

# **TORAH HIGH**



**SCHOOL COURSE CALENDAR  
2018 - 2019**

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## **TORAH HIGH PHILOSOPHY**

Torah High is a Ministry Inspected Private School which offers year-long Jewish and secular studies courses that follow the Ontario Ministry of Education guidelines.

Torah High is a unique educational program created and designed to promote academic excellence and an appreciation of Jewish life to its students. Torah High seeks to instill in its students a strong sense of values, community, good character, Jewish identity, leadership, and an enduring love for *Torah*, the Jewish people, and humanity. Torah High was built to allow students to explore their Jewish identity with experiences that begin in the classroom and extend beyond.

Torah High educates its students by offering an attractive mix of textual and multi-media based lessons that explore the Jewish perspective on various topics ranging from current events to issues that high school students face in their daily lives. Torah High is committed to helping each student successfully complete their credit and gain from this experience.

Our teachers are trained educators who can relate to the teenagers of today and dedicate themselves to a creative, open, and non-judgmental learning environment. Students are encouraged by teachers to explore course content and discover new ways of critical thinking. Classes are taught in an informal atmosphere by dynamic teachers who are able to transmit the depth and significance of traditional Jewish values in a meaningful and relevant way.

## **OVERALL AND CURRICULUM GOALS**

Torah High is committed to providing our students with quality courses that apply to their secondary school diploma. Torah High delivers and addresses all curriculum expectations as outlined by the Ministry of Education in the Curriculum Documents and adheres to the highest educational standards.

Engaging our students with course material and providing varied assessments and evaluations, as outlined in the Growing Success Document, ensures the success of each student. We foster an environment where the teacher works closely with the students in achieving their academic goals and developing their full potential.

Torah High strives to inspire Jewish teens in their commitment to Judaism by providing engaging and relevant classes that allow for all questions to be addressed and discussed. Torah High provides students with the information they need to live a fulfilling Jewish life and make more informed choices about their Jewish future.

*Note: Students must remain in secondary school until the age of eighteen or until they have obtained an Ontario Secondary School Diploma (OSSD).*

## **SCHOOL ORGANIZATION**

Torah High offers non-semester courses beginning the week of September 3<sup>rd</sup> until the week of June 17<sup>th</sup>. Term 1 commences in September and runs to January. Term 2 begins in February and runs until June. Classes take place once a week for two 75 minute periods.

Torah High is located at:

- The Village Shul (1072 Eglinton Ave. West)
- Prosserman JCC (4600 Bathurst Street)
- Promenade Mall (1 Promenade Circle, Unit 305A)
- Schwartz Reisman Centre (9600 Bathurst Street)

### **Role of Staff**

**Principal** – Karen Gal is responsible for ensuring the fulfillment of the Ministry of Education protocols. The Principal is authorized by the Ontario Ministry of Education to grant credit and uphold credit integrity for the courses taught at Torah High. In addition to overseeing and managing the Torah High teachers, school communications, and curriculum development, she also oversees the assessment and evaluation of teachers and works with teachers on pedagogical skills while implementing all teacher requirements.

**On-Site Principals** - Yafit Atlas, Yehudis Cagen, Alicia Mandel, and Efron Sturmwind are branch specific. An On-Site Principal is the primary resource to help assist teachers and students with any need or concern before, during, and after teaching. The On-Site Principal manages the specific Torah High location and oversees teacher requirements are being delivered and met. The On-Site Principal is a great resource for daily support and updates.

**Administrative Specialist** – Sarah Halpert handles all inquiries and requests. She is responsible for many of the logistic responsibilities associated with the running Torah High.

### **School Course Calendar**

Every high school in Ontario distributes an annual course calendar, which describes the courses offered by the school in the coming year. The calendar also provides information on school policies, sets out expectations about students' responsibilities, achievements, and attendance, and outlines the school's code of student behavior. The Torah High course calendar can be found on its website: [www.torahhigh.org](http://www.torahhigh.org). If requested by a parents or student, a physical copy of the school course calendar can be mailed directly to them.

## TORAH HIGH'S CODE OF CONDUCT

Torah High promotes positive student behaviour and places much emphasis on ensuring appropriate interactions in order to uphold a safe and secure learning environment.

### **Students at Torah High are expected to:**

1. Act safely and responsibly at all times
2. Respect teachers and all other students
3. Speak and behave appropriately at all times
4. Respect school property
5. Arrive to classes on time and attend classes regularly
6. Place effort into their classwork and complete assignments on time

### **Consequences of Misconduct:**

Consequences of misconduct may include, but are not limited to, verbal warning, suspension, expulsion, and when warranted, the contacting of local authorities.

The following is the procedure that the Torah High administration will follow when there is a report of misconduct in the classroom.

**First Occurrence:** Verbal warning

**Second Occurrence:** The parent/guardian is called by a member of the administration

**Third Occurrence:** The principal may suspend a student from Torah High for a maximum of two weeks.

**Final Occurrence:** The principal will ask that the parents withdraw their child from Torah High, resulting in an expulsion. **In such a case, no refunds will be given, and the student will lose their credit.**

## OFFENCES WHICH MAY LEAD TO SUSPENSION

A student may be suspended from Torah High for the following behaviors including, but not limited to, the following:

1. Unacceptable classroom behavior towards peers and/or teachers, such as cursing, bullying, uttering threats, excessive talking with peers during class, inappropriate usage of cell phones and/or other devices, vandalism, and inflicting or encouraging others to causing bodily harm toward others.
2. Persistent unauthorized tardiness and/or absence from class

## OFFENCES WHICH MAY RESULT IN EXPULSION

A student from Torah High may be expelled for the following reasons:

1. Being in possession of, or being under the influence of, alcohol
2. Having possession of, or being under the influence of, illegal drugs
3. Having possession and/or usage of any weapon
4. Theft
5. Continuing to misbehave after ample warning
6. A second incidence of plagiarism or cheating
7. Absenteeism from nine Torah High classes

## ATTENDANCE INFORMATION

Attendance is an important component of the learning process, and for those taking Torah High courses, attendance is mandatory. All students are required to attend classes regularly. If absent, students are responsible for acquiring missed lesson material and completing all classwork and assignments. As the Ministry of Education requires a minimum of classroom instructional hours, students who are absent for eight or more classes may lose their credit entirely.

To maintain proper decorum in class, students will only be allowed inside the classroom if they arrive within the first twenty minutes of class. Students who arrive past that point will be marked as absent.

A student who misses up for four consecutive classes will be considered as if they dropped out of the course unless other arrangements have been discussed with the Torah High office. The Torah High office will attempt to contact the parent and student and find out the cause of the absences, but are in no way responsible to ensure that a student completes his or her course.

Students who drop out of Torah High **must** inform the Torah High office directly in writing. Any student who does not inform the office will be considered fully registered and responsible for any registration fees outstanding and have an 'incomplete' on their Ontario Student Transcript (See Ministry Guidelines below).

## LATE AND MISSED ASSIGNMENTS

It is made clear to students at the onset of the school year that they are responsible for providing evidence of their learning of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students will understand that consequences are in place for incomplete assignments, late submissions, and missed assignments.

When in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

(Growing Success Document, 2010)

## **PLAGIARISM POLICY**

Torah High works with its students to ensure that they fully understand that plagiarism and cheating is unacceptable behavior. Before every evaluation is assigned, Torah High teachers remind students, both verbally and in writing, that all student products must be original work. If a student submits plagiarised work, or cheats, it is dealt with on a case-by-case basis. Torah High looks at whether it was done accidentally or purposefully; it is a first-time offence; the grade level and maturity of the student; the reason for plagiarising/cheating, etc. Each case is different, but a student may be allowed a second chance, may receive a zero, or a repeat offender may be asked to leave Torah High. Cases are dealt with sensitivity and tact and follow a continuum of responses and consequences.

### ***To the Student***

*Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarising. Plagiarism can involve some of these:*

- *Using work done by another student.*
- *Copying someone else's work or homework*
- *Taking another student's work and changing some words*
- *Cutting and pasting material from the Internet and submitting it as yours*
- *Copying information from a book, magazine, website, movie, etc. and not naming the source*
- *Leaving out quotation marks for direct quotes*

### ***To the Teacher***

*Help students avoid plagiarising by:*

- *Defining the term and reminding them of it when setting out an assignment*
- *Providing students with examples of what constitutes plagiarism*
- *Emphasizing the importance of using process skills to arrive at a product*
- *Teaching research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing*
- *Teaching organizational skills: finding and organizing information to build understanding of a topic*
- *Teaching students how to make an outline for a report or research essay*
- *Having students keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project; how could the product be improved; how can the research and organizational skills be improved*
- *Assessing the process steps: notes, outline, drafts, summary, work cited, etc.*
- *Informing students of the consequences of plagiarism*

### ***Consequences***

When plagiarism has been detected, the teacher should discuss the matter with the student and promptly inform the principal of the details. The student receives zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.

There may be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

### ***Appeal***

A student may appeal the teacher's decision to the principal after discussion with the teacher.

*(Based on Fresh Air: Assessment, Evaluation, and Reporting in Secondary Schools  
Toronto District School Board, 2006)*

## **STUDENTS DEEMED TO BE AT RISK**

When a student is struggling in a Torah High course and is at risk of failing the class, Torah High teachers and administration will support students and provide interventions through a variety of means, including monitoring and tracking student progress, providing differentiated instruction to meet the student's learning needs, providing opportunities for meaningful engagement in their own learning, reengaging early school leavers, and working with parents to support student success.

## **FAILING GRADE POLICY**

Torah High teachers attempt to ensure the successful completion of a course by their students. Where a student does not achieve the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course.

Torah High's reassessment policy is as follows:

In very particular instances where a student earns less than a 55% on a test or assignment, he/she may request a chance to retake a test or resubmit an assignment. A student must also provide an adequate **written** explanation to both the teacher and the Torah High office as to why he/she feels that they will do better on the reassessment with an explanation of why they performed as such on their original test or assignment. It will be the teacher's sole discretion as to whether a student has provided ample reason to be allowed to retake a test or complete an assignment. If the teacher deems it appropriate, the student will be granted a retest. In the event of a retest, the average of the two marks will be calculated.

If a student feels that their mark on an assignment or test does not reflect their performance, the student must file a grievance in writing and submit it to their teacher and the Torah High office. Grievances must be respectful and clearly explain why they feel the grade does not reflect their performance. Each grievance will be dealt with on a case by case basis.

## **STUDENTS WITH IEPS**

Torah High provides opportunities for students with special needs to achieve curriculum expectations set out in the Ontario curriculum policy document. Students who have an official IEP (Individual Education Plan) from their home school or school board will be accommodated, though we cannot guarantee that all allowances will be accommodated. Teachers will ensure students with IEPs are supported through instructional, environmental, and assessment accommodations in order for students to succeed in the classroom.

Some general guidelines for these accommodations are as follows:

- Students must submit an official copy of their IEP to the Torah High office, and information in the IEP will be shared with the teachers.



- It is highly recommended that parents submit their children's IEP as soon as they register to Torah High and contact the office well in advance of any assignment, test, exam, or project and discuss any necessary accommodation.

Torah High will also accommodate English Language Learners through instructional strategies, learning resources, and assessment strategies.

## **DIPLOMA AND CERTIFICATES**

### **Requirements for OSSD**

*Students must remain in secondary school until the age of eighteen or until they have obtained an Ontario Secondary School Diploma (OSSD). To obtain their OSSD, students are required to earn a total of 30 credits, including 18 compulsory credits and 12 optional credits.*

#### **18 compulsory credits**

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)\*
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the Arts (Drama, Music, or Visual Arts)
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics

#### **PLUS: One credit from each of the following groups:**

##### **Group 1: 1 additional credit in:**

English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*

##### **Group 2: 1 additional credit in:**

Health and physical education, or the arts, or business studies, French as a second language, or cooperative education\*\*

##### **Group 3: 1 additional credit in:**

Science (Grade 11 or 12), technological education, French as a second language, computer studies, or cooperative education\*\*

#### **In addition to the compulsory credits, students must complete:**

- 12 optional credits\*\*\*
- 40 hours of community involvement activities
- Ontario Secondary School Literacy Requirement

Torah High does **not** map out student OSSD requirements. Students are highly encouraged to seek course guidance from their home schools. However, Torah High does consult with students on course choices to ensure selections best suit their needs.

### **Ontario Secondary School Literacy Graduation Requirement**

In order to earn an Ontario Secondary School Diploma (OSSD), every student must take the Ontario Secondary School Literacy Test (OSSLT). The purpose of this test is to determine whether the students possess skills in reading and writing to be successful in school, work, and daily life.

Once students are successful in passing the OSSLT, they may not retake it again. Students who are not successful in passing the OSSLT will have additional opportunities to retake the test to meet this requirement. Students must meet the required literacy skills in order to graduate. The OSSLT is taken by students in Grade 10 at their home school.

For students with Individual Education Plans who are not working toward an OSSD, with approval from the principal and parental consent, a student may be exempt from taking the OSSLT. English language learners may be given special provisions.

For students who have had two opportunities to write the OSSLT but have been unsuccessful in passing the test, the principal may determine that the best course of action is for the student to enrol in the Ontario Secondary School Literacy Course (OSSLC). Accommodations will be granted for special need students as specified in their Individual Education Plan, however no modifications of expectations can be granted. By successfully completing the OSSLC, students are considered to have met the literacy graduation requirement.

The Ontario Secondary School Literacy Test is **not** administered by Torah High. Students must complete the OSSLT or take the OSSLC at their public or private high school.

### **Substitutions for Compulsory Credit Requirements**

Depending on students' special needs or to enrich student learning, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Once a parent requests a substitution, the principal will determine if the course substitution best serves the needs of the student, and in consultation with parents and other educational staff, will determine the most appropriate course of action. Each substitution will be recorded on the student's Ontario Student Transcript.

All requests for substitutions for compulsory credit requirement will be determined by the students' public or private high school. Torah High does **not** offer substitutions towards compulsory credits and does not determine suitability for course substitutions.

### **Ontario Secondary School Certificate (OSSC) Requirements**

In order to earn an Ontario Secondary School Certificate (OSSC), a student must earn a minimum of 14 credits, including 7 compulsory credits and 7 optional credits.

#### **7 required compulsory credits:**

Students must earn the following credits to obtain the Ontario Secondary School Certificate:

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Health and Physical Education
- 1 credit in the arts, computer studies, or technological education

#### **7 elective credits selected by students from available courses**

Substitutions for compulsory credits also apply to the OSSC.

### **The Certificate of Accomplishment**

Students who leave school without fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate 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**

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during the students' years in the secondary school program. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place during students' designated lunch hours, after school, on weekends, or during school holidays. Students may *not* fulfil the requirement through experiential education opportunities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. Torah High offers community involvement opportunities to our students throughout the school year. Students may decide whether to partake in the opportunities provided.

Torah High does **not** manage students' acquired community service involvement hours. Students' home public and private high schools will keep record of all community involvement hours obtained by students through their prescribed documentation forms.

### **“Reach Ahead” Credits**

Under exceptional circumstances, a student in grade 8, with parental consent, may be given permission by the Principal of Torah High in consultation with their elementary school principal to take a “reach ahead” secondary school course, during the school year prior to entering Grade 9. The Principal of Torah High assumes responsibility for evaluating the student's achievement and for granting and recording the credit. Torah High is offering a “reach ahead” course to elementary school students in the 2018-2019 school year.

## CURRICULUM

### Secondary School Credits

Torah High offers single credit courses. A credit is earned when students receive a 50% grade or higher in a course. A course must consist of a minimum of 110 instructional hours of planned learning activities that meet the course curriculum expectations. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Half credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

“Scheduled time” is defined as the time during which students participate in planned learning activities including interactions between teacher and student and assigned individual and group work (other than homework) related to the expectations. Planned learning activities are typically delivered through classroom instruction, field trips, seminars and independent study projects. Principals are authorized to grant credits on behalf of the Ministry of Education for courses developed or approved by the Ministry.

### Types of Courses

#### **Grades 9 and 10**

There are three different types of courses offered in Grades 9-10.

**Academic courses** develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

**Applied courses** focus on the essential concepts of a subject and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

**Open courses** which comprise a set of expectations that are appropriate for all students, are designed to broaden students’ knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

#### **Grades 11 and 12**

There are five types of courses offered in Grades 11-12.

**College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

**University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

**University/College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

**Workplace preparation 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 workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

**Open courses** which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

### **Course Coding System**

Course codes consist of five characters: three letters followed by a number and letter (For example, ENG3U means English, Grade 11, University level course)

The first three letters indicate the subject area and discipline.

Examples:

A = Arts

B = Business Studies

C = Canadian and World Studies

L = Classical and International Languages

I = Computer Studies

E = English

F = French

G = Guidance and Career Education

P = Health and Physical Education

M = Mathematics

N = Native Studies

S = Science

H = Social Sciences and the Humanities

T = Technological Education

The fourth character represents the grade.

1: Grade 9

2: Grade 10

3: Grade 11

4: Grade 12

The type of course and the course pathway is indicated in the last character of the course code.

D - Academic

O - Open

P - Applied

C - College

M - University/College

U -University

Each of the above types of credits can be used toward a Ontario Secondary School Diploma, however "U" and "M" level courses are designed to be used towards the acceptance into Ontario Universities and/or colleges.

***\*Torah High currently offers Academic, Open, University Preparation, and University/College Preparation Courses***

### **Locally Developed Courses**

Locally developed courses are developed by Torah High to accommodate students' educational needs and provide our students with religion based subject matter that are not met through courses within the provincial curriculum policy documents. Such courses are reviewed and approved by the Ontario Ministry of Education Supervisory Officer.

**The following are locally developed courses specifically for Torah High Students:**

**HRE13-Religious Studies**

**HRE23-Religious Studies**

**HRE33-Religious Studies**

### **Prerequisite Courses**

Courses in Grades 10, 11, and 12 may require prerequisites for enrollment. Prerequisite courses are identified in ministry curriculum policy documents and school course calendars. When choosing courses, it is in a student's best interests to select the prerequisites that will allow him or her to pursue the courses that he or she would want to take in the higher grades.

Torah High provides parents and students with clear information regarding the prerequisites needed to take particular courses. Torah High reviews all prerequisites prior to students starting the course.

### **Waiving Prerequisite Courses:**

Courses in Grade 11 and 12 may have prerequisites as a requirement for enrolment. If a parent or student requests, through a prerequisite waiver form, that a prerequisite be waived, the principal will determine whether the request is appropriate through a variety of means, including personal observation, oral and/or written examinations, etc., to determine whether the student is academically appropriate to have a prerequisite waived. After reviewing academic grade reports, consulting with parents, student, and the teacher(s) of the course, the Principal and/or other administrators will make the decision of whether a prerequisite should be waived.

### **Changing Course Types**

There are times when students will change their educational goals and may require a change of course types. In Grades 10-12, given that the prerequisite of a course is met, students may change into a new course. If the prerequisite has not been met, students may take summer, night, independent study project, or an e-learning course to obtain the specified prerequisite. If the principal believes that a student can be successful in the new course, without the prerequisite, the principal may waive the prerequisite.

### **Withdrawal from a Course:**

According to the full disclosure policy of The Ontario Ministry of Education, students who withdraw from a Grade 11 or 12 course more than five instructional days after the second report card is issued in a non-semester school will have the course recorded a "W" for withdrawal, and the student's percentage mark at the time of withdrawal will be documented in the "Percentage Mark" column.

### **Prior Learning Assessment and Recognition (PLAR)**

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and accreditation process where students enrolled in public, private, or independent learning centres may have their skills and knowledge evaluated against the provincial curriculum policy document in order to earn credits toward their secondary school diploma. The PLAR procedure involves the challenge component, where students' prior learning is assessed with the purpose of determining whether prior learning has met provincial curriculum expectations, and the equivalency component, where credentials from other jurisdictions are assessed. The PLAR process is carried out under the direction of the principal.

Torah High does **not** award credit equivalencies for Prior Learning Assessment and Recognition (PLAR).

## **SCHOOL SUPPORT SERVICES**

### **School Support Services and Guidance**

Through a guidance and career education program, students acquire the knowledge and skills to learn effectively, to live and work cooperatively and productively with people, to pursue educational and career goals, and to carry out their social responsibilities. Torah High does not offer guidance or career education to our students.

### **Computer Labs, Resource Centres, and Community Resources**

There are no computer labs at our Torah High locations. However, laptops are available for loan to students who require accommodations. Though, Torah High does not have libraries on-site, we make students aware of library and community facilities near each of our Torah High locations.

### **Remedial & Music Programs**

Torah High does not offer remedial services or credits for music programs.

## **EXPERIENTIAL EDUCATION**

All of Torah High's courses comply with Ministry of Education policies and guidelines in which there is a minimum of 110 hours of instruction in accordance with Ontario Secondary Schools Program Diploma Requirements (OSSD).

Experiential learning may be part of the delivery of the curriculum in all disciplines and provides students with a chance to apply their classroom learning to outside opportunities.

Through the Torah High course, students will be completing experiential requirements that are tied directly to the curriculum expectations of their courses. Experiential opportunities include seminars, weekend retreats, guest lectures, and field trips, etc., and are completed outside of the regular class hours. Students are given the opportunity to reflect upon the experiential experience by completing evaluations of each experience they attend. Students bring it all together through classroom discussions and a written report that connects the sessions to the course expectations.



### **Co-operative Education**

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. Torah High does not offer co-operative education.

### **Job Shadowing and Twinning**

Job shadowing allows for students to spend half a day, and up to three days, observing a worker in a specific occupation. Job twinning allows students to observe a cooperative education student at his/her placement for one-half to one day. Torah High does not offer job shadowing or twinning to our students in Grades 9-12 as part of curriculum delivery, however, Torah High does take students on field trips to various work places.

## **ADDITIONAL WAYS TO COMPLETE COURSES AND PROGRAMS**

All students are able to complete alternative ways to complete courses through the Independent Learning Centre, e-learning, continuing education, private study, etc.

### **E-Learning**

E-learning is where courses are delivered online to students in Grades 9-12. E-learning includes the use of digital resources in a virtual classroom setting, where there is distance between the e-learning teacher and students. For courses that are delivered online, the curriculum expectations for the course are addressed. Torah High does not offer full e-learning courses.

### **Continuing Education**

Continuing education are learning opportunities that take place outside the regular day school program and during the summer months. Torah High does not offer continuing education learning opportunities.

### **Private Study**

A student may be permitted to take one or more courses through private study if the student has a valid reason for not attending classes or if the school does not offer the course. The school must be willing to monitor the student's progress and evaluate student work. Torah High does not offer Private Study opportunities.

## **THE INDEPENDENT STUDY**

The independent study project is where a teacher assigns components of a course to students to complete independently, but under the supervision of the teacher. Students are excused from attending some classes in a course in order to study independently. The classroom teacher will suggest resources, evaluate achievement, and ensure the total work involved is equivalent to the expected time scheduled for the course. Students must demonstrate their achievement of the overall curriculum expectations of the course through the completion of the independent study project. Torah High requires students in all classes to complete an independent study project under the supervision of their classroom teacher. The cumulative application project combines content and course expectations with Jewish studies principles and ethics. The completion of the independent study project demonstrates student achievement of the various course curriculum expectations.

## **SCHOOL COURSE OUTLINES AND DESCRIPTIONS**

**All courses of study are available at the Torah High administrative office and are available to be viewed upon appointment.**

**To access the Ontario Curriculum Policy Documents for Secondary Schools visit <http://edu.gov.on.ca/eng/secondary.html>**

### **Grade 9 Religious Studies**

**Course Code: HRE 13**

**Prerequisites:** None

**Course Description:** *This course deals with dedication to Judaism and Jewish studies. Students will learn what it means to be 'Jewish', the importance of each and every Jew's role within Judaism, and how to interact with the Jewish community. They will also learn about how Jewish ideals such as chesed (kindness) and tzedakah (charity) are of paramount importance to the Jewish people and to the world at large. Students will be taught how to develop a life-long appreciation for their community and for those community leaders who shape and build Jewish communities all over the globe.*

### **Grade 10 Religious Studies**

**Course Code: HRE23**

**Prerequisites:** None

**Course Description:** *This course relates to the timeless relevance of Judaism and Jewish ideals. Students will be introduced to the foundations of Jewish belief and will learn the techniques of applying that knowledge to the current ethical dilemmas that challenge humanity. Using those techniques, students will explore how Judaism relates to medical, business and familial ethical problems. This framework also helps students recognize the significance of classical Rabbinical Judaism in the past, present, and future.*

### **Grade 10: Hebrew Language, Level 2**

**Course Code: LYIBD**

**Prerequisites:** None

**Course Description:** *This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in Hebrew. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in Hebrew. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where Hebrew is spoken. They will also develop skills necessary for lifelong language learning.*

### **Grades 10: Dramatic Arts**

**Course Code: ADA20**

**Prerequisite:** None

**Course Description:** *This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.*

## **Grade 11 Religious Studies**

**Course Code:** HRE33

**Prerequisites:** None

**Course Description:** *This course provides a deeper understanding of the Hebrew Bible and its rabbinic commentaries, and will assist students in forming an attachment to their heritage. Students will study classical Jewish texts and learn how to apply their content to daily life. This course will focus heavily on history, culture, and traditions of Jewish life. This course is quintessential in implementing our school's mission statement, which is dedicated to "the transmission of Jewish religious and cultural tradition and an appreciation of them."*

## **Grade 11: English**

**Course Code:**ENG3U

**Prerequisites:** English, Grade 10, Academic

**Course Description:** *This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse 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.*

## **Grade 11: Sociology, Psychology and**

**Anthropology Course Code:** HSP3U

**Prerequisites:** The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

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

## **Grade 11 Interdisciplinary Studies**

**Course Code:** IDC3O

**Prerequisites:** None

**Course Description:** *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 analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, 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 combines selected expectations from **Dynamics of Human Relationships, Grade 11, Open (HHD3O), Leadership and Peer Support, Grade 11, Open (GPP3O), and Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)**

This course is designed to provide students with a better of understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships;

demonstrate an understanding of various dynamics and challenges that can affect relationships; and demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships and their relevancy to a young adult's day to day life. Throughout the course the Jewish values on relationships will be studied, as well as various Jewish leaders and the importance of their traits. Students will study different types of ethical dilemmas and theories, and attempt to recognize the importance of a sophisticated and comprehensive ethical morality. Students will learn effective decision-making processes, communication skills, and effective strategies for resolving conflicts in human interactions.

## **Grade 12 Business Leadership: Management Fundamentals**

**Course Code:** BOH4M

**Prerequisite:** None

**Course Description:** *This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.*

## **Grade 12 English, University Preparation**

**Course Code:** ENG4U

**Prerequisite:** English, Grade 11, University Preparation

**Course Description:** *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.*

## **Grade 12 Interdisciplinary Studies**

**Course Codes:** IDC4U

**Prerequisites:** Any university or university/college preparation course

**Course Description:** *This course will help students develop and consolidate 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 and discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavors. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.*

This course combines expectations from **Interdisciplinary Studies, Grade 12, University Preparation** with selected expectations from **Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)** and **Families in Canada, Grade 12, University/College Preparation (HHS4U)**.

This course is designed to provide students with a better of understanding of Ethics and Family issues with focus of Judaic topics and relevancy to a young adult's day to day life. Students will study different types of ethical dilemmas and theories, and attempt to recognize the importance of a sophisticated and comprehensive ethical morality. In addition, students will learn about ethical issues as it relates to dating,

love, marriage, life death and other life-cycle events. Students will analyze various techniques for resolving ethical dilemmas as they relate to family and social dynamics. Various issues such as ethics in business; social responsibility; management of family roles; and stress and conflict within relationships will be addressed. Students will use interdisciplinary information skills, resources, research methods, and technologies to gather information related to ethics and family studies.

### **Grade 12 Philosophy: Questions and Theories**

**Course code:** HZT4U

**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

**Course Description:** *This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine the tactics they use in researching and investigating topics in philosophy.*

## **ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT**

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluations helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluations are important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices. Assessment is the process of gathering information from a variety of sources (including assignments, projects, and a midterm) that accurately reflect how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their effort towards improvement.

Please note that the breakdown of the final mark of any course will be as follows: 70% of the grade is based on evaluations conducted throughout the course, with special consideration being given to more recent and more consistent evidence of achievement, and 30% of the grade is based on a final evaluation, in a form suitable to the course content. See below for a full mark breakdown.

Assessment and evaluation strategies are based on the provincial curriculum expectations and on the achievement level descriptions and categories in the achievement chart. Assessment and evaluation strategies are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning. In addition, teachers will use both their professional judgment and student observations in evaluating specific criteria and achievement.

Torah High has an intricate system of assessment, evaluation, and reporting, which ensures that students have an accurate reflection of what is expected of them academically throughout the year. Information gathered through an assessment helps teachers determine students' strengths and weaknesses as well as their overall understanding of course material. In addition, an assessment helps educators adjust their teaching methods in order to insure the maximum amount of effective learning for each student.

An assessment is the process of gathering information from a variety of products, observations and conversations that accurately reflects how well a student is achieving the curriculum expectations in a course.

As part of an assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned is in the form of a percentage grade.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies which:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement chart descriptions given in Ministry documents.
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair and transparent to all students;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course

Student's marks are calculated using the following breakdown:

Percentage of Final Mark	Categories of Mark Breakdown
70%	Evaluations throughout the term based on performance in products, observations, conversations, experiential education
30%	Final Written Examination: 15% Final Project: 15%

The balance of the weighting of the categories of the achievement chart throughout the course is:

Knowledge: 25%	Communication: 25%
Thinking/Inquiry: 25%	Application: 25%

#### Breakdown of Course Evaluation:

	Term 1	Term 2	Cumulative
<i>Mini Responses/Assignments</i>	30%	40%	
<i>Written Responses</i>			
<i>Oral Presentations/Debates</i>			
<i>Observation/Conversations</i>			
<i>Experiential Education</i>			
<i>Tests</i>			
<i>Final Exam</i>			15%
<i>Final Independent Study Project</i>			15%
<b>TOTAL</b>	30%	40%	30%

#### The Achievement Chart

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards. The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

There are two sets of curriculum expectations – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The *specific expectations* describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

## **Evaluation/Assessment of Learning**

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies are triangulated and include observations, student-teacher conversations, and student products.

Teachers gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback.  
(*Growing Success, 2010*)

## **Determining a Report Card Grade**

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through Triangulated Assessment strategies which include: observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.



## Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of student learning. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

The learning skills and work habits are evaluated and reported as follows:

E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement

<b>Learning Skills and Work</b>	<b>Sample Behaviours</b>
<b>Responsibility</b>	The student: <ul style="list-style-type: none"><li>• fulfils responsibilities and commitments within the learning environment;</li><li>• completes and submits class work, homework, and assignments according to agreed-upon timelines;</li><li>• takes responsibility for and manages own behaviour.</li></ul>
<b>Organization</b>	The student: <ul style="list-style-type: none"><li>• devises and follows a plan and process for completing work and tasks;</li><li>• establishes priorities and manages time to complete tasks and achieve goals;</li><li>• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li></ul>
<b>Independent Work</b>	The student: <ul style="list-style-type: none"><li>• independently monitors, assesses, and revises plans to complete tasks and meet goals;</li><li>• uses class time appropriately to complete tasks;</li><li>• follows instructions with minimal</li></ul>
<b>Collaboration</b>	The student: <ul style="list-style-type: none"><li>• accepts various roles and an equitable share of work in a group;</li><li>• responds positively to the ideas, opinions, values, and traditions of others;</li><li>• builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li><li>• works with others to resolve conflicts and build consensus to achieve group goals;</li><li>• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.</li></ul>
<b>Initiative</b>	The student: <ul style="list-style-type: none"><li>• looks for and acts on new ideas and opportunities for learning;</li><li>• demonstrates the capacity for innovation and a willingness to take risks;</li><li>• demonstrates curiosity and interest in learning;</li><li>• approaches new tasks with a positive attitude;</li><li>• recognizes and advocates appropriately for the rights of self and others.</li></ul>
<b>Self-regulation</b>	The student: <ul style="list-style-type: none"><li>• sets own individual goals and monitors progress towards achieving them;</li><li>• seeks clarification or assistance when needed;</li><li>• assesses and reflects critically on own strengths, needs, and interests;</li><li>• identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;</li><li>• perseveres and makes an effort when responding to challenges.</li></ul>

## **REPORTING PERIODS TO HOME SCHOOLS**

In September, Torah High reports to the students' home school the course in which they are currently enrolled. Torah High submits a final grade at the end of June for Grade 12 students and in July for Grade 8-11 students. For students in Grade 12 applying to OUAC or OCAS, students will submit their application numbers to Torah High, and we will submit to OUAC and OCAS directly at midterm (February), any updates in April, and final grades in June.

## **RECORDS AND REPORTS**

### **Ontario Student Record (OSR)**

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR: the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (i.e., a student who is under the age of 18) must be made aware of the purpose and content of, and have access to, all the information in the OSR.

An OSR will consist of the following components:

- an OSR folder
- report cards
- an Ontario Student Transcript
- a documentation file
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student.

**Torah High does not hold students' Ontario Student Records; it is kept at the students' Home School.**

### **Ontario Students Transcripts (OST)**

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates through the student's home school only. **Torah High does not issue an Ontario Student Transcript.**

In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 courses, no entry will be made on the transcript.

The Ministry of Education has a policy of full disclosure for Grades 11 and 12. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Courses completed, dropped, or failed will appear on the OST along with marks earned in the program. If a student withdraws from a Grade 11 or 12 course before a specified time, the withdrawal will not be recorded. Full disclosure applies to both *semestered* and *non-semestered* schools.

## **PAYMENT INFORMATION**

Torah High tuition is \$599 per course, and one must complete the following:

- The Torah High course for the 2018-19 school year and all associated term work and evaluations;
- Independent Study Project; and
- The experiential component associated with your course choice

*Torah High makes every attempt not to turn away any student due to lack of funds. Your registration fee goes to the payment of staff, facilities, busing, food, materials.*

Please visit [www.torahhigh.org](http://www.torahhigh.org) for more information.

### **Refund Policy**

Students are encouraged to try Torah High. Any student who chooses not to continue in the course can receive a refund, less a \$50 administrative fee, if they inform the Torah High office by November 1. Unfortunately, there will not be any exceptions to this policy. Any student who drops the course without informing the Torah High office will still be entirely responsible for the full registration fee.