Toronto Waldorf School

High School
Handbook and Course Calendar

2026 – 2027

Revised August 2026

Subject to minor changes

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Co-educational, independent, Ministry inspected

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Our Mission

The mission of the Toronto Waldorf School is to meet each student through a unique, challenging educational experience that encourages wonder, fosters inspiration, and leads to fulfillment of life purpose.

Our Values

- We hold a reverence for childhood.
- We have the courage to do what is right for our children and our community.
- Respect, trust, and authenticity are the foundation for all our relationships.
- The diversity of our community is important to us.
- We embrace the ideals of servant leadership.
- We are stewards of our green space and our environment.
- Parents work collaboratively with the faculty and administration.

Introduction, Goals and Philosophy

Toronto Waldorf High School administers a challenging, rigorous curriculum that provides a healthy balance of the arts, humanities and sciences. Our ideal is to develop the whole person — head, heart and hands. Our teaching strives to penetrate to the heart of a subject and allow the student to develop a deep understanding and sympathy for the phenomena which are presented. The emphasis is on the development of clear thinking and a feeling of moral responsibility. To attain these ideals, the curriculum works with unique and well-established methods which help students achieve a balanced sense of self and real confidence in their abilities. Our methods include:

- A unique curriculum which arises out of the needs of the developing adolescent. Waldorf teachers undergo specialised education which places significant emphasis on the psychology of the maturing adolescent and the specific needs which arise out of certain stages of development. The Waldorf curriculum is designed to meet these needs.

- A rhythmic organization of the school day which is divided into Main Lesson and subject lessons. During the Main Lesson, which takes place from 8:30 until 10:25 each day, the student concentrates on one subject for a block of 2-4 weeks, which allows for a more intensive experience with the subject material. Subject lessons then occur throughout the rest of the day in 55-minute periods, which is more conducive for skills development.

- An experiential perspective is taken in the presentation of subject material. Wherever possible, the starting point for any object of study is the phenomenon itself. From there, a theoretical understanding is developed with the student, thereby fostering a more immediate and personally meaningful relationship to the idea or subject. Complementing this approach, the Work Experience Program (WEP) provides hands-on work experience, often outside the school, in each of Grades 9, 10 and 11.

- A healthy and active social life. Part of this active social life is enabled by our Student Council. Representatives meet with faculty to discuss topics such as the high school social calendar which includes community service projects, field day, sports activities, dances and celebrations of seasonal festivals.

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 their rightful place in it.

General Information

Toronto Waldorf School (TWS) emphasizes the importance and value of completing a secondary school education and the school's commitment is to help every student achieve a successful outcome from the secondary school experience. To this end, a group of teachers, called Advisors, are assigned to each class beginning in Grade 9 and remain with the class until the end of Grade 12. Advisors act not only as homeroom teachers but also as guidance counsellors, leaders, and mentors. Advisors are responsible for the academic, social and emotional oversight of each individual in the class. Advisors also accompany the class on end-of-year trips and most class outings.

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 have obtained an Ontario Secondary School Diploma (OSSD).

The Morning Verse

I look into the world
Wherein there shines the sun
Wherein there gleam the stars
Wherein there lie the stones
The plants they live and grow
The beasts they feel and live
And human beings to spirit give
A dwelling in the soul.

I look into the soul
That dwells within me
God's spirit lives and moves
In light of sun and soul
In heights of worlds without
In depths of soul within.

Spirit of God, to Thee I seeking turn,
That strength and grace and skill
For learning and for work
In me may live and grow.

With these words, the Toronto Waldorf High 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 world; the other "intends" the student into the realms of soul.

The Toronto Waldorf High School experience helps students to focus their nascent powers of intellect on the phenomena of the outer world while broadening their inner horizons. In this way, students can eventually discover a profound relationship between themselves and the world in which they live: they belong in it, and it belongs to them. Only when they experience this relationship with the world can students fully give themselves to it in service.

The School Day, Attendance

Students are expected to be in their respective classrooms, seated and prepared for class, by 8:30am to begin the day's activities. Classrooms are open earlier but without any supervision. The regular school day finishes at 3:35pm. Students are expected to participate in all aspects of lessons, including discussions, group work and presentations, which means that attendance is essential. In consideration for other members of the class and the community, students are expected to arrive to classes on time. Students arriving late will be given a lunchtime

detention. As of the 2026-27 school year, attendance and participation will formulate 10-15% of a student's grade in each course they are enrolled in.

High School Timetable

Period 1 and Period 2	Main Lesson	8:30	-	10:25am
	Break	10:25	-	10:40am
Period 3		10:45	-	11:40am
Period 4		11:45	-	12:40pm
	Lunch	12:40	-	1:35pm
Period 5		1:40	-	2:35pm
Period 6		2:40	-	3:35pm

Principally, TWS is a non-semestered school; however, a small number of courses are semestered. Semester 1 courses run from September to December, split into two quarters, Q1 and Q2. Semester 2 courses run from January to June, also split in two quarters, Q3 and Q4.

2026-27 High School Quarter Start and End Dates (subject to change)

Quarter	Start Date	End Date
Q1	Tuesday, September 8th, 2026	Tuesday, October 28th, 2026
Q2	Tuesday, November 3rd, 2026	Friday, December 18th, 2026
Q3	Monday, January 4th, 2027	Friday, March 5th, 2027
Q4	Monday, March 22rd, 2027	Friday, June 18th, 2027

General Health Considerations

The health and wellbeing of students and staff is paramount at TWS. Preventing the spread of illness is the best way to keep everyone healthy. Washing hands regularly is one of the best practices for prevention. Keeping your child at home if they are feeling unwell allows your child to rest and recuperate; this also prevents illness from spreading throughout the classes and the school at large.

If you are keeping your child at home due to illness, please email the following staff members to notify of any absence, including symptoms:

- TWS Reception (reception@torontowaldorfschool.com
- School Nurse (gmcdowell@torontowaldorfschool.com)
- Advisors

A return to school can occur:

- after **48 hours** if experiencing any nausea/vomiting/diarrhea symptoms
- if the child is fever free without medication for **24 hours** and all other symptoms have been improving for at least 24 hours

Special Events

The TWS online calendar shows dates for events including high school dances, sports activities, performances and field trips. Some events may be held on an evening or on a Saturday. Attendance at events that are part of a course is mandatory as performance events are counted towards course credits.

Field Trips

Field trips are an essential component of learning at our school. Students are expected to participate in them as they would their classes and to behave in a manner consistent with the code of behaviour outlined in the Student Code of Conduct section. End-of-year trips and camping trips are also an essential part of the school program and some courses, and attendance is mandatory regardless of enrolment in a particular course.

Clubs and Student Council Opportunities

Various lunchtime clubs are offered that all students are free to join. Some of the examples of popular clubs are: Pottery Club, Eco Club, Dungeons and Dragons Club, Poker Club, and Yearbook Club.

Student Council membership is open to high school students in all grades. The Student Council is responsible for creating spirit activities that enrich and enliven the life of the high school, such as Cultural Potluck Day, Dress Like a Teacher Day, and organizing high school dances. Leadership roles are open to senior students.

Late or Missing Assignments

Students are responsible not only for their behaviour 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 or unforeseen absence, 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, they must make arrangements with the teacher for an extension of the due date prior to the date that the assignment is due. If no arrangement is made, an email will be sent home (for students in Grades 9 – 11) to the parents describing the missing assignment. The student then has seven days to make arrangements with the teacher or a mark of zero will be entered for the assignment in the student's grades until active steps are taken by the student to resolve the situation.

Work will not be accepted after the last day of classes in the term in which it was due. Ultimately, the professional judgment of the teacher and the individual circumstances of each student will determine how late or missing assignments are considered in each course. The Faculty at TWS 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 part- or 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 develop 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.
- Using homework room and loss of privileges to encourage students to complete assignments.
- Deduction of marks may occur if a student is unable to abide by any agreements made between themselves and the teacher regarding their late work.

In order to prepare students for their post-secondary experience, the faculty of TWS will not contact parents regarding missed or late assignments or tests for students in Grade 12. Parents are welcome to reach out to the faculty and each student will receive a quarterly report card describing their progress.

Chronic Late Submission of Work

In cases where a student consistently fails to submit work in a timely manner, the student will be required to attend a meeting with parents and teachers to determine the reasons for the behaviour and how best to address it. During this meeting, the following will be discussed:

- Teachers will endeavour 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 counseling.
- The faculty may recommend a psycho-educational assessment of the student to determine his or her particular learning exceptionalities 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 enrollment contract and/or request for their withdrawal from the program of study.
- Marks may be deducted from their work.

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

- Review the need for extra support for English language learners.
- Review whether students require special education services.
- Require the student to work with the IEP school team to complete the assignment.
- For First Nation, Métis, and Inuit students, involve Aboriginal counsellors and members of the extended family for culture, history, and contexts, consult with parents and consider their previous experiences with the school system.
- Provide alternative assignments or tests/exams where, in the teacher's professional judgment, 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 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.

If a student is not present for a test, and no prior arrangement to write the test has been made, parents will be informed, via email, that the student missed the test. It is then up to the student to arrange a make-up test with the teacher within two days of their return otherwise a mark of zero will be entered for the test in the student's grades.

Report Cards

Evaluation is quarterly. Detailed report cards are provided shortly after the completion of Semester I (in January) and again after Semester II (the final, in July), and form part of the student's permanent record. Interim report cards are provided at the mid-term of Semester I (November) and Semester II (April). More information on reporting can be found in the Evaluation and Examination section.

Parent - Teacher Conferences

Conferences are held in at the end of the first quarter. Time slots of 15 minutes are offered during two scheduled days/evenings and each family is scheduled in to meet with the teachers of their choice. Every effort will be made to accommodate parents in the time available; however, parents should be aware that it may not be possible to meet with every teacher during this period. Optional additional interviews are available online in February for students who require more discussion and planning following Semester I achievement levels.

Drop, Add or Change of Courses

Dropping courses is not possible for students in Grades 9 or 10. It is strongly recommended that students in Grades 11 or 12 do not change or drop courses after the first month of school (or after the first month of semester 2 if the course began in that semester). Exceptions to this may only be made in special circumstances (illness, return from exchange or IEP requirements) and with the approval of the High School Faculty. Students wishing to make a change must speak to a member of the High School Executive team or the High School Administrator who will bring the request forward. A Request for Course Withdrawal or Change Form must be completed with all required signatures and submitted to the High School Executive for review and approval before a final decision is made.

In Gr. 11 or 12 there are special circumstances around timing for withdrawing from a course without penalty. For more information on the allowed timelines for withdrawal, please refer the Ontario Student Transcript section.

Student Awards

Toronto Waldorf School recognizes, upon graduation, students who make a significant contribution in one or more areas of school life.

- **The Governor General's Academic Medal** is awarded to the student who has achieved the highest academic average in the grade 11 and 12 courses.
- **The University of Toronto National Book Award** recipients are students who demonstrate superior academic performance, original and creative thought, and exceptional achievement in a broad context. They excel in academic pursuits, demonstrate enthusiasm for intellectual exploration and have a strong involvement in the lives of their schools and communities. N.B. This award is only granted to students who are applying to the UofT National Scholarship; deadline for applications is early October.
- **The Toronto Waldorf School Math/Science Award*** is granted to the student for achievement, excellence and potential in the fields of Mathematics and Science.
- **The Toronto Waldorf School Humanities Award*** is granted to the student in the graduating class who has demonstrated growth, achievement and potential in the field of Humanities.
- **The Toronto Waldorf School French Award*** is granted to the graduating student demonstrating strong academic performance and excellence in the field of French language studies with the highest average in the senior years.
- **The Toronto Waldorf School Visual Arts Award*** is granted to the student in the graduating class who has demonstrated originality, initiative, creativity and a high level of achievement in the field of Visual Art throughout the senior high school years.
- **The Toronto Waldorf School Drama Award*** is granted to the graduating student who has demonstrated superior contributions to the Drama program at the senior level.
- **The Toronto Waldorf School Athletic Award*** is granted to an athlete(s) in the graduating class who have demonstrated superior athletic ability, sportsmanship and significant contributions to the athletic program.
- **The Toronto Waldorf School Music Award*** is awarded to a student for superior contribution to the Music program at the senior level.
- **The Lieutenant Governor's Community Volunteer Award for Students*** is awarded to students for exemplary community contribution or outstanding achievements through volunteer activity.

***These awards are only given if the specific department (e.g. the drama department for the drama award) feels there is a deserving candidate in that specific year.

Student ID Cards

Students have their picture taken on Photo ID Card Day in September 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. The card may also provide access to student discounts at participating merchants.

Tutors

A number of private tutors who work in the school building during and outside of school hours are able to provide individual support to students. A list is maintained annually in the Front Office. Senior high school students are also encouraged to provide tutoring at the Homework Club, for which they may receive Community Service hours.

High School Forums

These class-specific or full high school meetings are held on a regular basis throughout the school year to discuss class related or larger school issues and events. Teachers schedule them in collaboration with each other, as needed.

Health Services

Health Services are available in the TWS Health Room from 8:30am to 3:30pm daily. The Health Room is staffed by a full-time School Nurse who is available to assist with any injuries, health related questions or concerns. Students may report to the Health Room with permission from a teacher. A decision will be made by the nurse as to

whether the student needs to be picked up, in which case a call to the parents will be made. Any student asking to leave school due to illness must first meet with the nurse.

Please note that it is the student's responsibility to advise class teachers, HS advisors, and the front desk about any early departures, including returning home due to sudden illness or injury, and to sign out with the receptionist. In the event that a student is too unwell to inform the front desk, an advisor or the nurse will be able do so on the student's behalf. Please refer to the section on attendance below for more details on how to inform the school of absences.

Dress Code

The High School promotes self-love, self-respect, and a body positive attitude, by giving the students the right to wear what they feel beautiful, and body positive in. However, some guidelines apply for safety reasons and inappropriateness. The Dress Code was developed in conjunction with the Student Council.

- In the interest of safety, shoes with a solid base must be worn at all times. This does not include flip flops or sliders. Closed-toe shoes must be worn in specific classrooms, including but not limited to Science Labs, Metalwork, Woodwork and Gymnasium. Some activities require specific footwear that will be determined by the teacher.
- Hats and other head-coverings should be removed in the classroom whenever possible, except for religious/cultural reasons.
- Sunglasses may not be worn indoors.
- Pants/skirts/shorts should fully cover underwear (eg. boxers and panties). Shirts should not be see-through.
- Shorts and skirts should fully cover buttocks.
- No inappropriate slogans or images may be worn on clothes.
- On some occasions in the school calendar, such as performance evenings and festivals, students may be required to wear more formal clothing such as dark pants or skirts and black shirts (often referred to as "dress blacks").
- Students are required to change into a gym uniform for physical education classes and team practices, for hygienic reasons and to allow safe and full movement in all activities. The uniform consists of the TWS school T-shirt, and TWS school shorts. In lieu of the school uniform, students in high school may wear a plain coloured (without pictures or writing) athletic T-shirt (with sleeves), plain coloured athletic shorts or pants (without zippers or belts). Athletic shoes with non-marking soles are mandatory at all times.

In addition to these essential requirements, the TWS high school faculty reserves the right to privately speak with a student during break time if they feel the student's outfit is inappropriate and inform if dress code has been breached. Any other faculty or staff member should speak to a TWS high school faculty member if they deem a student is breaking dress code. If a student has been informed of breaking the dress code, they are required to immediately adjust their dress accordingly.

Safe School Policies

TWS works to provide a safe, welcoming, and inclusive environment for everyone. A positive school climate exists when all members of the school community feel safe, included, and accepted, and when positive behaviours and interactions are actively promoted at all levels. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is an essential ingredient for student success.

Attendance, Absences and Tardiness

Attendance in class is essential to academic success, and students are responsible for the material covered in classes they have missed. Being in touch with the teacher in advance and getting notes from a peer is essential to staying caught up. Students who miss a significant number of classes in a course or are chronically late jeopardize their credit in that course.

Reception will phone the parent for any student who has not had their absence confirmed with the front office or the teacher. Daily attendance records are kept in the school's database via the front office staff. Each morning the

Main Lesson teacher sends a list to the front desk of the students who are absent from class. Additional course attendance throughout the day is taken and recorded by the course teacher.

For students arriving or leaving during the school day, the following protocol must be followed:

a) If a student is absent or late, parents are asked to e-mail reception@torontowaldorfschool.com with a cc to the class advisors by 8:30am informing them of the absence.
    i. Students arriving late must sign in with the receptionist in the front office upon arrival and obtain a late slip. Access to class will only be granted with a late slip.
b) If a student leaves during the school day for an appointment, they must provide their advisor and the teachers of the courses they are missing with a written permission note from their parent or guardian and must **sign out at the front desk**. A parent e-mail to the advisors and teachers, copying reception, is also sufficient. If possible, routine medical and dental appointments should be made outside of the school day. Prior notice of planned absences is appreciated.
c) In the event that a student wants to leave due to illness, the student will go the Health Room, and the School Nurse will contact parents and arrange for the student to be picked up.
d) When a student is returned to school throughout the day, the student is required to **sign in at the front desk** before proceeding to the classroom.
e) Planned absences for longer than one day require special consideration and we ask that a parent send a written request to the class advisors, at least one week before the planned absence, for consideration by the faculty. Extended absences could result in cases where credits may be jeopardized.
f) As of September 2026, attendance and participation forms 10-15% of a student's final grade in each of the courses they are enrolled in. Accommodations for approved excused absences will be made for illness and other unavoidable circumstances.

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 Executive team and that student's class advisors. Students who are asked to leave a class for any reason may also be subject to lunch-detention. Students who are late to class will be subject to a lunch-time detention.

All absences and lates are recorded on the student's report card.

Sign-Out Privileges

Students leaving the premises for any reason during regularly scheduled classes must have their advisor's written permission and must first sign out with the receptionist in the front office.

Subject to written agreement with the parents, the school can permit Grade 11 and 12 students to leave the premises for lunch time, provided that they sign out and then back in. Subject to the same written agreement, a special arrangement granting sign-out privileges to Grade 10 students for two lunch periods per week, on Thursdays and Fridays, may also be made. In semester 2, Grade 9 students are granted this same privilege. Students may leave school property only via the Bathurst Street exit. Students in Grades 9, 10 and 11 who, by special arrangement, do not take a regularly scheduled course must spend that time in the library as a study hall.

Consequences:

- Any student caught off campus without having signed out or without written permission from a parent or advisor will have their sign-out privileges revoked for that semester and will have at least one lunch-time detention.
- Students who repeatedly leave the property without permission will be asked to meet with advisors and parents, will have their sign-our privileges revoked, and may be suspended.

Student Safety, Protection from Harm, and Duty to Report

TWS takes student safety seriously, as well as the safety of all its employees, community members and visitors. Security cameras are positioned at strategic locations around the school and are monitored at reception. All classroom doors have windows, so that the interior is visible at all times. Fire drills and lock-down procedures are practiced regularly. Staff undergo mandatory annual training on health and safety topics in the workplace,

including discrimination, harassment, and equity issues. Periodic training workshops with Children's Aid and the Police Department are also conducted. TWS staff receive training on how to report suspicions of student harm or abuse, bullying, or incidents of violence to the appropriate authorities and the school has protocols in place should such an incident be reported to school leadership. All health and safety policies and protocols are stored in an electronically accessible-to-all location and are also posted in the staff room.

Anti-Bullying, Prevention, and Intervention – TWS' Social Cohesion Guide

TWS is committed to recognizing, responding to, and resolving bullying. It is everyone's responsibility to help prevent and address bullying, including cyber bullying. TWS' comprehensive Social Cohesion Guide (Anti-Bullying Policy) includes the mandate to create a warm and inclusive environment, where positive attitudes and values are promoted and where appropriate relationship skills are modelled to help ensure the safety and inclusion of all children. With these combined efforts we work towards promoting student achievement, well-being and success.

The policy outlines the responsibilities of all teachers and staff to supervise, manage, and monitor children's interactions and to promote positive group activities. When instances of bullying arise, whether they occur online or interpersonally, it is our responsibility to advocate for individual children and to intervene consistently. Collaboration between students, teachers, the school counsellor, and parents is a key component in intervention measures. Strategies are geared to address early signs of relationship problems to help stop bullying before it starts. Both in and out of the classroom, teachers work to help students identify instances of bullying, understand the negative effects of bullying, feel empowered to stand up to bullying, and seek adult intervention.

In the high school, TWS follows a restorative justice model. Restorative practices aim to **repair harm** and **rebuild community** by involving both the aggressor and the recipient in a structured process. In addition, teachers and parents work collaboratively through an ongoing and non-judgemental communication process to restore and rebuild healthy relationships.

A copy of TWS' Social Cohesion Guide is available in the Parent Portal on our website, and we invite you to explore further resources online:

- Canada's leading resource on Bullying Prevention, a national network of leading researchers and organizations, working together to stop bullying in Canada: https://www.prevnet.ca/
- The Ministry of Education's Policy/Program Memorandum on Bullying Prevention and Intervention: http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf
- Information about Bullying Awareness and Prevention Week: http://www.edu.gov.on.ca/eng/safeschools/prevention.html

Anti-Discrimination Policy

Toronto Waldorf School is committed to providing an environment free of discrimination and harassment, where all individuals are treated with respect and dignity, can contribute fully, and have equal opportunities. All members of the Toronto Waldorf School and its constituents are expected to uphold and abide by this policy, refrain from any form of discrimination and discriminatory harassment, and cooperate fully in any investigation of discrimination or discriminatory harassment.

Objectives of the policy are:

- To ensure that students, staff, and parents of Toronto Waldorf School are aware that discrimination and discriminatory harassment are unacceptable practices and are incompatible with the standards of the Toronto Waldorf School.
- To identify areas of discrimination and to actively work to prevent them, to remove them, and to continue to learn and heal from them.

For details about how to report a discriminatory incident, please refer to the Discriminatory Incident Reporting Policy on the Parent Portal of our website.

Sexual Abuse and Harassment Prevention

The inherent right of all individuals to be treated with dignity and respect is central to the values and beliefs of Toronto Waldorf School. TWS is committed to maintaining an educational community that fosters mutual respect for the well-being of all employees, volunteers and students.

The quality of an individual's every day environment impacts on her or his sense of dignity and worth. Sexual harassment poisons the working and learning environment for the whole community and may cause long-lasting effects. It negatively affects morale, motivation and learning. It may result in lowered self-esteem, increased absenteeism and poor or poorer school performance.

Sexual harassment is prohibited by the Ontario Human Rights Code. In keeping with its values and legal responsibilities TWS will treat any complaint of sexual harassment as a serious matter. TWS is committed to providing a working and learning environment that promotes ethical behaviour. Therefore, it requires all persons to exercise behaviour that facilitates the creation of a supportive, harassment-free environment that is conducive to the achievement of excellence and the development of one's potential.

The following paragraph, taken from the Ontario Human Rights Code Policy on Preventing Sexual and Gender-based Harassment, lists unwanted and unwelcome behaviours from other students or adult school personnel that are examples of sexual harassment specific to an educational context and that all students and parents should be aware of:

> [S]exual comments, jokes, gestures, rumours, or looks; showing of sexual pictures, photographs, or illustrations; written sexual messages, notes or graffiti on bathroom walls or in locker rooms; being called gay or lesbian in a malicious manner; being spied on while dressing or showering at school; being "flashed" or "mooned"; being touched, grabbed, or pinched in a sexual way; having clothing pulled off or down in a sexual way; being intentionally brushed up against by someone in a sexual way; being blocked or cornered in a sexual way; and being forced to kiss someone or experience some other unwelcome sexual behaviour other than kissing. Sexual harassment may also include "spiking" or pulling down someone's pants; "snuggies," [or "wedgies"] where underwear is pulled up at the waist so it goes between the buttocks; and/or being listed in "slam books" that identify students' names and have derogatory sexual comments written about them that are circulated by other students.[137]

All TWS staff must complete an annual sexual harassment Workplace Safety and Prevention Services online course that is part of a series of mandatory health and safety workplace training.

Confidentiality and Parent Involvement

TWS understands that it is difficult to come forward with a complaint of sexual harassment and recognizes a complainant's and respondent's interest in keeping the matter confidential. To protect the interests of the complainant, the person complained against, and any others who may report incidents of sexual harassment, confidentiality will be maintained throughout the process to the fullest extent practicable and appropriate under the circumstances.

In handling a complaint of sexual harassment perpetrated by a student, the Administration must inform the parents/guardian of the student responsible for the harassment and/or the victim involved, where a respective student is under 18 years of age. If the complaint involves students 18 years of age and over, the students may decide whether or not they wish their parents to be informed of the complaint.

Concussion Policy

TWS takes all reasonable measures to ensure that students can participate in athletic activity safely, which includes using required safety equipment and teaching students safe practices and injury prevention strategies. A

concussion is a serious brain injury, and TWS has a comprehensive concussion policy that is designed to support a student who has been diagnosed with a concussion.

This policy allows the student to take the necessary time to recover, heal and return to learning when they are ready to do so, including allowances for any accommodations that need to be made for any academic assignments, assessments and examinations. In collaboration with the parents and taking the doctor's recommendations into account, teachers will make any and all necessary accommodations as part of a *Return to School Plan*, so that the student, as is possible given their individual injury circumstances, may attend school, participate in classes, and complete assignments and assessments as they are able.

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 illegal 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 Offence
The student will be immediately suspended and their parent(s)/guardian(s) will be notified. The duration of the suspension will be at least for the following school day. The student and parent(s)/guardian(s) will be asked to meet with the advisors and a member of the High School Executive. 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
- School trips

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 offence. In some cases, it may be considered that the student's participation in school trips will be suspended. This is at the High School faculty's discretion. In some cases, it may be necessary to proceed to the second offence procedure directly as it is outlined below.

Second Offence
The student will be suspended immediately, and their 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 three-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 they will be missing. This will allow the student to take ownership of their 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
- Provide documentation in support of these activities

The student will accept that the counseling process and community service may extend beyond the three-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. Certain privileges such as sign-out, extra-curricular activities and school trips may be suspended for a longer period of time, at least six months and up to a year.

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

Third Offence
A third offence will result in immediate expulsion.

Smoking and 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 or vaping 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. The school property is a smoke-free/vape-free environment.

Consequences:
- Immediate suspension; notification of parents.
- The student may be called before faculty or advisors with their parents to answer for their behavior.
- In case of repeated offences or chronic behaviour, dismissal will be considered.

Knives

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

First Offense
The knife will be confiscated and parents notified. The knife may be given back to the parents only.
The student will have to meet with advisors and HS Executive Team to determine appropriate consequences which may include one or all of the following:
- Written letter of apology to Faculty
- Assessment by school counsellor
- Considered as Acute Misbehaviour.

Second Offense
- See Acute Misbehaviour.

Right to Search

TWS 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, Toronto Waldorf School reserves the right to search a

student's locker, personal possessions or the student's person in a manner consistent with the duties and responsibilities of teachers outlined in sections 264 and 265 of the Education Act.

Cell Phones and other Electronic Devices

For the preservation of a human and sociable atmosphere in the school, the use of electronic devices for non-academic purposes, especially communication and photography, is not permitted on school premises between 8:00am and 4:00pm, other than in a sanctioned, instructional context. Cell phones may be used in the lobby area of the school after 4pm. If a student feels they need to use their phone during the school day, they must have explicit consent from the teacher/advisor present. All phones must be placed in a Yondr pouch and sealed at the beginning of each day to remain in the student's possession until the pouch is unlocked at the end of the day.

Consequences:

- Immediate confiscation and lunch-time detention. All audio equipment will be given to the advisors and returned to student not earlier than the end of the day.
- A second offence will result in another lunch-time detention and notification to parents.
- Abuse of this policy will result in a penalty to be determined by school officials in consultation with parents.
- Technological devices such as phones, laptops and iPads may be used in certain circumstances as an academic tool to support learning **with the express permission of the teacher present**. Examples of this might include use as an electronic calculator, dictionary, translator, day planner or to play music if it is in support of the curriculum.
- Students with assessed learning exceptionalities may, **with the explicit permission of the teacher**, be permitted to use an electronic device, as required, in class.

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. (See also Sign-Out Privileges above.)

Visitors

TWS students are not allowed to bring visitors to school unless these visits are approved by the High School Faculty no less than 72 hours in advance. In general, visitors are not permitted on school property except on official school business. All visitors must sign in at the reception desk in the front office and obtain a visitor tag which must be worn while visiting the campus or they will be asked to leave.

Student Code of Conduct, Roles & Responsibilities

General Conduct Guidelines

TWS acknowledges the vital role of promoting and supporting positive student behaviour. Attendance in all courses, at all events, and on trips is expected unless otherwise pre-arranged by parents or not advised due to illness. Students are expected and encouraged to contribute to class discussions, complete assignments, and submit their best work at all times. In addition, as opposed to a punitive approach, a model of progressive discipline is used as a whole-school approach and includes a continuum of prevention, intervention, support, and consequences to address inappropriate behaviour. We implement strategies that include learning opportunities for reinforcing positive behaviour while helping students to make better choices to help them achieve success.

We expect students and teachers to conduct themselves honestly, respectfully, and with integrity. It is assumed that a student's word may be taken as honorable and truthful at all times. It is also expected that when an

infraction of school policies occurs, a student will voluntarily come forward and speak with a faculty or staff member.

Disciplinary Procedures

The goal of the discipline policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential, and where all inappropriate student behaviour, including bullying, must be addressed. Information in a student's Individual Education Plan (IEP) is considered in the determination of interventions, supports, and consequences for students with special education needs.

TWS policy states: We strive to provide an education that fosters in each child a sense of meaning and purpose in life, and the confidence to meet his or her individual destiny. We recognize and welcome the unique gifts brought by each child we serve. We are committed to supporting each child in their intellectual, physical, emotional, and spiritual development by offering a will-based curriculum that integrates academic, practical, experiential, and artistic work. We strive to educate each child so that they will contribute to the future of the world with clear and creative thinking, compassion and moral strength, and the courage to initiate change. The highest goal of education is the realization of responsible human freedom.

In order for the Toronto Waldorf High School to achieve these goals and to maintain a proper learning environment, students must have respect for the faculty and each other. Disobeying, arguing with and/or lying to a member of the Toronto Waldorf School faculty or staff is considered a sign of disrespect and is grounds for disciplinary action. Violating any rules set out in this handbook, particularly after a warning from the member of the faculty or staff, is considered a sign of disrespect and will result in disciplinary action.

There are four levels of disciplinary action that can be taken by the Toronto Waldorf High School faculty:

1. Lunch Detention

The Toronto Waldorf School faculty will assign a student a *lunch detention* if disrespect is shown. Disrespect can be shown in many ways including late arrival to class but more broadly, if a teacher warns a student and they continue to break a minor rule such as gum chewing or wearing a hat inside, that is also disrespectful and they will receive a lunch detention. Lunch detention occurs every day in the library/computer lab from 12:50 – 1:30 PM. Failure to attend or arriving late to a lunch detention will result in another lunch detention. Two lunch detentions in a week or three in a month will result in a week-long suspension of off-campus privileges. Students in lunch detention will be required to complete restorative justice work to the satisfaction of the lunch detention teacher. If this work is not completed to the satisfaction of the lunch detention teacher by 1:30 PM, then the student will have to return the next day to complete their work.

2. Special Detention

Special detentions will be held as needed for students who have had an abundance of lunch detentions or at the discretion of any faculty member of TWS if they feel that a student needs something more than just a lunch detention.

3. Suspension

Suspensions will be assigned for major behavioral disturbances such as violent behaviour. If a student is suspended, they may not return to school until a meeting has taken place between the student, the student's parents or legal guardians, the high school chair(s), class advisor(s) and any faculty members involved. In cases where a long-term suspension is necessary, TWS will work with the student to ensure they can continue their education and strive to meet academic expectations.

4. Expulsion

Expulsion is the termination of a student's relationship with the school. The Toronto Waldorf High School faculty will determine whether and when the student may reapply for admission. A student may be expelled from the school if the Toronto Waldorf High School faculty feels their behaviour is severe enough to warrant expulsion.

Students may also be expelled for repeated behavior infractions and/or for not fulfilling any academic or behavioral probation agreements.

Please visit the Ministry of Education website for more information on Suspensions and Expulsions: http://edu.gov.on.ca/eng/safeschools/suspexp.html

Notification of Disciplinary Action

Any time a student receives three detentions in a month or two in a week, their parents or legal guardians will be notified via e-mail. The e-mail will contain a description of why the student received the lunch detentions and may request a meeting to take place between the parents and all teachers involved to determine a suitable course of action such as special detention. If a student is suspended, their parents will be called immediately and will be required to pick up the student at that time. Any questions that a parent or student might have concerning discipline should come to the high school chair(s).

In order for our students to become free-thinking individuals who are adaptable to any environment, they must learn to respect their surroundings. Only then can they hope to respect themselves and thus achieve their goals.

Parking

In accordance with the Road Safety Policy, students who drive may only park either in the Bathurst St. parking lot or in designated parking areas beyond the Arts and Sports Wing.

Consequences:

- At the discretion of the teacher/advisors, a detention will be assigned and parents will be notified.
- A second offence will result in the removal of parking privileges for a period of one week and parents will be notified.
- A third offence will result in immediate removal of parking privileges for the remainder of the school year and possibly the removal of the vehicle from school property.

Care of School Furniture, Equipment, or Building

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

- 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.

Lockers

Each student is assigned a locker and combination lock until the end of their graduation year and/or withdrawal from school. All lockers and locks are property of TWS; as such, lockers may be searched at any time with or without the student's consent. Only school locks are permitted; personal locks will be removed. Students must keep their lockers closed and locked at all times and must keep their lock combinations confidential. All lockers must be cleared out before each summer break.

Food and Drinks

Students may not eat or drink during classes or chew gum on school property. Bottled water or tap water may be consumed at the teacher's discretion. Students may eat lunches or snacks in their classrooms when lessons are not

in session. Students may not eat or drink in the gym, on the stage or in the High School lounge. Under all circumstances students are responsible for the appropriate disposal and/or recycling of their own garbage.

Self-Evident Rules

In the interest of maintaining a positive school climate, teachers may use their discretion in assigning detentions for breaches of certain self-evident rules such as lateness, littering, throwing of objects, inappropriate displays of physical affection, class disruption or swearing. Under no circumstances are students allowed in the following areas without teachers present at all times: photocopy room, lighting pit, lighting booth, High School Administration Office, High School Teachers' Offices, Faculty Room, Computer Lab, counsellor room, and tutor rooms.

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, the High School accepts new students upon completion of a successful interview with the class advisors and the endorsement of the High School 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 behaviour or ability to learn and/or function in a socially healthy way.

Probation, Misbehaviour or Academic Failure

Each new student, including all Grade 9 students, is 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 judgment, TWS is not able to adequately meet the needs of the student and/or the student is not benefitting from the school's program then the student may be dismissed. Any recommendation will be brought to the High School meeting where the Faculty will make the decision. Parents will be notified in writing, and, if possible, in person. Details of our Withdrawal/Dismissal policy are outlined in the enrolment contract.

Students may also need to be placed on probation for misbehaviour 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 misbehaviour, such as:

- Behaviour which regularly disrupts the lessons
- Aggressive or negative behaviour towards fellow students or teachers
- Lack of punctuality or flouting of rules

Acute misbehaviour, such as:

- Violence which causes injury to a student, teacher or member of the community, whether intentional or unintentional (note that violent behaviour not resulting in injury may also be considered acute misbehaviour)
- Use of any implement, including a knife, other weapon, or a tool, in a threatening manner
- Possession of weapons or explosives

Academic Failure such as:

- Failing grades on any report card

Chronic Misbehaviour

If the High School 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 behaviours as well as their communications with the 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 High School Faculty that the student go on probation.
- The advisors take their concerns regarding the student to the High School Faculty. The decision to put the student on probation is made by the High School 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 High School Faculty must consider what steps can be taken to make this documentation complete.
- If the High School Faculty decides that the student be placed on probation, the decision is shared at the HS 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 TWS 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 is being made.
- At the end of the probationary period, the High School 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 this review.

Acute Misbehaviour

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 High School 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 Faculty with the recommendation of the advisors. The full Faculty is apprised of the decision. Parents are informed of the decision to dismiss their child in person and

in writing by the High School Chair(s). Upon dismissal, the teacher/advisors send a Withdrawal Request to the Admissions Coordinator who informs the Business Office.

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 High School Faculty upon recommendation by the advisors. The school reserves the right to state at the time of dismissal that readmission will not be considered.

Plagiarism and Intellectual Dishonesty

Plagiarism and other acts of intellectual dishonesty are treated as serious academic offences at TWS. 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, AI, 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 acknowledgment of the source.
- **Presentation of information or ideas** gained from another person's work as if they were one's own.

Other forms of intellectual dishonesty are also not tolerated at TWS. 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.
- **The submission of the same piece** of work in more than one course.

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.

The severity of the consequences for intellectual 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. Students will be asked to complete restorative justice pieces for each offense so they may reflect on what they have done.

Junior students: Grades 9 and 10
The first offence results in a warning and the redoing of the assignment under supervision.
A second offence results in a mark of zero on the assignment, and an in-person meeting with parents.
A third offence results in a loss of the credit.
A fourth offence results in expulsion of the student.

Senior students: Grades 11 and 12
The first offence results in a zero on the assignment and an in-person meeting with the parents.
A second offence results in the loss of the credit for that course.
A third offence results in expulsion from the school.

Spares

Spares are available to Grade 12 students only. However, while spares are permitted in Grade 12, TWS policy is that a Grade 12 student has no more than **a total of 1.5 credits** off. Taking more spares than advised results in the student being under-enrolled in our program. As such, TWS has a "No Spares Policy." Requests for exceptions due

to extenuating circumstances must be submitted to the High School Executive Team. Appropriate paperwork (the course option form) must be signed by a parent and submitted to Grade 12 Advisors/High School Chair(s).

Unlike Grade 12 where students can choose to drop certain subjects and are allowed to take spares, **there are no spares 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 and submitted to the Class Advisors and hschair@torontowaldorfschool.com for consideration. If granted, parents will be required to arrange for private tutoring during this class time. Sign-out privileges will not be extended for this time.

The High School Faculty reserves the right to review a given student's situation regarding spares and to take appropriate action if necessary.

TWS Dance policy

At TWS the High School Student Council (SC) and/or an individual class may organize dances during the course of the year. Each dance is approved by HS faculty on a one-time basis. Approval of future dances are subject to students and their guests conducting themselves according to the rules and guidelines outlined below. Students in high school grades only are eligible to attend.

- Each student may invite one approved guest. The student is responsible for the conduct of their guest.
- School rules apply re: smoking and use of alcohol 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.
- Students must be in good standing to attend school dances.
- Classrooms and lockers are inaccessible during school dances.

Computer Use Policy

It is the intent of Toronto Waldorf School High School to provide electronic educational resources and services, including access to the Internet, to all students and staff. The 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. Students must sign and submit a Student Computer & Internet policy contract annually, as below.

It is the clear intention that all use of the Internet and the computer resources be for educational use only and that the school computer lab is intended to be a quiet research/study area.

Specific Rules of Conduct

- All use of the Internet and the school's computer network must be in support of research or consistent with the educational purposes of TWS. Frivolous use of the network is not permitted unless a student has been given explicit permission to access a site such as You Tube, Facebook, Twitter, Tumblr or similar social networking/instant messaging/music download/email/blogging sites.
- The user shall not interfere with the functioning of TWS's network, 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 system security on the TWS network or any other system. If the user notices any security weaknesses or suspects anyone of tampering with system security, they must notify the High School Chair(s) or Director of Finance and Administration 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 libellous. 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 and 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 High School Chair(s) or 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.

Personal Safety (restrictions for students only)

- 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.

Accreditation

TWS is accredited by the Association of Waldorf Schools 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 repeatedly to their abilities to express themselves independently and relate equally to their professors and peers, and to show their love for learning. A 2018 AWSNA/NAIS survey of North American Waldorf graduates from 1990-2017 has confirmed how well Waldorf graduates perform at the post-secondary level. More information is available upon request.

TWS & Ministry of Education Requirements

TWS High School has been inspected regularly by the Ministry of Education since its inception in 1975 and has received authorization to grant credits towards the Ontario Secondary School Diploma (OSSD) each year. TWS has been in dialogue with the Ministry of Education for many years exploring ways to work together and to keep the integrity of the Waldorf curriculum. Students who achieve 30 credits, including specific compulsory credits, pass the Ontario Secondary School Literacy Requirement and complete 40 hours of Community Involvement Activities, are awarded an Ontario Secondary School Diploma (OSSD). Students are required to remain in secondary school until the student has reached the age of eighteen or obtained an OSSD.

Requirements for the Ontario Secondary School Diploma (OSSD)

In order to graduate with the OSSD, students must successfully complete **a minimum of 30 credits**. These credits are earned throughout grades 9 to 12. In addition, all students must also pass the literacy requirement and earn

40 hours of volunteer community service in order to graduate. Upon completion and graduation, the student receives an Ontario Secondary School Diploma OSSD.

Compulsory and Optional Credit Requirements
While the Ministry of Education requires **17 compulsory and 13 optional credits** for graduation (as of Sept. 2024), our program requires that students take additional mandatory credits that comprise their rich Waldorf education. These credits serve as part of the 13 optional credits required for graduation. Please refer to the chart outlining the diploma requirements which is included in the appendix of this booklet.

Attendance and Participation
New as of the 2026-27 school year, students' final grades will also reflect their attendance and participation in class, in recognition of the significant impact these have on achievement. Excused absences will not negatively affect a student's mark.

- In Grades 9 and 10, a student's final mark will be based on:
    - 65% classroom work
    - 20% final evaluations
    - 15% attendance and participation
- In Grades 11 and 12, a student's final mark will be based on:
    - 65% classroom work
    - 25% final evaluations
    - 10% attendance and participation

The following courses are exempt from mandatory written exams. In these courses, student learning will be assessed through in-class culminating tasks (e.g., projects, presentations, and portfolios):

Exempt by Course Type:

- Grades 9 and 10 Locally Developed Compulsory Credits (LDCC)
- Grades 11 and 12 Workplace Level Courses (E courses)
- Grades 11 and 12 Open Level Courses (O courses)

Exempt by Subject Area

- Guidance and Career Education
- Co-operative Education
- Interdisciplinary Studies
- American Sign Language as a Second Language

Further details on the mandatory exam policy, including a full subject-by-subject breakdown, can be found at *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*.

34-Credit Threshold
In the 2013-14 school year, the Ministry of Education put in place a 34-credit threshold. This measure is intended to help students graduate within the 4 years of high school, but, if needed, a student may earn up to 34 credits within five years. Students who are enrolled in their first four consecutive years of secondary school, may go beyond 34 credits. After secondary school, going beyond the 34-credit threshold is possible with:

- E-learning
- Night School
- Summer School
- Independent Learning Centres
- Adult Day School

The 34-Credit Threshold does not apply:

- If you have an Individual Education Plan (IEP).
- If you are not enrolled in secondary school
- To English as a Second Language (ESL) core language courses and/or English Literacy Development (ELD) core language courses (e.g. Course Codes: ESL/ELDAO, ESL/ELDBO, ESL/ELDCO, ESL/ELDDO, ESL/ELDEO.

Ontario Secondary School Certificate OSSC

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

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 Substitutions for Compulsory Courses also apply to the Ontario Secondary School Certificate.

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

Community Involvement Activities

As part of the diploma 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. They learn about the contributions they can make to the community. Students can begin accumulating hours in the summer after graduating from Grade 8. An informational brochure entitled *40 Hours* and a report that tallies the student's accumulated hours are distributed annually with the final report cards.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Community involvement activities may take place in a variety of settings, including: not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. It is important to be aware of which activities qualify for the community involvement requirement.

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 will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities.

Eligible activities include any volunteer work done for a ***not-for-profit*** agency or organization, including churches, community centres, hospitals, camps, shelters, food banks, recycling depots, libraries, galleries, municipal, provincial or federal political organizations. Opportunities are also possible at elementary or secondary schools, including events, activities for children or coaching. Ineligible activities include any work done for ***for-profit*** companies or organizations, such as logging, mining, banking or factories where the work performed would normally be done by a paid employee. Operating a vehicle, power tools or working with scaffolding are also ineligible activities. Work is ineligible if it is already a requirement of an instructional program, extra-curricular

activity, or if it takes place during the school day (with the exception of spares or breaks). A complete guide of eligible and ineligible activities can be obtained from the High School Administrator.

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. TWS provides an information and record-keeping sheet which is distributed to all High School students.

- Read the informational brochure, *40 Hours*, distributed by the school and available via the Parent Portal.
- Speak with the High School Administrator or Class Advisors for suggestions.
- Visit "Volunteer Toronto" to find opportunities and events you are interested in. For more information on opportunities for students, click http://www.volunteertoronto.ca.
- Get involved in the Ontario Youth Volunteer Challenge, "Change the World" which is open to students aged 14-18, during April and May of each year. Visit their website: http://www.ctw.ovcn.ca.
- Visit the Ontario Volunteer Centre Network, http://ovcn.ca, to find opportunities through a centre in your community.

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

For international students or newcomers to Canada who are ELLs, special provisions are made including extended periodic supervised breaks, allowing extra time or deferring the test until the following year. Documentation in the OSR will outline any deferrals, special provisions or accommodations that are awarded.

Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at least once are eligible to fulfill the requirement through the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLT or OSSLC is a graduation requirement. Every student who writes the OSSLT receives an Individual Student Report.

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

Online Learning Requirement

As of February 1, 2022, the Ministry of Education implemented a new graduation requirement that all Ontario students take a minimum of 2 electronically delivered (online) courses out of the total 30 credits required in order to graduate. The rationale behind this new policy is to help students develop digital literacy and other important

transferable skills that will assist them to prepare for success in their academic careers and in an increasingly digital global economy.

For students who began with the cohort of students who entered Grade 9 in 2020-2021, students must earn two online learning credits to obtain their Ontario Secondary School Diploma (OSSD).

- Eligible Credits: All online learning credits earned at a school authorized to offer credits towards an OSSD may count towards the graduation requirement.
- Credits Earned During 2020-21 School Closures: In recognition of extraordinary measures during the COVID-19 pandemic, up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the new graduation requirement.

While the Policy/Program Memorandum (PPM) 167 online learning graduation requirement is intended to provide every student with access to high-quality online learning opportunities within a modernized education system, private schools are free to determine whether the online learning requirement conflicts with the philosophical and educational mission of the school.

The Waldorf approach to education supports the notion that in-person instruction has the greatest benefit to student learning. TWS pedagogy holds at its centre the development of the child and delivers instruction that is age-appropriate, keeping in mind the principle of "the right thing at the right time". Our view of the human being as a physical, social, emotional and spiritual entity informs our approach to learning and supports an in-person method of instruction that engages and inspires the full being of the child. As such, TWS has opted out of the online learning requirement to allow students and families to determine for themselves whether they would like to obtain any credits online as part of their OSSD requirements.

Substitutions for Compulsory Credit Requirements

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 thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

According to the Compulsory Credit Substitution Policy requirements, the following limitations on substitutions can be made:

- English as a second language and English Literacy Development courses may not be used to substitute for a compulsory credit; however, they may be used to meet up to 3 of the 4 compulsory English credits.
- No more than one learning strategies course, from the guidance and career education policy document, can be used through substitution to meet a compulsory credit requirement.
- Credits earned through Cooperative education courses may not be used to substitute for compulsory credits.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; however, it may only be used as the compulsory credit for which it was designed.

This procedure is initiated by teachers/advisors and shared with parents/students. Paperwork needs to be signed and authorized by the school's principal. Compulsory Credit Substitution Request forms are available in the High School Administration Office and documentation of substitutions will appear on the student's Ontario Student

Transcript and are retained in the student's Ontario Student Record. More information on compulsory credit substitutions can be found in the Appendix at the end of this document.

Waiving Prerequisites

Courses in grades 11 and 12 may have prerequisites as a requirement for enrollment. The High School Chair(s) determines, in consultation with the parent and student, and in the best interests of student success, whether or not a prerequisite can be waived. The final decision to waive the prerequisite is determined by the Pedagogical Administrator. Documentation will be filed in the student's Ontario Student Record.

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 and maintenance of the Ontario Student Record 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 provincial report cards, achievement results, credits earned, and other information important to the education of the student. It is regularly reviewed by the High School Administrator together with the staff person responsible for student records. Should a student change schools at any time during their high school years, the OSR will be transferred to the new school upon receipt of a formal transfer request. OSRs are retained for 55 years in archive at the school from which the student graduated or retired.

Courses

Definition of a Credit

The secondary school program is based on the credit system. The Ministry of Education defines a credit as "a means of recognition of the successful completion (that is, a completion with a final percentage mark of 50% or higher) 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

All courses at the Toronto Waldorf 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 centre of knowledge and to develop an understanding of knowledge in light of the development of humanity. In order to accommodate differing academic needs, the following types of courses are offered through the Ministry of Education. TWS offers courses based on enrolment.

De-streamed Courses W (Grade 9 only)
Ontario has moved to de-stream courses in Grade 9, resulting in a new de-streamed course code designation of 'W', which ensures that all learners study the same foundational curriculum and which keeps all post-secondary pathways open to learners regardless of learning abilities. Grade 9 Math, Science, English and Geography are now offered as de-streamed courses. Academic and Applied courses in these subjects are no longer being offered.

Academic, Applied and Open courses in Grade 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 level 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 emphasising 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 completion of previous grades and have rigorous standards.

University, University/College, College and Workplace courses in Gr. 11 and 12
University Preparation 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 allows 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 Courses 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 allows 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 Preparation Courses 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 courses offered and the content of these courses allows 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. TWS offers a limited number of these courses.

Workplace Preparation Courses 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. *TWS does not offer these types of courses.*

Locally Developed Courses
Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the

provincial curriculum policy documents. Such courses require approval of the ministry. *TWS does not offer these types of courses.*

Access to Course Outlines and Ontario Curriculum Policy Documents

Course Outlines of all TWS High School courses offered and Ontario curriculum policy documents are available in the High School Office, are accessible to parents and students on request. Additionally, all Ontario curriculum policy documents can be accessed online at the following Ministry of Education website: http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html.

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 the grade or level: 1,2,3,4 refers to grades 9,10,11,12 respectively.
- The *fifth character* refers to the type of course: Grade 9: W = De-streamed; Grade 9/10: 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
CGC1W	C = Canadian & World Studies	GC = Geography, Canadian		1 = Grade 9	W = De-streamed
MPM2D	M = Math	PM = Principles of Mathematics		2 = Grade 10	D = Academic
FSF1P	F = French	SF = Core French		1 = Grade 9	P = Applied
AVI4M	A = Arts	VI = Visual Arts		4 = Grade 12	M =University/College

Procedures for Changing Course Types

Students wishing to change their educational goals after Grades 10, 11 or 12 may find that they do not have the pre-requisite courses they need to transfer from one academic path to another (e.g. switching from the applied to academic level). A student may enroll in a different type of course in a given subject in Gr. 11 than the type completed in Gr. 10, which may require additional preparation, as recommended by the Principal and/or High School Chair(s). Any student wishing to change course types must make an appointment with the High School Chair(s) and/or the High School Administrator to discuss options, pre-requisites and potential waivers.

Students in Grades 10 to 12 may also switch paths provided that they have taken any course specified as a pre-requisite. Once a course has been completed at TWS, opportunities to take an alternative prerequisite course are available through summer school, night school, e-learning, the Independent Learning Centre (ILC), other online schools, or independent study. If the principal deems that a student may be successful in a given course without having taken the pre-requisite, it may be waived.

More details about the high school math curriculum can be found at the following Ministry of Education website: https://www.dcp.edu.gov.on.ca/en/curriculum/secondary-mathematics

Evaluation and Examination

Assessment, Evaluation and Reporting

The primary purpose of assessment and evaluation is to improve student learning. Assessment is defined as "the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course" (*Growing Success, Assessment, Evaluation and Reporting in Ontario Schools,* 2010). Teachers use a variety of assessment modalities to provide rich learning opportunities for students to demonstrate their understanding. These modalities are *assessment as*, *for* and *of learning*:

Assessment As Learning
The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

Assessment For Learning
The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment Of Learning
The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Assessment and evaluation are based on the curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline, and a variety of teaching/assessment strategies to address students' needs will be used during the school year. 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.

Evidence of student achievement for evaluation is collected over time from three different sources: observations, conversations, and student products. 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. The following table shows the benchmarks for grading that are used to determine the level of student achievement.

Written Exam Requirement

Beginning with the 2026-27 school year, most secondary courses will require written exams as a percentage of the final course mark. Written exams are to take place during the designated exam period as indicated in the school's calendar, except for the EQAO Grade 9 Assessment of Mathematics, which will continue to take place during the EQAO assessment window. **TWS does not participate in the Grade 9 Math EQAO*

Exams for online courses offered through inspected private schools will be written in-person at the school or another location if required, unless the school is able to provide online proctoring with security and integrity.

Achievement Levels

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

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

In accordance with Ministry of Education policy, *Assessments of Learning* will occur in a ratio of 65% assigned to unit tests, individual and group projects, assignments and presentations conducted throughout the year, etc. and weighted towards the latter part of the year, and 20-25% (depending on the grade level) assigned to a final summative assignment and/or examination conducted toward the end of the course. The remaining 10-15% is allocated toward an assessment of attendance and participation. More information on the evaluation breakdown for each course, including the four categories being assessed (knowledge, application, thinking and communication) as well as detailed information on assessment and evaluation can be found in the course outlines for each course available in the High School Office. Course syllabi are handed out at the beginning of each course, which also contains this information.

Evaluation policy considerations include:

- Consideration will be given to accommodations identified in students' IEP documentation.
- All evidence collected through observations, conversations, and student products will be considered.
- Major evaluations will be announced at least one week in advance. Students will be given an overview of the year and a timeframe within which to expect major evaluations to occur.
- Accommodations will be made for school activities, statutory holidays, religious days, cultural days, sports events and other occurrences that may impact on any scheduled evaluation. It is the student's responsibility to notify the teacher of such absences in advance and to make up missed work.
- Absence on the day of an evaluation must be documented. If a student must miss an evaluation, they are expected to:
  - **a)** communicate with the teacher before the absence to arrange for an alternative date to make up the evaluation; or
  - **b)** in case of illness or unexpected absence, present a note to the teacher, signed by a parent or guardian, immediately upon their return to explain the absence. An alternate evaluation will then be scheduled at a mutually convenient time.

Examination Policy

At TWS, final examinations for Grades 9 and 10 courses take place during normally scheduled class time. The Grade 11 and 12 programmes have a scheduled exam prep week and exam week at the end of May where the majority of their final exams are held. The final exam schedule is published for students and parents by the beginning of May each year.

In order to promote student success, strategies for reducing stress and anxiety are employed at the start of each exam. These include stretching and breathing techniques to support student well-being, and which build on strategies developed during the year.

TWS exam protocols are reviewed with the students prior to every exam. During an examination, each student is expected to:

- arrive at least 15 min prior to the start of the exam
- come prepared with any and all required materials
- place their phone in a Yondr pouch and store it at the front of the room
- maintain a level of decorum during the exam that supports all students writing

As with all other evaluations scheduled during the year, consideration will be given to accommodations identified in students' IEP documentation.

Absence on the day of an exam must have appropriate documentation (e.g. a doctor's note). Planned absences in exam week are to be avoided. In the case of illness or unexpected absence, a parent must be in touch with the teacher immediately with a valid reason that may require further documentation. If the absence is justified, an alternate exam date will be arranged.

Reporting Student Achievement and Report Cards

TWS communicates formally with parents regarding the students' strength and weaknesses at quarterly reporting periods throughout the school year: November (Q1), January (Q2), April (Q3) and June (Q4 and Final). For the end of semester final reports, the school complies with the Ministry of Education's directive that 65% of the grade is based on assessments and evaluations conducted throughout the course. 35% 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 as well as attendance and participation. 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 fulfillment of the requirements for graduation are recorded on the OST. Upon the student's graduation or retirement, a current and accurate copy of the student's OST is stored and retained in the OSR.

The OST contains:

- the student's achievement in percentage grades obtained and credits earned for successfully completed credit courses
- a list of all Gr. 11 and 12 courses completed or attempted by the student with the credits earned and the percentage grade obtained, with the following conditions:
    - Only one credit will be granted for a course the student has successfully completed twice
    - If a student withdraws from a course within 5 instructional days following the issue of the mid-term report card for that course the withdrawal is not recorded on the OST
    - If a student withdraws from a course after 5 days following the issue of the mid-term report card for that course, a "W" is listed in place of the credit, and the final mark at the time of withdrawal is listed in the percentage column
- Confirmation that the student has completed the community service requirement
- Confirmation that the student has passed the provincial secondary school literacy requirement

The OST may also indicate when a course has been substituted for a compulsory credit that is a diploma requirement by showing an "X" in the Notes column. Courses that have been taught with French as the instructional language will be noted by an "F" in the Notes column.

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." 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.

Full Disclosure Policy and Withdrawal from Courses in Grades 11 and 12

The Ministry of Education has the policy of *full disclosure* on transcripts. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in Grades 9 or 10.

Any Grade 11 and 12 courses completed, withdrawn or failed, as outlined in the previous section, will appear on a student transcript along with the marks earned in the program. Full disclosure will take affect 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. All course changes at TWS require consultation with advisors, subject teachers and parents followed by completion of the appropriate paperwork and final approval. Note: full disclosure was waived for Gr. 11 and 12 courses during the COVID-19 pandemic.

Experiential Learning Opportunities

Work Experience Program (WEP)

Work Experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time to a maximum of four weeks. The WEP takes place in May/June of each year for a period of 2-3 weeks. Placements for Grade 9 are in agriculture and are a component of the science credit, SNC1W. In Grade 10 students are placed in trades and business as part of the Career Studies credit, GLC20. These placements provide the students with experiential learning and job shadowing, giving them the opportunity to acquire valuable skills for life and the world of work. In Grade 9, students are engaged in farming and gardening work on the TWS campus which complements the unit on Sustainable Ecosystems that takes place at this time. During the time that students are engaged outside of the school they are covered by insurance under the WSIB. More information on Workplace Safety and Insurance Coverage for Students in Work Education Programs can be found in the MOE Policy/Program Memorandum No. 76A.

A work experience learning plan (WELP) based on the curriculum expectations of the unit(s) in which the work experience occurs has been developed by the teachers, and students have a mandatory assignment to complete while on the WEP.

Preparation for the business placement program in Grade 10 includes classwork training on job skills and resume building, and a comprehensive training session with Workplace Safety and Prevention Services, covering health and safety procedures in the workplace and the right to refuse unsafe work. Students, parents and employers are provided with a handbook outlining roles and responsibilities as well as expectations for all parties involved. Students are monitored at least once by a teacher visit. During their placement, students are required to keep a journal to reflect on their learning. Students, parents and employers must complete an evaluation of the program at the end of the placement. Post program completion they are given opportunity to analyze their work experience.

Participation in the WEP is a mandatory component of the Science credit in Grade 9 and the Career Studies credit in Grade 10.

Cooperative (Co-op) Education Courses

Co-op is educational programming that integrates classroom theory with practical experience in the workplace. Programming is based on a partnership between the school and a business or community organization. It is a credit-earning program which involves the participation of students, teachers and the placement supervisors. Currently, TWS does not offer Cooperative Education courses.

International Exchange Program

TWS has a robust exchange program in partnership with other Waldorf schools world-wide. The high school exchange program is designed to give students the opportunity to develop fluency and cultural knowledge in an

international language. Exchanges are primarily in support of the French language program, but students who speak another language (other than English) at home may apply for a heritage language exchange.

Students wishing to go on exchange must formally apply to the high school faculty, provide a written letter of intent and obtain parental consent. Students can seek an exchange partner through requests received from overseas Waldorf schools, by registering with the online Waldorf exchange network www.wal-di.com, by writing to other Waldorf schools themselves, or by reviewing international student exchange requests received by the High School Administrator.

Exchanges are permitted exclusively in Grade 10. They are no longer than 8-10 academic weeks in length and are restricted to take place within one quarterly reporting cycle, often including an additional week of holiday time. Applications must be submitted in Grade 9, and arrangements need to be formalized prior to starting Grade 10. Procedures, information and forms are provided to the parents and students in Gr. 9 in the fall and are also available upon request from the High School Administrator.

Students who participate in a French language exchange spend approximately 10 times the amount of credit hours required to obtain a French credit (110 hrs), as students are immersed in the language both in and out of the classroom. In the overseas school, all lessons are taught in French (or heritage language); at home all daily conversational transactions occur in French (or heritage language).

Accelerated French Program

Recognizing that exchange students will be able to advance more quickly through the French program, all students who have been approved for French language exchange are automatically opted in to our Accelerated French Program, which allows the student to obtain the FSF4U credit in their Gr. 11 year. Certain steps must be followed in order to be eligible.

FSF2D Waiver and Advanced Placement in FSF3U
Upon return from their exchange in Gr. 10, student must show competency on a Gr. 10 French exam in order to qualify for the FSF3U credit, allowing the FSF2D pre-requisite to be waived. It is important to note that students on exchange acquire *over 1000 hours of French language immersion*. As such, the instructional language used in both FSF3U and -4U is French. It is recommended that students pass FSF3U with a final mark of 70% or higher in order to be successful in FSF4U.

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. PLAR procedures are also available for exceptional students, keeping in mind that assessments must be adapted for this group in keeping with their special needs.

For students who are transferring from home schooling, a non-inspected private school, a school outside Ontario, or for a mature student who has returned to school after a prolonged period of absence, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. *Currently, TWS does not enroll mature students.*

The PLAR process developed by the school 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 TWS does not offer the PLAR challenge process*.

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

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.

Alternative and Additional Ways of Earning Credits

Students who would like to upgrade a mark for a particular course, enrol in courses not available at TWS, or complete a credit in advance of the school year (with the approval of the High School Chair/s) may take courses outside day school. This can include courses taken through online learning, Continuing Education, Night School, Summer school or other e-learning platforms, as well as some qualifying Royal Conservatory of Music courses. Full-time day students must apply and enroll through the High School Administration Office, report those courses upon completion and provide the High School Administrator with an original signed transcript, report card or certificate. The achievement will be recorded on the OST.

Music Certificates Accepted as Credits (Royal Conservatory of Music Certificates)
Students who have pursued musical training at the Conservatory level can receive a maximum of 2 university level credits for certain certificates of proficiency in Grades 11 and 12. A maximum of one Grade 11 and one Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of courses taken through the Royal Conservatory of Music in Toronto or London, Ontario (certain certificates from Quebec and England are also accepted).

Specifically, in Gr. 11 a student can earn one credit for the *Grade VII Practical and Intermediate Rudiments* (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto. In Gr. 12, a student can earn one credit for the *Grade VIII Practical and Advanced Rudiments* (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto. The credits are option and cannot be counted towards the compulsory credits. Credits will be awarded upon presentation of the official examination result forms or certificates. The course titles and course codes for these credits are as follows and will be noted on the student's transcript: "Music – External (Conservatory), AMX3M" and "Music – External (Conservatory), AMX4M".

The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be. Further detail can be found in the Ministry of Education policy document, http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf in section 7.3.4 and in Appendix 4.

Reach Ahead Credits
Under exceptional circumstances, Gr. 8 students can be permitted by the Principal and with parental consent to take secondary school courses either during the school year or in the summer prior to Gr. 9. Principals of both the elementary and secondary schools will make this decision on a case-by-case basis, whether "reaching ahead" to take secondary school courses is in the best interests of the student. The Principal of the secondary school will take responsibility for evaluating the student's achievement and for granting and recording the credit. *TWS does not currently offer Reach Ahead Credits.*

E-Learning
The Ministry of Education provides a virtual learning environment (VLE) to support technology enabled learning. Students and educators are able to access content aligned with the curriculum, ministry-licensed software and web services, game-based digital resources, professional learning modules, Prior Learning Assessment and

Recognition (PLAR) challenges, and credit-recovery resources. Permission to take e-learning courses must be given by a student's home school, and the student must apply and enroll through his or her home school. The student remains a student of his or her home school even if the e-learning courses are delivered by teachers in another school or school board. The schedule for reporting marks will be that of the school delivering the e-learning courses.

Independent Learning Centre (ILC) and Other Online Learning Opportunities
TVO offers a comprehensive selection of credit courses through their Independent Learning Centre (ILC), www.ilc.org. Students can move through the course at their own pace, submitting assignments along the way. A final exam must be arranged with the ILC at the end of the course and will take place at a designated location as agreed upon by the student and examiner. Students wishing to enroll with the ILC must register via the High School Administrator. The Virtual High School https://www.virtualhighschool.com also offers Ontario credit courses, and students can register directly with the school.

Summer School
Many public schools in the Greater Toronto Area offer summer school credits during the month of July. It is possible to earn a full credit for one course over the summer. Most students in our area take summer courses with the York Region District School Board. Please see their website for a listing of courses and registration information: http://www.yrdsb.ca/Programs/ConEd/Pages/Secondary-School-Summer.aspx. TWS does not offer summer school courses.

Private Study
Under certain circumstances students may be permitted to take one or more courses through private study. This matter needs to be brought to the student's advisor and High School Chair(s) for approval. Students must report those courses to the High School Administration Office upon completion and provide the High School Administrator with an original signed transcript or report card.

Independent Study
Independent Study is an arrangement by which the student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. The teacher of the course is responsible for all formal evaluation of the student and submission of the achievement to the HS Administrator who will record it on the OST.

Outdoor Education and Credits Earned Abroad
Charitable organizations, like Outward Bound Canada, www.outwardbound.ca, and private educational companies also offer Ontario secondary school credits outside of the conventional classroom either in the Canadian wilderness or in other countries.

Continuing Education
Continuing Education Services support all learners by offering credit and non-credit learning opportunities outside of the regular day school program, in the evenings, and during the summer.

- York Region's Dr. Bette Stephenson Centre for Learning, continuing.education@yrdsb.ca, offers credit courses, night school, summer school, e-learning courses, and Adult Day School for mature students 21 years and over.
- Uplands Adult Community Learning Centre, uplands@yrdsb.ca, offers language training, ESL, and LINC courses for newcomers to Canada.

Supports and Resources

Support Services and Academic Guidance

At TWS the High School Guidance Department consists of Class Advisors, the school Counsellor, the High School Administrator and additional faculty who support and guide students (and parents) through their four-year

experience in the high school. This team of teachers supports students in academic planning and course selection and serves the school community in a variety of ways, including the following:

- Supports student success in establishing effective study habits and exam preparation
- Provides support for course selection through a variety of means, including the Career Studies Course, Annual Education Plan management, annual credit reviews for senior students, guidance meetings in Grade 11, course selection surveys and individual meetings and/or conversations with students and parents as required
- Helps individual students to envision a plan for post-secondary and target some short and long term goals, including career and life planning
- Provides information around all post-secondary pathways (workplace, college, apprenticeship, university) and career pathways, as well as **the Individual Pathways Plan**
- Coaches in the scholarship application process

In addition, the High School Advisors and Administrator 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 international exchange program options. Individual appointments during non-instructional times are available on request and can be booked in the High School Administration Office.

Our senior course offerings are based on the needs and interests of our enrolled students. Various surveys, meetings and guidance appointments are conducted with students and parents when determining our courses for the following year.

Supporting Students' Mental Health

TWS is committed to supporting students' mental health with the understanding that positive mental health is essential to student wellbeing and academic success. The Counsellor's office offers a safe space for students to express their needs and get access to community resources. The Counsellor, in collaboration with the Advisors, work to:

- Support students in such life skills as decision-making, problem-solving, conflict-resolution, stress & time management, and relationship awareness
- Provide personal counselling during school hours and referrals to community resources
- Provide crisis counselling and referrals to community resources, agencies, and hospitals as required

Student Success, Supporting Diverse Learners, and Students at Risk

TWS High School supports diverse learners in a variety of ways to ensure that they have every opportunity to engage meaningfully in their own learning, and to improve outcomes for students struggling with their secondary school program. TWS offers supports for English Language Learners (ELLs), students with special education needs, students with Autism Spectrum Disorder (ASD) and helps identify and coach students at risk.

Teachers monitor and track individual students' progress, provide direct support through differentiated instruction to meet learning needs and to promote student success, achievement and retention, including incorporating methods of Applied Behaviour Analysis (ABA) into programs and transitions for students with ASD as necessary.

Teachers are available upon request to offer help with course content or homework at lunch or after school, and TWS offers facilities that allow students to do research for essays and projects on site. Additionally, a homework club is available daily in the library during the lunch hour. A team of teachers, led by the Educational Support Teacher, coordinates the IEP for students that require them. Refer to the section on the Waldorf Individual Education Plan (WIEP) and Special Education for more details on supports available for students with exceptionalities.

English Language Learners (ELLs)

TWS supports English Language Learners (ELLs) by integrating learning opportunities into the curriculum in all subject areas to support ELLs' development of English language proficiency. Teachers adapt the instructional program to address each student's different level of proficiency and to help them adjust to the new linguistic,

cultural and educational environment. More details can be found in *English Language Learners/ESL and ELD Programs and Services Policies and Procedures for Ontario Schools Elementary and Secondary Schools, Kindergarten to Grade 12 (2007);* available on the Ministry of Education website at the following link: www.edu.gov.on.ca/eng/document/eslesdprograms.pdf.

Students at Risk

Supports and interventions also are put in place for students at risk. A team of teachers, which may include the high school advisors, the Educational Support Teacher, the School Counsellor, and the High School Chair as needed, works closely with the student and parents to help the student meet their academic obligations. Through individual meetings with students, and meetings with parents and students, teachers may make recommendations for accommodations to learning, a Waldorf Individual Education Plans (WIEP), educational-psychological testing, private tutoring or credit recovery through online courses or summer school. Teachers also help support students in career and life planning and with significant transitions as necessary.

Additional & Therapeutic Supports

In addition, a group of therapists that includes an educational support teacher, a school counsellor, an art therapist and a curative Eurythmist, meets as the Therapeutic Circle. Those support providers receive requests for assistance from teachers, and they assign students to therapists as appropriate. Fees over and above tuition may be associated with these therapies. In addition, this group is able to recommend outside educational psychologists who conduct assessments on their behalf.

Library & Resource Centre

The school library is multi-use space where students can find a rich source of research information, individual help and a quiet space to complete work. The centre is available throughout the school day and is staffed by the Educational Support Teacher. The library contains volumes of reference, non-fiction, and fiction books, magazines and other reference material. The library is booked often by teachers, tutors and supportive community members for assisting students with all types of needs, including homework, research, and group study.

Computer Lab

The school has a computer lab with internet access that is available to students by arrangement with a teacher. The lab is open every day at lunch for homework club and the supervising teacher is there to offer assistance. Students are not permitted in the computer lab without the direct supervision of a teacher. The lab is also used as a teaching space for various courses and high school students may use it as a homework space with permission from a teacher. Students must agree to the Computer/Internet Use Policy to ensure that they understand that the computer lab and access to the internet are to be used for educational purposes only.

Community Resources

The TWS Guidance Department can help students access a variety of community resources in consultation with both students and parents as needed. Help is available through more than 700 community and government agencies in York Region.

Vaughan Public Libraries (VPL)

VPL offers a wide range of resources for students ranging from access to the book collection, video and audio materials, to book clubs, use of public computers and free wireless. Visit VPL's website to find locations and service descriptions, http://www.vaughanpl.info/.

Kids Help Phone is a telephone and internet-based resource available to children and adolescents 24/7/365 across Canada. The service offers professional counselling, information and referrals, and offer volunteer-led text based support to young people in both English and French. Kids Help Phone posters are displayed prominently in student areas, and business cards are accessible and available for students to take. Students can reach a counsellor at any

hour of need by phoning 1-800-668-6868, by texting 686868, or by using the Chat feature on the website https://kidshelpphone.ca/.

Canada 211, managed and maintained by the Government of Canada, Government of Ontario and funded by the United Way, 211 is Canada's primary source of information on government and community based health and social services. 211 is a both a helpline and online database of Ontario's community and social services. 211 is answered and updated by highly-trained specialists. Dial **211** to reach the helpline or visit their website https://211ontario.ca to find support services in your community.

Special Education

TWS is committed to supporting students with special education needs, including students with identified learning exceptionalities and neurodivergence (e.g. the Autism Spectrum). Although TWS does not offer a stand-alone Special Needs Program, through the Waldorf Individual Education Plan (WIEP) process, students' learning needs are identified, and any accommodations or modifications are outlined. *Currently, TWS does not offer course modifications.*

Accommodations are tailored to the individual students' needs in consultation with parents, teachers and students, whether or not they have been formally identified or have a WIEP. For students who have an IEP or who are ELLs, TWS provides alternative forms of assessment, such as oral interviews, learning logs or portfolios that allow for diverse ways of showing mastery of a subject.

There are 3 types of accommodations that can be provided: Environmental, Teaching, and Testing. These accommodations can include, but are not limited to:

- providing a quiet space to complete work or take tests
- allowing for the use of technological assistive devices
- extra time to complete assignments or take tests
- providing notes, summaries and graphic organizers
- reducing workload expectations
- allowing for the student to take an oral test or have a scribe

Waldorf Individual Education Plan (WIEP)

For students with special needs/exceptionalities, it is important that the planning process begins at school entry or as soon as their needs become known. This process results in a Waldorf Individual Education Plan (WIEP) 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 TWS: it is a collaborative process in which the student, the parents and the educators identify educational goals that are appropriate to the student, and the ways of attaining them.

The WIEP is a detailed, confidential document that outlines the nature of the student's challenges and lists the types of accommodations that will be offered in various courses. The students' information is documented in the WIEP and kept in the documentation folder of the OSR.

The WIEP is a living document that requires regular review and adjustments as the student's needs change over the course of their high school years. Parents may also review their child's WIEP at any time and request adjustments as needed. More information is available through the High School Administration Office.

Program Descriptions by Grade

In the next section all TWS High School course offerings are listed by grade. All Course outlines can be accessed through the High School Administration Office or requested from the teacher. Additionally, parents are encouraged to access the Ministry of Education detailed course curricula to learn more about how each course is broken down. Note: not all courses listed below are offered every year.

Course outlines can be found on the MOE website here: https://www.dcp.edu.gov.on.ca/en/. All program descriptions for courses offered can be found on the MOE website here: https://www.dcp.edu.gov.on.ca/en/curriculum#secondary

Program Description for Grade 9

English

ENL1W, credit value 1.0 Prerequisite: None
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. This course is comprised of Main Lessons and Skills Lessons.

French

FSF1D, credit value 1.0 Prerequisite: None
This course allows students to develop and consolidate fundamental knowledge and skills in reading, writing and oral and visual communication. Throughout the course, the student improves media literacy and critical literacy skills, while developing and practicing transferable skills, including digital literacy. The student makes connections between their lived experiences and society and expands their understanding of the importance of language and literacy across the curriculum. 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. Students may apply and begin researching exchange possibilities in this year, with the actual exchanges taking place in Grade 10. This course is comprised of a Main Lesson and Skills Lessons.

Canadian and World Studies - Geography

CGC1W credit value 1.0 Prerequisite: None
The aim of this course is to provide students with an understanding of the physical world around them and an understanding of the human relationship to that world. This course explores Canada's distinct and changing character, and the geographic systems and relationships that shape it. All topics will be considered from a Canadian perspective; in addition, Canada's economic, cultural, and environmental connections to other countries are studied throughout the course. Students will use a variety of geo-technologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings. This course is comprised of Main Lessons and Skills Lessons.

Civics

CHV2O, credit value 0.5 Prerequisite: None
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical

foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities. This course is comprised of Skills Lessons only.

Learning Strategies 1 – Skills for Success in Secondary School

GLS1O credit value 1.0 Prerequisite: None
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

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. The course consolidates the concepts taught in grades 6 to 8. It reviews a number of topics and introduces some new areas of study. Students learn through practical and theoretical activities. This course is comprised of a Main Lesson and Skills Lessons.

Science

SNC1W credit value 1.0 Prerequisite: None
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

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 placement at a farm 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 endeavour to retain student interest in sciences by presenting the topics of study with relevant points of connection to their lived experiences. This course is comprised of Main Lessons and Skills Lessons.

Visual Arts - Crafts

AWA1O credit value 1.0 Prerequisite: None
This course is exploratory in nature, offering 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. This course is comprised of an Art History Main Lesson and Skills Lessons. The Skills Lessons are comprised of four subject areas which are taught in four distinct but related strands: Drawing and Sculpture/Clay, Woodwork and Basketry.

Healthy Active Living Education (HALE)

PPL1O credit value 1.0 Prerequisite: None
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop

knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The end of year canoe trip is a required component of this course.

Performance Arts (PA)

The TWS Performance Arts (PA) program is designed to strike a balance between challenge and skill. It aims to develop performance techniques, sensitivity and imagination while working interdependently. Each student is typically placed in 2 courses (one per semester). Credit value: 0.5 each.

Dance - Modern/Eurythmy ATM1O: This course is intended for those wishing to cultivate their expressive capacity and to refine a conscious utilisation of the dynamic principals within our body and in the world around us. Training through Eurythmy builds confidence and grace and develops a corporal intelligence which supports heightened artistic sensibility and increased flexibility in theoretical thinking. Exercises in sensory and emotional awareness, and development of imagination and concentration, enable the student to understand the rich resources they bring to their expressive interaction with others. No previous experience is necessary.

Choir AMV1O: This course develops students' understanding and appreciation for music through participation in a large choral ensemble. Students benefit through the development of both creative and listening skills, awareness, and the social activity of group participation. They also benefit from learning how to use the body as instrument through good vocal production, vocal health, and proper use. There are several elements to the course, involving Theory, Analysis and Creation. These areas are combined with historical perspective and further aspects of music in society. The repertory for ensemble studies is drawn from many historical styles and varied cultures. Performances, competitions, and small ensemble studies are scheduled during the term, in which participation is mandatory.

Circus PAI1O: This course offers students the opportunity to explore and master basic skills in the craft of Circus Arts: Juggling (balls, clubs, diablo, rings, devil sticks), Balance (unicycle, balance beam, tight wire), Acrobatics (hand to hand balancing, static trapeze, mini-trampoline) and Clowning. Students craft an act independently or with others for a presentation in a performance for the school community. This course emphasizes regular participation and a high level of initiative and independent work, and develops qualities of teamwork and co-operation to realize the formation of a circus troupe. Students have the opportunity to take a field trip to an external circus school at an extra fee.

Drama ADA1O: This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an Understanding of themselves, the art form, and the world around them.

Small Vocal Ensemble AME1O: This course is designed to further develop understanding and appreciation for music through participation in a small group singing ensemble. Attention is focused on learning good vocal production, vocal health and proper use of the voice. The repertory is drawn from many historical styles. Performances are scheduled during the term and participation is mandatory.

Instrumental Music - Orchestra AMO1O: This course develops students' understanding and appreciation for music through participation in a stage ensemble. Students benefit through the development of creative and listening skills and the social activity of group participation. Students undertake technical studies to help further their understanding of their instrument and its place in the repertory. Theoretical, creative and analytical projects are undertaken under the mentorship of the instructor. Repertoire for the orchestra is drawn from varied cultural backgrounds and eras. Performances count towards the final mark, and are scheduled during the term at which participation is mandatory.

Program Description for Grade 10

English

ENG2D credit value 1.0 Prerequisite: ENL1W or ENG1P
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
This course is comprised of Main Lessons and Skills Lessons.

Core French

FSF2D, Credit value 1.0 Prerequisite: FSF1D
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 continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners. This course is comprised of Skills Lessons.

FSF3U, credit value 1.0 (Prerequisite: FSF2D waived for students participating in French language exchange)
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. This course is offered through Skills lessons.

Canadian and World Studies - 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 groups 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 Canadian identity, citizenship, and heritage. 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 is comprised of Main Lessons and Skills Lessons.

Mathematics – Principles

MPM2D, Credit value 1.0 Prerequisite: MTH1W
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 is comprised of Main Lessons and Skills Lessons.

Science

SNC2D, credit value 1.0 Prerequisite: SNC1W or SNC1D
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.
This course is comprised of Main Lessons and Skills Lessons.

Visual Arts - Crafts

AWA2O 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. This course is comprised of Woodwork, Off-loom Weaving and Bookbinding and Painting.

Career Studies

GLC2O credit value 0.5 Prerequisite: None
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
This course is comprised of a Main Lesson and Work Experience Practicum.

Healthy Active Living Education (HALE)

PPL2O, credit value 1.0, Prerequisite: None
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, 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 white water canoe trip is a required component of this course. However, it is also required in our program, meaning that students not enrolled in this course are also required to go on the end of year trip.

Technological Design

TDJ2O, credit value 1.0, Prerequisite: None
This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design and will learn about secondary and postsecondary education and training leading to careers in the field.

Performance Arts (PA)

The TWS Performance Arts (PA) program is designed to strike a balance between challenge and skill. It aims to develop performance techniques, sensitivity and imagination while working interdependently. Each student is typically placed in 2 courses (one per semester). Credit value: 0.5 each.

Dance - Modern/Eurythmy ATM2O: This course is intended for those wishing to cultivate their expressive capacity and to refine a conscious utilisation of the dynamic principals within our body and in the world around us. Training through Eurythmy builds confidence and grace and develops a corporal intelligence which supports heightened artistic sensibility and increased flexibility in theoretical thinking. Exercises in sensory and emotional awareness,

and development of imagination and concentration, enable the student to understand the rich resources they bring to their expressive interaction with others. No previous experience is necessary.

Choir AMV2O: This study develops students' understanding and appreciation for music through participation in a large choral ensemble. Students benefit through the development of both creative and listening skills, awareness, and the social activity of group participation. They also benefit from learning how to use the body as instrument through good vocal production, vocal health, and proper use. There are several elements to the course, involving Theory, Analysis and Creation. These areas are combined with historical perspective and further aspects of music in society. The repertory for ensemble studies is drawn from many historical styles and varied cultures. Performances, competitions, and small ensemble studies are scheduled during the term, in which participation is mandatory.

Drama ADA2O: This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an Understanding of themselves, the art form, and the world around them.

Circus PAI2O: This course offers students the opportunity to explore and master basic skills in the craft of Circus Arts: Juggling (balls, clubs, diablo, rings, devil sticks), Balance (unicycle, balance beam, tight wire), Acrobatics (hand to hand balancing, static trapeze, mini-trampoline) and Clowning. Students craft an act independently or with others for a presentation in a performance for the school community. This course emphasizes regular participation and a high level of initiative and independent work and develops qualities of teamwork and co-operation to realize the formation of a circus troupe. Students have the opportunity to take a field trip to an external circus school at an extra fee.

Small Vocal Ensemble AME2O: This course is designed to further develop understanding and appreciation for music through participation in a small group singing ensemble. Attention is focused on learning good vocal production, vocal health and proper use of the voice. The repertory is drawn from many historical styles. Performances are scheduled during the term and participation is mandatory.

Orchestra AMO2O: This study develops students' understanding and appreciation for music through participation in a stage ensemble. Students benefit through the development of creative and listening skills and the social activity of group participation. Students undertake technical studies to help further their understanding of their instrument and its place in the repertory. Theoretical, creative and analytical projects are undertaken under the mentorship of the instructor. Repertoire for the orchestra is drawn from varied cultural backgrounds and eras. Performances count towards the final mark, and are scheduled during the term at which participation is mandatory.

Program Descriptions for Grade 11

English

ENG3U credit value 1.0 Prerequisite: ENG2D
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. This course is comprised of Main lessons and Skills lessons.

Canadian and World Studies - History

CHW3M1, Part 1, credit value 0.5 Prerequisite: CHC2D
World History to the Sixteenth Century The content of the Waldorf School History curriculum in Grades 10 and 11 addresses the relationship between the perceived developmental needs of the student and the history studied in these years. In Grade 10 ancient history we follow the story of humankind making its home upon the earth from ancient India to Classical Greece. The relationship between different geographical conditions and the formation of distinctive cultures is of particular significance. The work here connects strongly to the inner themes of the Geography curriculum.

With these secure foundations established, the Grade 11 student is better prepared to explore questions such as those presented by the world's religions and to examine the forces, personalities and developments that give rise to Medieval European civilization. The second part of the Medieval History course also provides a concrete foundation for the study of Parzival in English Main Lesson. These patterns of historical development are explored further through a Grade 11 History of Music Main Lesson, which provides an aesthetic experience of the changing conditions of human cultural and existential development.

Equity and Social Justice: From Theory to Practice

HSE4M credit value 1.0 Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.
This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

Interdisciplinary Studies

IDC3O credit value 1.0 Pre-requisite: none
This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyze the connections among diverse subjects and disciplines; develop information literacy skills in analyzing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines. This course is comprised of Main Lesson and Skills Lessons.

Mathematics - Functions

MCR3U credit value 1.0 Prerequisite: MPM2D
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. This course is comprised of Main Lesson and Skills Lessons.

Mathematics - Functions and Applications

MCF3M credit value 1.0 Prerequisite: MPM2D or MFM1P
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations.

Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course is comprised of Main Lesson and Skills Lessons.

Healthy Active Living Education

PPL3O, credit value 1.0 Prerequisite: none
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course is offered through Skills lessons.

Science – Biology

SBI3U credit value 1.0 Prerequisite: SNC2D
This course furthers students' understanding of the processes involved in biological systems. Students will study and conduct investigations in the areas of cellular functions, genetic continuity and evolution, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

The course is designed to give the students a comprehensive review of Biology in preparation for further work or to stand on its own merits for those who will not pursue Biology. The course gives the students opportunities to experience directly through laboratory work the wonder of living organisms. This is balanced by presentation of phenomena in the classroom and the evolution of thought about Biology.

The student will be familiar not only with the biological structure and life systems of plants, and but also modern practices of cloning, genetic manipulation and animal research. As well, the students gain insights into the mystery of life in its diverse forms. This course is comprised of Main Lessons and Skills Lessons. The end of year Marine Biology trip to New Brunswick is a required component of this course.

Science - Physics

SPH3U credit value 1.0 Prerequisite: SNC2D
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 is comprised of Main Lessons and Skills Lessons.

Science - Chemistry

SCH3U credit value 1.0 Prerequisite: SNC2D
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. This course is composed of a Main Lesson and Skill lessons.

Visual Arts

AVI3M credit value 1.0 Prerequisite: AVI1O or AVI2O (AWA1O or AWA2O at TWS)
This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging

technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, and information design).

Arts - Non-Traditional

AWT3M1 credit value 0.5 Prerequisite: AVI1O or AVI2O (AWA1O or AWA2O at TWS)
Metalwork provides a new material to challenge and develop the technical and artistic skills of the students. It requires new manual skills to master the qualities of metal and create a work of art. The skills developed in the course such as annealing, forging, chasing, designing, jeweller's saw and soldering, require and develop patience and precision. The course helps to develop a greater understanding of material science and provides an introduction to technical trades such as plumbing and manufacturing using templates and the application of practical mathematical skills in the design of objects. The course offers an introduction to artistic metal working in the media of copper and silver. Designing, marking out and accurate execution of work are emphasized. Students become proficient with basic tools, silversmith tools and skills while making basic items such as a dish or bracelet, and then a ring with stone setting. Skills learned include: plenishing, filing with a file block, making a rivet, lay-out, chasing, use of stakes, soldering, polishing and sizing for the rings. Safety and good maintenance of tools and shop are emphasized.

Painting: This studio course focuses on studio activities in the Visual Arts. Students will develop their imaginative capacities while developing their perceptive skills, as they engage in creative problem solving. Techniques and approaches, as well as contributions from artists from selected Art Movements will be explored, as students develop new techniques in painting, collage, mixed media, and printmaking. The effects of movement, texture, and colour will be looked at from a modern perspective, as students develop their artistic voice through the visual arts.

Drama

ADA3M1 Part 1 credit value 0.5 Prerequisite: ADA1O or ADA2O
This course part 1 is designed as a prerequisite for ADD4M (Grade 12 Play Production). The pre-requisite course ADA3M2 will be offered to Grade 12 students concurrently with ADD4M. Students will encounter dramatic structures in a practical "hands on" approach. They will be introduced to vocal and physical techniques for the actor and explore conventions, themes, and theories of acting and directing based on an entry level University BFA format. They will apply their knowledge by analyzing and interpreting dramatic literature, including Canadian material and play scripts from the canon of the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

This course engages students in active learning. They apply theory and knowledge in genuine theatrical contexts by working as actors, editors, directors, and discerning audience members. The intent of the course is to make learning experiential to the greatest extent possible, while meeting the academic expectations of the Mandatory Grade 12 Play Project.

Performance Arts (PA)

The TWS Performance Arts (PA) program is designed to strike a balance between challenge and skill. It aims to develop performance techniques, sensitivity and imagination while working interdependently. Each student is typically placed in 2 courses (one per semester). Credit value: 0.5 each.

Dance - Modern/Eurythmy ATM3O1: This course is intended for those wishing to cultivate their expressive capacity and to refine a conscious utilization of the dynamic principles within our body and in the world around us. Training through Eurythmy builds confidence and grace and develops a corporal intelligence which supports heightened artistic sensibility and increased flexibility in theoretical thinking. Exercises in sensory and emotional awareness, and development of imagination and concentration, enable the student to understand the rich resources they bring to their expressive interaction with others. No previous experience is necessary.

Choir AMV3O1: This study develops students' understanding and appreciation for music through participation in a large choral ensemble. Students benefit through the development of both creative and listening skills, awareness, and the social activity of group participation. They also benefit from learning how to use the body as instrument

through good vocal production, vocal health, and proper use. There are several elements to the course, involving Theory, Analysis and Creation. These areas are combined with historical perspective and further aspects of music in society. The repertory for ensemble studies is drawn from many historical styles and varied cultures. Performances, competitions, and small ensemble studies are scheduled during the term, in which participation is mandatory.

Drama ADA3O1: This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an Understanding of themselves, the art form, and the world around them.

Circus PAI3O1: This course offers students the opportunity to explore and master basic skills in the craft of Circus Arts: Juggling (balls, clubs, diablo, rings, devil sticks), Balance (unicycle, balance beam, tight wire), Acrobatics (hand to hand balancing, static trapeze, mini-trampoline) and Clowning. Students craft an act independently or with others for a presentation in a performance for the school community. This course emphasizes regular participation and a high level of initiative and independent work, and develops qualities of teamwork and co-operation to realize the formation of a circus troupe. Students have the opportunity to take a field trip to an external circus school at an extra fee.

Small Vocal Ensemble AME3O1: This course is designed to further develop understanding and appreciation for music through participation in a small group singing ensemble. Attention is focused on learning good vocal production, vocal health and proper use of the voice. The repertory is drawn from many historical styles. Performances are scheduled during the term and participation is mandatory.

Orchestra AMO3O1: This study develops students' understanding and appreciation for music through participation in a stage ensemble. Students benefit through the development of creative and listening skills and the social activity of group participation. Students undertake technical studies to help further their understanding of their instrument and its place in the repertory. Theoretical, creative and analytical projects are undertaken under the mentorship of the instructor. Repertoire for the orchestra is drawn from varied cultural backgrounds and eras. Performances count towards the final mark, and are scheduled during the term at which participation is mandatory.

Program Descriptions for Grade 12

English

ENG4U credit value 1.0 Prerequisite: ENG3U
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 analyse 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. The program is comprised of Main Lessons and Skills Lessons.

World History since the 15th Century

CHY4U credit value 1.0 Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical

thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Mathematics – Data Management

MDM4U credit value 1.0 Prerequisite: MCR3U or MCF3M
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. The program is comprised of Main Lessons and Skills Lessons. This course is a one-semester course.

Mathematics - Advanced Functions (Semester 1)

MHF4U credit value 1.0 Prerequisite: MCR3U or MCT4C
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. The program is comprised of Main Lessons and Skills Lessons. This course is a one-semester course.

Mathematics - Calculus and Vectors (Semester 2)

MCV4U credit value 1.0 Prerequisite: MHF4U
Note: Advanced Functions MHF4U must be taken prior to or concurrently with Calculus and Vectors.
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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. The program is comprised of Main Lessons and Skills Lessons. This course is a one-semester course.

Science - Biology

SBI4U credit value 1.0 Prerequisite: SBI3U
This course provides students with the opportunity for an in-depth study of the concepts and processes associated with biological systems. Students will study and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, and population dynamics. At Toronto Waldorf School, in order to further refine the degree of self-directed study necessary for post-secondary education, we endeavour to take the students on a journey of experiential learning. As such, we ensure that each unit of study has requisite accompaniment of laboratory work, simulated exercises developed online, and research topics stressing the Canadian connection. All of our students participate in a presentation given by Gift of life organ donation network of Ontario and through research projects develop media advertisements for organ donation. We strive to meet highest standards of excellence by providing ongoing assessments for the students so that they are fully engaged in the process of learning through guided exploration. The program is comprised of Main Lessons and Skills Lessons.

Science - Chemistry

SCH4U credit value 1.0 Prerequisite: SCH3U
This course includes an in depth study of inherent qualities of chemical reactions. After completing the study of chemical bonding, atomic theory, types of chemical reactions and stoichiometry, the students are now prepared to

undertake the applications bases study of chemical reactions that emphasize the energy releasing processes, the chemical kinetics, chemical equilibrium, electrochemistry and organic chemistry. In so doing, our students gain confidence and skills required to understand any university course in chemistry.

In keeping with our philosophy of educating the whole child, we maintain the laboratory work as an integral learning tool. We believe that the experiential aspect of scientific phenomena allows students to have a better recall and helps to develop connections with the relatively abstract processes in chemistry. As such, the students continue to develop a strong and lasting relationship to their learning that will become a cornerstone in their post-secondary education. The program is comprised of Main Lessons and Skills Lessons.

Science – Physics

SPH4U credit value 1.0 Prerequisite: SPH3U
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. The program is comprised of Main Lessons and Skills Lessons.

Social Sciences: Philosophy - Questions and Theories

HZT4U credit value 1.0 Prerequisite: Any university, university/college, or 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 (this course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and 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 with historical and cultural contexts. This course focuses on Sculpture as the medium of expression and using relief work to express their creativity. The program is comprised of Main Lessons and the Grade 12 Project, which involves some Skills lessons.

Visual Arts

AVI4M credit value 1 Prerequisite: AVI3M
This course enables students to further develop their knowledge and skills in the visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, Painting, sculpting and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, and information design). The program is comprised of Main Lessons and Skills Lessons.

Drama - Grade 12 Play Production

ADA3M2 credit value 0.5 Prerequisite: Drama ADA1O or ADA2O, ADA3M1
*Note: This course is taken concurrently with ADD4M as the prerequisite.
This course part 2 is designed as a prerequisite for ADD4M (Grade 12 Play Production). The pre-requisite course ADA3M2 will be offered to Grade 12 students concurrently with ADD4M. Students will encounter dramatic structures in a practical “hands on” approach. They will be introduced to vocal and physical techniques for the actor and explore conventions, themes, and theories of acting and directing based on an entry level University BFA format. They will apply their knowledge by analyzing and interpreting dramatic literature, including Canadian

material and play scripts from the canon of the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

This course engages students in active learning. They apply theory and knowledge in genuine theatrical contexts by working as actors, editors, directors, and discerning audience members. The intent of the course is to make learning experiential to the greatest extent possible, while meeting the academic expectations of the Mandatory Grade 12 Play Project. The program is comprised of Skills Lessons in the first semester.

ADD4M credit value 1.0 Prerequisite: ADA3M1 and ADA3M2*
This course provides the necessary text and technical production awareness to support the Grade 12 production of a play and its presentation to the larger community. This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources as part of the learning strategies for this credit. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and life goals.

The students work together towards the final performance of a selected play. Several contrasting plays from different cultures and periods are read and analyzed. One play is chosen for the class play. Work on the chosen play introduces the students to different aspects of the production process, for which they take responsibility. It is expected that the students acquire a heightened sense for the purposes of theatre. They are also required to develop discipline in their work through rehearsals and towards the final performance. Assessment consists of their contribution to process throughout the project, their written analysis of a minimum of two plays under consideration and their final contribution to a rehearsal intensive which culminates in a minimum of three performances. This may include one performance day with both matinee and evening performances depending on the appropriateness of material for the lower school audience. This course takes place during an intensive block at the start of the 2nd semester.

Performance Arts (PA)

The TWS Performance Arts (PA) program is designed to strike a balance between challenge and skill. It aims to develop performance techniques, sensitivity and imagination while working interdependently. Each Grade 12 student typically must take one PA course but may choose to take up to two if desired. Credit value: 0.5 each.

Dance - Modern/Eurythmy ATM3O2: This course is intended for those wishing to cultivate their expressive capacity and to refine a conscious utilisation of the dynamic principals within our body and in the world around us. Training through Eurythmy builds confidence and grace, and develops a corporal intelligence which supports heightened artistic sensibility and increased flexibility in theoretical thinking. Exercises in sensory and emotional awareness, and development of imagination and concentration, enable the student to understand the rich resources they brings to their expressive interaction with others. No previous experience is necessary.

Choir AMV3O2: This study develops students' understanding and appreciation for music through participation in a large choral ensemble. Students benefit through the development of both creative and listening skills, awareness, and the social activity of group participation. They also benefit from learning how to use the body as instrument through good vocal production, vocal health, and proper use. There are several elements to the course, involving Theory, Analysis and Creation. These areas are combined with historical perspective and further aspects of music in society. The repertory for ensemble studies is drawn from many historical styles and varied cultures. Performances, competitions, and small ensemble studies are scheduled during the term, in which participation is mandatory.

Drama ADA3O2: This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an Understanding of themselves, the art form, and the world around them.

Circus PAI3O2: This course offers students the opportunity to explore and master basic skills in the craft of Circus Arts: Juggling (balls, clubs, diablo, rings, devil sticks), Balance (unicycle, balance beam, tight wire), Acrobatics (hand

to hand balancing, static trapeze, mini-trampoline) and Clowning. Students craft an act independently or with others for a presentation in a performance for the school community. This course emphasizes regular participation and a high level of initiative and independent work, and develops qualities of teamwork and co-operation to realize the formation of a circus troupe. Students have the opportunity to take a field trip to an external circus school at an extra fee.

Small Vocal Ensemble AME3O1: This course is designed to further develop understanding and appreciation for music through participation in a small group singing ensemble. Attention is focused on learning good vocal production, vocal health and proper use of the voice. The repertory is drawn from many historical styles. Performances are scheduled during the term and participation is mandatory.

Orchestra AMO3O2: This study develops students' understanding and appreciation for music through participation in a stage ensemble. Students benefit through the development of creative and listening skills and the social activity of group participation. Students undertake technical studies to help further their understanding of their instrument and its place in the repertory. Theoretical, creative and analytical projects are undertaken under the mentorship of the instructor. Repertoire for the orchestra is drawn from varied cultural backgrounds and eras. Performances count towards the final mark, and are scheduled during the term at which participation is mandatory.

TWS Course Calendar Online

Our school website has an online version of this handbook which can be found at www.torontowaldorfschool.com by clicking on the **Parent Portal** link in the top right-hand corner of the home page.

Appendix

Ontario Secondary School Diploma Requirements

Please refer to the tables on the following pages which outline the credit requirements for earning the OSSD prior to and post September 2023.

The following applies to students who entered high school prior to September, 2023:

***** A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

****** A maximum of 2 credits in cooperative education can count as compulsory credits. A credit is granted when a course of at least 110 hours is completed successfully with a passing grade of 50% or higher.

Substitutions for Compulsory Courses
In order to meet the needs of individual students, principals may replace up to three compulsory credit courses (or the equivalent in half-credit courses) with courses from the remainder of those that meet the compulsory credit requirements. The principal will make the decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript. Please refer to pg. 28 for more details about substitutions.

Prior to Sept. 2023 Ontario Secondary School Diploma Requirements

Students who started Grade 9 in and prior to September 2023 must earn the following 30 credits to obtain the Ontario Secondary School Diploma:

18 Compulsory Credits

4 credits in English (1 credit per grade)*
- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in Canadian history (Grade 10)

1 credit in Canadian geography (Grade 9)

1 credit in the arts
- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in health and physical education

1 credit in French as a second language
- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

0.5 credit in career studies

0.5 credit in civics

Plus one credit from each of the following groups

Group 1:
- English or French as a second language**
- Native language
- Classical or international language
- Social sciences and the humanities
- Canadian and world studies
- Guidance and career education
- Cooperative education***

Group 2:
- Health and Physical Education
- Arts
- Business studies
- French as a second language**
- Cooperative education***

Group 3:
- Science (Grade 11 or 12)
- Technological education
- French as a second language**
- Computer studies
- Cooperative education***

12 Optional Credits

As of Sept. 2024 O**ntario Secondary School Diploma Requirements**

	Students who started Grade 9 in 2024 or later must earn the following 30 credits to obtain the Ontario Secondary School Diploma:
#	**Compulsory Credits**
4	Credits in English (1 credit per grade) • The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11or the Grade 12 English compulsory credit requirement. • The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. • *For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
3	Credits in mathematics (at least 1 credit in Grade 11 or 12)
2	Credits in science
1	Credit in Canadian history (Grade 10)
1	Credit in Canadian geography (Grade 9)
1	Credit in the arts • The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
1	Credit in health and physical education
1	Credit in French as a second language • Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
1	Credit in technological education • Can be earned in Grade 9 or 10
0.5	Credit in career studies
0.5	Credit in civics
1	Credit from the STEM related course group
	STEM Group: • Business studies • Computer studies • Cooperative education • Mathematics (in addition to the 3 compulsory credits currently required) • Science (in addition to the 2 compulsory credits currently required) • Technological education (in addition to the 1 compulsory credit required)
17 +	Compulsory Credits
13	**Optional Credits**
30	Total Credits to Graduate and obtain the OSSD