planning through: Classroom activities related to the curriculum School-wide activities like career fairs and post- secondary presentations; Activities in the community like recreational, social, leadership, and volunteer activities, and part-time employment; Programs which offer "experiential learning," like job shadowing, cooperative education, the Ontario Youth Apprenticeship Program, Specialist High Skills Majors, and Dual Credits.

Supports for English Language Learners and Special Needs

HWS faculty are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that guide program planning for students with special education needs in all disciplines and deals with such considerations as:

- accommodations and/or modifications;
- modified expectations, with the possibility of accommodations; or alternative expectations, which are not derived from the curriculum
- expectations for a course and which constitute alternative programs and/or courses

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses, can be found in The Individual Education Plan (IEP): A Resource Guide, 2004 (referred to hereafter as the IEP Resource Guide, 2004).

For a detailed discussion of the ministry's requirements for IEPs, see Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000 (referred to hereafter as IEP Standards, 2000). (Both documents are available at www.edu.gov.on.ca.)

<u>Program Considerations for English Language Learners:</u>
English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. The high school teachers at the Halton Waldorf School will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment, using parents and community members as a resource. During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs (**Note:** HWS is not equipped to provide this support and such support would have to be sought outside of HWS):

- English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools.
- English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language. Some Aboriginal students from remote communities in Ontario may also have had limited opportunities for formal schooling, and they also may benefit from ELD instruction.

For further information on supporting English language learners, refer to The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007 and the resource guide Many Roots, Many Voices: Supporting English Language Learners in Every Classroom (Ministry of Education, 2005).

Individual Education Plan (IEP)

For students with special needs, it is important that the planning process begins at school entry or as soon as their special needs become known. This process results in an Individual Education Plan (the "IEP"), which identifies appropriate goals and objectives, and describes the nature of the commitments which the school makes to assist the student in attaining these goals and objectives. At its core, the planning process is the same for all students at the high school at the Halton Waldorf School: it is collaborative process in which the student, the parents and educators identify educational goals that are appropriate to the student, and the ways of attaining them. At HWS, students' information is documented and kept in the documentation folder of the OSR. Please contact the high school chair(s) for more information.

Program Description by Grade

The following is a description of the high school program at HWS by grade. All course outlines can be provided on request by the relevant course teacher.

Program Description for Grade 9

English
ENL1W, credit value 1.0 Prerequisite: None

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. This course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Core French
FSF1D, credit value 1.0 Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent.

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language, knowledge, and skills, by using language-learning strategies introduced in the elementary Core French program and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop the skills necessary to become life-long language learners.

Canadian History since World War 1
CHC2D, credit value 1.0 Prerequisite: None

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 con ict 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.

Mathematics
MTH1W, credit value 1.0 Prerequisite: None

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and

communicate their thinking.

Science
SNC1W, credit value 1.0 Prerequisite: None

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

Visual Arts
AVI2O-1, credit value 0.5 Prerequisite: None

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 element and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art with personal, contemporary and historical context.

Healthy Active Living Education
PPL1O, credit value 1.0 Prerequisite; None

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Music
AMU2O-1, credit value 0.5 Prerequisite; None

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Green Industries
THJ2O, credit value 1.0 Prerequisite; None

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry and landscaping. Using materials processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

Program Description for Grade 10

English
ENG2D, credit value 1.0 Prerequisite: English, Grade 9, Academic or Applied

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 analyze 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.

Launching and Leading a Business
BEP2O, credit value 1.0 Prerequisite: None

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources and production

Canadian History since World War 1
CHC2D, credit value 1.0 Prerequisite: None

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.

Mathematics – Principles
MPM2D, credit value 1.0 Prerequisite: Mathematics, Grade 9, 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.

Science - Principles
SNC2D, credit value 1.0 Prerequisite: Science, Grade 9, 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.
The topics of chemistry and physics are infused with experiments that enhance the students' skills of planning, initiating, observation, and recording. We endeavour to retain student interest in sciences by presenting the topics of study with relevant points of connection to their life's experiences.

Visual Arts
AVI2O-2, credit value 0.5 Prerequisite: None

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 element and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art with personal, contemporary and historical context.

Healthy Active Living Education
PPL2O, credit value 1.0 Prerequisite: None

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively

Music
AMU2O-2, credit value 0.5 Prerequisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Drama
ADA3M-1, credit value 0.5 Prerequisite: Drama, Grade 9 or 10, Open

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.

Career Studies
GLC2O, credit value 0.5 Prerequisite: None

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.

Civics and Citizenship (offered online through Ontario Virtual School)
CHV2O, credit value 0.5 Prerequisite: None

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Program Description for Grade 11

English

ENG3U, credit value 1.0 Prerequisite; English, Grade 10, Academic

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.

Mathematics - Functions

MCR3U, credit value 1.0 Prerequisite; Principles of Mathematics, Grade 10, Academic

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.

Biology

SBI3U, credit value 1.0 Prerequisite; Science, Grade 10, Academic

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

Chemistry

SCH3U, credit value 1.0 Prerequisite; Science, Grade 10, Academic

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 behavior 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.

Physics

SPH3U, credit value 1.0 Prerequisite; Science, Grade 10, Academic

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

World History to the End of the 15th Century

CHW3M, credit value 1.0 Prerequisite; Canadian History since World War 1, Grade 10 Academic or Applied

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Introduction to Anthropology, Psychology and Sociology

HSP3U, credit value 1.0 Prerequisite: English, Grade 10 Academic or Canadian History since World War 1, Grade 10 Academic

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Drama

ADA3M-2, credit value 0.5 Prerequisite: None

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.

Music

AMU3O-1, credit value 0.5 Prerequisite: None

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and creative and critical analysis processes to plan, produce, present and market musical productions. Students will respond to, reflect on and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Visual Arts

AVI3M, credit value 0.5 Prerequisite; Visual Arts, Grade 9 or 10, Open

This course enables students to individualize their knowledge and skills in visual arts. Students will be guided to plan their personal Creative Process to explore a specific theme and produce original studio work in their choice of fine or applied art: drawing, painting, sculpting; or, applied art and design (including emerging technologies). The students will plan their personal Creative Process specific to their vocational and personal life goals. Students will investigate and evaluate artists and their work using the critical analysis process, as they also learn to evaluate their own work and its significance.

Healthy Active Living Education

PPL3O, credit value 1.0 Prerequisite; None

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Program Description for Grade 12

English

ENG4U, credit value 1.0 Prerequisite: English, Grade 11, 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; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control inwriting. The course is intended to prepare students for university, college, or the workplace.

Advanced Functions

MHF4U, credit value 1.0 Prerequisite: Functions, Grade 11, 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.

Calculus and Vectors

MCV4U, credit value 1.0 Prerequisite: Advanced Functions, 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 three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Physics

SPH4U, credit value 1.0 Prerequisite: Physics, Grade 11, 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 analyze, qualitatively and quantitative, 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.

Chemistry

SCH4U, credit value 1.0 Prerequisite: Chemistry, Grade 11, University Preparation

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

chemical technology on the environment.

Biology

SBI4U, credit value 1.0 Prerequisite: Biology, Grade 11, 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 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.

Drama Production

ADD4M, credit value 1.0 Prerequisite: Drama, Grade 11, University/College Preparation
Through a focused effort to put on a significant dramatical production, this course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre. Students will interpret dramatic literature while learning about various theories of directing and acting. Students will examine the significance of the chosen production within its cultural context.

Philosophy: Questions & Theories

HTZ4U, credit value 1.0 Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).∗ Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

Visual Arts

AVI4M, credit value: 1.0 Prerequisite: Visual Arts, Grade 11, 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 artworks using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct artworks 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.

Analyzing Current Economic Issues

CIA4U, credit value 1.0 Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about economic trade-offs, growth, and sustainability and related economic issues.

Music
AMU3O-2, credit value 0.5 Prerequisite: None

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and creative and critical analysis processes to plan, produce, present and market musical productions. Students will respond to, reflect on and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Appendix A - Community Involvement Activities Worksheet

Halton Waldorf School
Inspired Learning℠

Record of Community Involvement Hours

40 hours of community involvement is required for graduation. Most activities that support non-profit organizations (e.g. charitable organizations, community agencies, service clubs) will meet the eligibility requirements set out by the Ontario Ministry of Education. Please refer to guidelines below and speak to your secondary

school guidance office for further information, including activity pre-approval.

Tips for Success

- Be on time
- Dress appropriately
- Listen to instructions
- Ask for help if in doubt

~ Obtain pre-approval of the activity.
~ Submit evidence of earned hours to the Guidance Office as you complete them.
~ Completion of the 40 hours is recommended before entering Grade 11.
~ Students may begin to accumulate hours beginning July 1 following Grade 8.

Looking for an opportunity?
Visit your secondary school guidance office or www.volunteerhalton.ca

Eligible Community Involvement Activities include an event/activity/program:

- Designed to be of benefit to the community
- Supporting not-for-profit agencies, institutions or foundations
- Structured to promote tutoring, mentoring, coaching and the purpose is to assist others (with not-for-profit organizations, not replacing paid employment)
- Supporting work of a global nature, promoting environmental awareness
- Contributing to the health and well-being of any group, including school-based activities
- Affiliated with a club, arts or cultural association, or community organization that seeks to make a positive contribution in the community

Ineligible Community Involvement Activities:

- Activities that would normally be performed for wages by a person in the workplace
- Activities during instructional/ class time within the school day
- Required activities of a course where you earn a credit
- Participating on school sports teams or clubs
- Experiential learning (e.g. “Take Our Kids to Work Day”, job shadow, co-op)
- Regular family responsibilities (chores)
- Court ordered community service programs

Student Name: _____

NOTIFICATION OF PLANNED ACTIVITY: Complete **PRIOR** to beginning Community Involvement activity	
Name of Community Sponsor:	Estimated Hours:
Location / Address:	Proposed Activity:
Sponsor Contact phone # or email:	Parent / Guardian Signature (permission): (If student under 18)
Principal (or designate) signature: (if necessary)[1]	

COMPLETION OF COMMUNITY INVOLVEMENT: Complete **AFTER** finishing Community Involvement activity		
Completion Date:	Total Hours:	Sponsor Signature[2]:
Student Signature:		Parent/Guardian Signature: (If student under 18)
Date Entered:	School Official Initials Confirming hours have been recorded:	

[1] Schools may provide a list of pre-approved activities

[2] A signed letter on letterhead confirming date, hours, location, and activity may be submitted in lieu of Sponsor Signature