

2023-2024 High School Course Calendar and Handbook



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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 holistic 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 the world, and those in it. 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 being an inclusive community rich in diversity of 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 our 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 at Halton Waldorf School begins each day. Written by Rudolf Steiner for the students of the first Waldorf High 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 Halton Waldorf School offers a rich and challenging curriculum that balances the arts, humanities and sciences. 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 the high school at the Halton Waldorf School

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 in their respective classrooms by 8:15am. Classes begin at 8:20am and the regular school day finishes at 3:30pm.

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 to arrive to class on time.

Verse	8:20 – 8:25
Period 1	8:25 – 9:25
Break/Snack	9:25– 9:45
Main Lesson	9:45 – 11:15
Period 2	11:20 – 12:25
Break / Lunch	12:25 – 13:15
Period 3	13:15 – 14:20
Period 4	14:25 – 15:25
Clean Up	15:25 – 15:30

HWS will run a semestered school year calendar for 2023-2024. Some courses will be semestered, and others will run the full year.

- Semester 1 courses run from September 5, 2023 to January 19, 2023
- Semester 2 courses run from January 22, 2024 to June 14, 2024

Special Events

Dates for events including high school dances, sports activities, performances and field trips will be announced in advance by the high school administrator or class teacher. Please note that some events may be held on an evening or on a Saturday. Attendance at events that are part of a course is mandatory, as they are counted towards course credits.

Field Trips

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 the Halton Waldorf School, 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 document.

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 excuse 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.

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. The faculty is strongly committed to facilitating students' ability to demonstrate their achievement of course expectations.

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.

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.
- After 3 days of working with a student to receive overdue work, students will be required to complete the work at school for immediate submission and/or receive a 5% deduction per late day.
- Main lesson booklets MUST be submitted on the final Friday of each block, without extension or exception, in order to be prepared for the subsequent main lesson block.

We recognize 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

A make-up test day will be assigned within two days 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.

Report Cards

A mid-term and final report card is provided for each course. For full-year courses, detailed report cards will be provided shortly after the completion of Semester 1 (in January), and again after the completion of Semester 2 (in June). For semestered courses, detailed report cards will be provided at the midpoint of each semester, and shortly after the completion of each semester. Report cards form part of the students academic records and are included in their Ontario Student Record ("OSR") file.

Parent-Teacher Conferences (Learning Dialogues)

Learning dialogues are held following the issuance of mid-term report cards for full year and semestered report cards. Students are welcome to join their parents and teachers, taking interest and ownership in their progress and achievement. Time slots of approximately 10 minutes, with a 5 minute buffer, are offered during a weekday evening and each family will have the opportunity to sign up 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.

School Closure due to Inclement Weather

Due to inclement weather, we may cancel school buses or call a snow day. Our parents, students and teachers commute from a wide geographic area, which impacts the decision to close the school. If the school closes, parents will be notified by email and an announcement will be posted on our website homepage no later than 6:30 AM on the day of the closure.

Drop, Add, or Change of Courses

Dropping courses is generally not possible for students in Grades 9 or 10 due to the requirement to complete certain compulsory credits in those years to earn an Ontario Secondary School Diploma. It is not recommended that students in Grades 11 or 12 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). Exceptions to this may only be made in

special circumstances (illness, return from exchange or IEP requirements) and with the approval of the faculty. If you wish to make a change, speak to the High School Chair who will bring the request forward.

The Ministry of Education has a 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. Full disclosure will take effect 5 instructional days following the issue of the mid-term report card: November, for courses that only run in semester 1; January for full-year courses and April for courses that only run in semester 2.

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 Administrator and High School Chair will meet 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 and/or High School Administrator.

Student ID Card

Students have their picture taken on ID Photo Card Day in order to obtain 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 meet on a weekly basis throughout the school year to discuss class or school issues and events. Teachers schedule any additional meetings in collaboration with each other, as needed.

Dress Code

The high school students of Halton Waldorf School 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 noted:

- 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 (i.e. evacuation of the building in case of 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.
- Hats may not be worn in the classroom or at morning verse.
- Sunglasses may not be worn indoors.
- Students must wear shirts at all times while at school or on school property. Shirts must fully cover the buttocks and midriff area; underwear should not be visible. Shorts and skirts may not be shorter than mid-thigh length.

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 in 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/tops (often referred to as “festival attire”).

School dances, graduations, and festivals are school events and, as such, the same dress code applies.

Safe Schools, Equity and Inclusion

Under the Safe Schools Act, the Halton Waldorf School 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. The Halton Waldorf School 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 and the Ontario Code of Conduct 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.

Attendance, Lates and Absences

Attendance and participation in class are essential to the learning process. Students are expected to be at school and ready for morning verse by 8:20am. Therefore, we expect that students arrive at 8:15am or earlier so that unforeseen circumstances will not make them late for class.

Lates

To ensure the best learning experience and environment, students are expected to arrive on time for school each day, to attend school daily and to be prompt in arriving for classes. We ask that every effort be made to ensure students arrive at or before 8:20am at the start of each day. Students who arrive after 8:20am must report to the High School Administrator at the front desk before going to their classroom. Students arriving after 8:20am will be considered late. There is a five-minute time between classes for transitioning only. We ask students to limit outside recess or games to morning break and lunch periods only.

It is necessary for student safety that parents notify the High School Administrator (via email to christopher.young@haltonwaldorf.com) or phone call (289-288-4570) of a student's absence (partial or full day) by 8:10am that day. Parents will be contacted in the case of an unreported absence. Our voice mail is available 24 hours per day for your convenience. When calling, please state your child's name, grade, 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 Administrator will reach communicate with families regarding students with chronic lates (for example 10 or more lates) and 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.

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 High School Administrator in advance. The student must sign out with the High School Administrator at the front desk.

In the event that a student is leaving due to illness, parental permission can be given via e-mail or phone call to the High School Administrator. When a student returns to school throughout the day the student must sign in with the High School Administrator before proceeding to class. Students are responsible for material covered in missed classes. Communicating with the teacher in advance and getting notes from a peer is essential to staying caught up.

Extended Absences

Due to the Ministry of Education requirements for students to receive 110 instructional (i.e. in class) hours for each credit awarded, the school does not encourage or support decisions to take planned absences (i.e. extended vacations, multiple appoints etc.) for longer than one day during instructional periods. Given 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 instructions, without putting undue burden on teachers to work out alternate learning arrangements for students taking extended time away from class. As such, the responsibility, onus and consequences of this type of extended absence rests with the family and student. It is therefore incumbent upon the family/student to do the following:

- Provide at least two weeks notice, by way of written notification, to the High School Administrator of the extended planned absence.

- Complete the school work assigned by the faculty (which may included supplemental assignments) during the trip, in order to maintain connection to the affected courses during the absence.

Not completing the work assigned will jeopardize the credit(s) expected to be awarded.

Summary

According to the Education Act, Bill 52, Learning to Age 18, students are required, by law, to remain in secondary school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Daily attendance records are kept in the school's database via the front office staff. Additional course attendance throughout the day is taken and kept by the course teacher.

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 and 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 High School Administrator and that student’s class advisors. Students who are asked to leave a class for any reason, may also be subject to lunch detention.

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 High School Administrator with as much advance notice as is reasonably possible. The student must sign out with the High School when departing, and must sign back in with the High School Administrator in the event they return for any remaining part of the school day.

Lunchtime sign-out privileges and requirements

At the scheduled lunch break, junior students (grades 9 and 10) and senior students (grades 11 and 12) will be permitted to leave the campus as follows:

Grade 9 & 10 students	Tuesdays, Wednesdays & Thursdays	Signed “HWS Lunchtime Permission Form” is required. Students may obtain and use their cell phones or similar devices when off campus. Students must return their cell phones or similar devices upon return to campus after lunch.
Grade 11 & 12 students	All weekdays	Signed “HWS Lunchtime Permission Form” is required.

		Students may obtain and use their cell phones or similar devices when off campus. Students must return their cell phones or similar devices upon return to campus after lunch.
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In order to facilitate the above lunchtime sign-out privileges, parents must provide a signed HWS Lunchtime Permission Form to HWS, which provides permission for students to leave the school property at lunch. HWS will not accept verbal permission, texts or e-mails as it relates to providing the necessary permission. The signed HWS Lunchtime Permission Form will constitute a permanent arrangement until the end of the school year, unless revoked earlier at the request of parents, or by HWS due to violation of the condition noted immediately below. A copy of the signed HWS Lunchtime Permission Form will be placed in the student's school file.

Maintenance of a student's lunchtime sign-out privilege is conditional upon the student ensuring that they are present and on-time for the academic instruction period immediately following that day's lunch break. Students who arrive late from the lunch break must report to the High School Coordinator upon arrival. Lates will result in warnings, or the suspension or loss of lunchtime sign out privileges as follows:

First late	Student will be provided a reminder and warning concerning the importance of returning on time form lunch break.
Second late	Suspension of lunchtime sign out privileges for one week.
Third late	Suspension and restoration of lunchtime sign-out privileges at the discretion of HWS staff, considering all facts & circumstances. This includes a discussion with the student's parents.

Students in Vehicles

Under no circumstances should a student be in a car, unless accompanied by their parent/guardian. In exceptional circumstances, a parent/guardian may provide written consent for their child to be in a car driven by a member of the school community. 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. At the High School faculty's convenience, 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 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

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. HWS 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 the school 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.

Visitors and Volunteers

The high school students at HWS may not to bring visitors to school unless these visits are approved by the High School Administrator 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 with the High School Administrator at the front desk, 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. 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.

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 fall term and three in the spring term. 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, 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.

Medications

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 office 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 the HWS protocol.

We'd also like to remind parents to send peanut-free/nut-free food products to school with your children to provide a "minimized Allergen Environment" for all students, particularly those with anaphylaxis (a life-threatening medical condition that can result in death in minutes).

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

Care of School Furniture, Equipment, Text books, or Building

As a school we are proud of our facilities, including school furniture and equipment. Students are expected to treat all school property with respect and care. A schedule of daily chores will be established for each classroom, requiring all students to participate in the care of our facilities. 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 text books 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 Policy

HWS is dedicated to nurturing capacities for imagination, healthy feeling, independent thinking, and active willing. We recognize that media, including television, movies, social networking, 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.

Electronics Use Policy

HWS is an educational community that thrives on person-to-person interaction among students, teachers and staff. Our electronics use policy is designed to foster a humane educational environment and community for all students. We recognize the benefits of personal, networked electronic devices (such as computers, cell phones, tablets, smart watches etc..) and we appreciate their 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 our learning community. For this reason, we have adopted the following rules for the use of electronics in the high school:

- In order to avoid disruptions in our school day, we restrict the use of cell phones and similar devices. During the hours of 8:15am – 3:30pm (or at school events outside those times), cell phones, or any device using ear buds/headphones, may not be used in the school building or anywhere on school grounds. We encourage our grade 11 and 12 students to provide a responsible example to our grade 9 and 10 students with respect to cell phone use, and thus we have a differentiated policy for grade 9/10 students and grade 11/12 students as follows:
 - For grade 9 & 10 students, cell phones must be turned off before the start of the school day and turned in to the High School Administrator at the start of the school day. Cell phones will be returned at the end of the school day.
 - For grade 11 & 12 students, cell phones must be turned off before the start of the school day and stored in their backpacks.
- If such devices are improperly used, heard, or are within sight, even when not in use, they will be immediately confiscated, and subject to the consequences for ‘first offence’ and ‘repeat offence’ noted below.
- The only exception to this policy is if the devices are being used for class work with a teacher’s approval. The approval must be explicit and current.
- The above policies generally apply to smart watches as well, which may be used as watches only; the ‘smart’ capabilities must be turned off during the school day.

First offence: phone/device returned to student at the end of the school day.

Repeat offense: phone/device will be turned into the High School Administrator at the start of the next 5 school days and will be returned at the end of each day.

* Parents/guardians notified before day's end if their student's device has been confiscated that day.

Students are permitted to recharge cell phones at school only with permission. If permission is not obtained, the same consequences will apply.

Any phone/device brought on a school trip without express permission must be turned off and stored away. The above rules and consequences will be in effect for all school trips unless specifically directed otherwise by the faculty member in charge.

Students who need to call home may use the high school office telephone line (with permission). We ask that parents/guardians who need to reach students during school hours call the high school (289-288-4570) or send an e-mail to the High School Administrator (christopher.young@haltonwaldorf.com). We also ask that parents/guardians respect our endeavours to create an environment for focused learning by not calling or texting their children's cell phones between the hours of 8:10am and 3:30pm.

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. The Internet and Computer Use 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 the 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/bloggging sites.
- Use shall not interfere with the functioning of the Halton Waldorf School'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 Halton Waldorf School networks or any other system. If the user notices any security weaknesses or suspects anyone of tampering with system security, he/she must notify the Administrator immediately. The user is responsible for the content

of messages sent from their email account on a school computer. The user 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. All audio 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, but must 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 in the office. Students must keep their lockers tidy, closed, and locked at all times, keeping their lock combinations confidential. The school 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

The school 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 class advisors and the endorsement of the Faculty. 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.

Each new student, including all Grade 9 students, are accepted on a probationary basis for one semester 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.

The high school faculty may extend the probation period if considered necessary. If, in their 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 by the faculty to the High School Chair and the High School Administrator in order to make the 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 the 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 High School Chair and High School Administrator 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 High School Administrator.

Re-admission

Generally, students are not considered for re-admission within one year of dismissal; however, it is an individual matter. 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 Academic Dishonesty

Plagiarism and other acts of academic dishonesty are treated as serious academic offences at HWS. 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, images or texts from the internet or other sources, as well as the information and ideas contained in those works.

Examples of plagiarism include:

- Copying of another student's work and presenting it as one's own
- Copying of material (words or images), in part or in whole, from any source, including books, newspapers, magazines, websites, and blogs without providing clear and appropriate acknowledgement of the source
- 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

Other forms of academic dishonesty are also not tolerated at HWS. 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
- Using ChatGPT and similar tools on assignments without permission

Students are expected to submit only their own work for evaluation. Any unattributed inclusion of work that is not the student's own or any work in which the student has deliberately fabricated or falsified data to mislead the teacher is considered intellectual dishonesty.

HWS reserves the right to use all means at its disposal to identify academic dishonesty, including the use of plagiarism detection software, to check student work for similarities to online sources.

The severity of the consequences for academic dishonesty will consider the maturity of the student. Any offense will result in a letter being placed in the student's official file as well as a notification and possible meeting with the student's parents or legal guardians. Offences are cumulative, meaning offences committed in Grades 9 and 10 will carry over to Grades 11 and 12.

Junior students: Grades 9 and 10

The first offence results in a warning and the redoing of the assignment.

A second offence results in a deduction of 50% on the re-submitted assignment, and an in-person meeting with parents.

Subsequent offences may result in a loss of course credit and/or expulsion.

Senior students: Grades 11 and 12

The first offence results in a zero on the assignment and an in-person meeting with the parents.

Subsequent offences may result in the loss of the credit for that course and/or expulsion from the school.

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 Administrator and High School Chair. Appropriate paperwork (the course option form) must be signed by a parent and submitted to the High School Administrator and the High School Chair.

Unlike Grade 12 where students can choose to drop certain subjects and are allowed to take an alternate or

study hall block, there is no such privilege in Grades 9, 10 or 11. All students are enrolled in all classes, though in Grade 11 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. HWS 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 the high school 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:

- Only students in the high school grades (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 inspected regularly by the Ministry of Education and receives authorization to grant the Ontario Secondary School Diploma (OSSD) each year. HWS engages in dialogue with the Ministry of Education, exploring ways to work together and to keep the integrity of our 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 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, they perform significantly above average, both in university exams and in their course work. Anecdotal comments refer over and over to their 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. There are 18 compulsory and 12 optional credits, and they are earned throughout grades 9 to 12.

Students must earn the following 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 and citizenship

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 provincial literacy requirement (completion of the OSSLT)
- 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/legal guardians; waiver forms will be circulated).

While the Ministry of Education requires 18 compulsory and 12 optional credits for graduation, our program requires that students take additional mandatory credits that comprise their rich Waldorf education. These credits serve as part of the 12 optional credits required for graduation. Upon completion and graduation, the student receives an OSSD.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate 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 high school credit, through paid work, or by assuming duties normally performed by a paid employee.

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 maintaining a record of their community involvement activities as well as monitoring their progress to completion to ensure they complete the 40 hours of service before their anticipated graduation date. Students are responsible for reporting their community involvement activity hours to the High School Administrator.**

Completion of community involvement hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the High School Administrator. 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 his/her 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.

The Ontario Secondary School Literacy Requirement (OSSLT and OSSLC)

The purpose of the Ontario Secondary School Literacy Test (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 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 (OSSLC). Successful completion of the OSSLT or OSSLC is a graduation requirement. Every student who writes the OSSLT receives an Individual Student Report. EQAO also releases provincial, school board and school results.

Currently, HWS does not offer the OSSLC course. With respect to the OSSLT, HWS provides accommodations as required, such as an individual or quiet setting and prompts for students with severe

attention problems who are off-task for significant periods of time, solely to draw their attention back to the assessment.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses that meet the requirements for compulsory credits.

To meet individual students' needs, up to three of these courses (or the equivalent in half courses) may be substituted with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, 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.

This procedure is initiated by teachers/advisors and shared with parents/students. Paperwork needs to be signed and authorized by the Pedagogical Director. Compulsory Credit Substitution Request forms are available in the high school office and documentation of substitutions will appear on the student's Ontario Student Transcript and are retained in the student's Ontario Student Record (OSR).

Waiving Prerequisites

Courses in Grade 11 and 12 may have prerequisites as a requirement for enrollment. The High School Chair determines, in consultation with the parent and student, whether or not a prerequisite can be waived. Documentation will be filed in the student's OSR.

Ontario Student Record (OSR)

The Ontario Student Record 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 Administrator.

Courses

All courses at the school 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. Halton Waldorf School offers courses based on enrolment, typically in the Academic/University preparation 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.

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 for all high school courses offered at HWS and the related Ontario curriculum policy documents are available upon request from the High School Administrator.

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
AV14M	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 <i>above</i> the provincial standard
Level 3	70-79%	A high level of achievement. Achievement is <i>at</i> the provincial standard.
Level 2	60-69%	A moderate level of achievement. Achievement is <i>below but approaching</i> 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 <i>will not</i> receive a credit for the course.

Reporting Student Achievement and Report Cards

HWS communicates formally with parents regarding the students' strengths and weaknesses at regular reporting periods throughout the school year. For the end of semester final reports, the school complies with the Ministry of Education's directive that 70% of the grade is based on assessments and evaluations conducted throughout the course. 30% of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards

the end of the 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 (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 mid-term semester reports are recorded with the mark and shown on a student's transcript as "withdraw." Naturally, all course changes at HWS 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)

WEP placements provide the students with the opportunity of experiential learning and job shadowing. More information will be provided in advance of any such placements in a given grade/course.

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 Career Studies 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 the high school at the Halton Waldorf School does not offer the PLAR challenge process.

Determining “equivalency” 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 Administrator.

Students who would like to enroll in courses not available at HWS may take courses outside day school, including courses taken through the Independent Learning Centre (ILC), Continuing Education, Summer school or e-learning. Students must apply and enroll through the High School Administrator with an original, signed transcript or report card. The achievement will be recorded on the OST.

Alternative and Additional Ways of Earning Credits

E - learning, ILC, Continuing Education courses for Credit New Initiatives

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 Administrator for approval. Students must report those courses to the High School Administrator upon completion and provide the High School Administrator 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, 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, 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

The high school teachers at the Halton Waldorf School 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.)

Program Considerations for English Language Learners:

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:

- 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 (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 the high school at the Halton Waldorf School, students' information is documented and kept in the documentation folder of the OSR. Please contact the High School Chair for more information regarding IEPs.

Program Description by Grade

The following is a description of the high school program at HWS by grade. All course outlines can be obtained from the High School Administrator or 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. The 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. This course is comprised of Morning Lessons and Skills Lessons.

Waldorf integration: A key component of the grade nine program, with its emphasis on personal observation and attention to the question, What? will be to have a complimentary head, heart, and hands focus throughout all units, combining as many creative, "hands on" products as possible, according to each individual student's talents, with the necessary critical responses to the literature studied. A concerted effort is made each year to visit either the Shaw or Stratford Festival, to experience live theatre. This course will include one main lesson block.

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 and World Studies – Geography

CGC1D, credit value 1.0 Prerequisite: None

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. This course will include 2 main lesson blocks.

Civics

CHV20, 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 such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

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.

Waldorf Integration: The mathematics main lesson comprises of a deep investigation of Euclidean Geometry, including Euclid's postulates and axioms, parallel line geometry, triangles and Pythagoras. Students are encouraged to apply the theorems to real world problems through a number of in class, as well as beyond the classroom activities, in order to establish a solid understanding of these concepts in geometry. This course will include one main lesson block.

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.

Waldorf Integration: Our unique Waldorf methodology strives to engage the students' head, heart, and hands, as they learn to meet the challenges of high school learning. Consequently, the students engage in a work practicum at a farm, a unique ecosystem, and learn to understand the intricate mechanisms employed in sustainable ecosystems. The topics of chemistry and physics are infused with experiments that enhance the students' skills of planning, initiating, observation, and recording. We endeavor to retain student interest in sciences by presenting the topics of study with relevant points of connection to their life's experiences. This course is comprised of 4 main lesson blocks, each covering a main component of the curriculum.

Visual Arts

AVI10, credit value 1.0 Prerequisite: None

This course is comprised of two major parts: a studio-based Creative Process, and a Art History Morning Lesson segment. The studio-based Creative Process is exploratory in nature. The major studios explored

include: drawing, painting and woodworking; and, offer an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Waldorf Integration: The main lesson segment focuses on the evolution of human consciousness through art.

Healthy Active Living Education (HALE)

PPL10, 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. The end of year trip is a required component of this course.

Music

AMU10, credit value 1.0 Prerequisite; None

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. 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 an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Program Description for Grade 10

English

ENG2D, credit value 1.0 Prerequisite: English, Grade 9, De-streamed

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. This course includes one main lesson block.

Core French

FSF2D, credit value 1.0 Prerequisite: Core French, Grade 9, Academic or Applied

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

Canadian History since World War 1 – History

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. This course will include two main lesson blocks.

Mathematics – Principles

MPM2D, credit value 1.0 Prerequisite: Mathematics, Grade 9, De-streamed

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. This course will include one main lesson block.

Science

SNC2D, credit value 1.0 Prerequisite: Science, Grade 9, De-streamed

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. This course is comprised of four main lesson blocks, covering each of the main areas of the curriculum.

Visual Arts

AVI2O, credit value 1.0 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 elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Healthy Active Living Education (HALE)

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.

Music

AMU2O, 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.

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.

Drama

ADA2O, credit value 0.5 Prerequisite: None

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. This course includes a main lesson block covering the evolution of human consciousness through drama.

Program Description for Grade 11 – Compulsory Courses

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.

Waldorf integration: A key component of the grade eleven program, with its attention to the question, Why? will be to develop each individual student's analytical and critical thinking skills, while deepening their love for literature and works that affect and impact them personally. A focus on not only their individual private worlds but the world at large, will extend their thinking and provide a sense of purpose beyond their small community to the world community. This course will feature two main lesson blocks.

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.

Waldorf Integration: The main lesson comprises of the study of projective geometry. Students engage in an experience of geometric thinking and thinking dynamically through transformations. Students will explore how concepts grow in an organic way and form a coherent and consistent whole. There is great beauty and depth in the ideas of projective geometry.

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. This course will include one main lesson block.

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. This course will include one main lesson block.

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. This course will feature two main lesson blocks.

Business Leadership: Management Fundamentals

BOH4M, credit value 1.0 Prerequisite; None

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees and planning. Effective business communication skills, ethics and social responsibility are also emphasized. In this course, students will learn and apply these leadership concepts into planning for student-run business ventures.

Drama

ADA3M01, credit value 0.5 Prerequisite Grade 10 Drama, Open

This course requires students to create and perform in dramatic presentations. Students will analyze, 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 analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.

Program Description for Grade 11 – Elective Course Options

The following elective courses may or may not be offered, dependent upon student interest, enrollment, and/or faculty availability, in any given year.

Option 1

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. This course will include one main lesson block.

OR

Core French

FSF3U, credit value 1.0 Prerequisite; Core French, Grade 10, Academic

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Option 2

Visual Art

AVI3M01, 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. Students will explore the grade eleven Theme question of "Why" as they use the critical analysis process to reflect on and interpret selected pieces of contemporary art within a personal, contemporary, and historical context.

OR

Healthy Active Living Education

PPL30, credit value 0.5 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 – Compulsory Courses

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 in writing. 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 quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

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

ADA3M02, credit value 0.5 Prerequisite: Drama, Grade 9 or 10, Open

This course requires students to create and perform in dramatic presentations. Students will analyze, 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 analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.

Philosophy

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.

Exploring and Creating in The Arts

AEA4O, credit value: 0.5 Prerequisite: Any Grade 9 or 10 arts course

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyze art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. They will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

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 art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.