BNEI AKIVA SCHOOLS
BAS
ULPANAT OROT
CELEBRATING 50 YEARS

STUDENT HANDBOOK

2026–2027 • 5787



TABLE OF CONTENTS

4 MISSION STATEMENT

5 WELCOME FROM RABBI GRAUER

8 CONTACT DETAILS

9 TEFILLA AND SCHEDULE

10 STUDENT EXPECTATIONS

16 ATTENDANCE

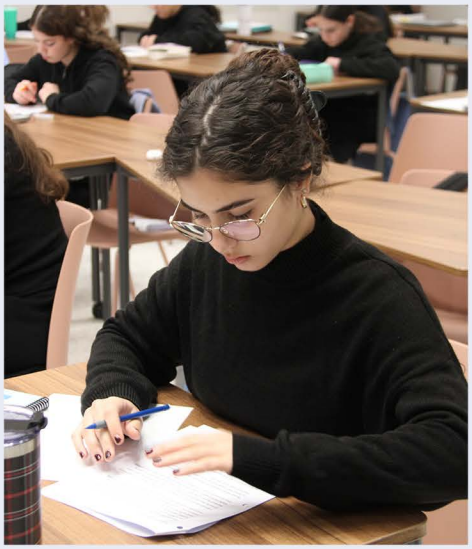
18 CURRICULAR REQUIREMENTS

20 EMERGENCY INSTRUCTIONS: FIRE DRILL

24 CO-CURRICULAR ACTIVITIES

26 STUDENT COUNCIL AND YEARBOOK







MISSION STATEMENT

The mission of Ulpanat Orot is to inculcate within our students an appreciation for and a commitment to Torah observance and values. Ulpanat Orot, founded in 1975, was established in Toronto with several specific goals in mind:

- To create an environment where religiously committed girls will be able to grow intellectually, socially, emotionally, and religiously in a vibrant Jewish setting.
- To offer a dual curriculum of Judaic and General Studies that will arm our students with the methodological tools needed to become self-reliant in classical Jewish texts and give them a broad-based secular grounding in the classical world disciplines.
- To deepen and strengthen the centrality of Eretz Yisrael and Medinat Yisrael as a fundamental element of our Torah beliefs and, to this end, to stress the importance of lashon hakodesh as a manner of achieving these goals.
- To encourage and fervently support the notion of our students continuing their Judaic studies at seminaries in Eretz Yisrael and in other institutions of higher Jewish learning.



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WELCOME FROM RABBI GRAUER



Dear Parents and Students,

We are about to start a new year in what remains a complex and challenging world, yet it is also a time for deep gratitude, hope, and the possibility for real renewal.

Medinat Yisrael continues to demonstrate remarkable strength, security, and resilience. We give deep thanks to *Hashem* for the ultimate relief and blessing of seeing our hostages returned home, as well as for the protection and successes over the past year. At the same time, our hearts remain with the grieving families of those we lost, the injured who are still healing, and the courageous soldiers who have given everything for our people. Meanwhile, we continue to face a troubling global epidemic of antisemitism that weighs heavily on us all.

Yet, perhaps one of the most agonizing challenges facing our nation today is not only external, it is the unfortunate division and friction existing between different sectors of Israeli society itself. The rifts among Jews of varying backgrounds, traditions, and beliefs threaten the very fabric of *Klal Yisrael*.

So where does that leave us, here in our comfortable community in Toronto, about to start another school year?

First, we must appreciate our comfort and normalcy, expressing genuine gratitude to *Hashem* every single day for the good in our lives. But our responsibility extends much further. While we may feel distant from the internal politics and social dynamics of Israel, the spiritual reality is that Jewish unity knows no geographic boundaries. We have a direct role to play right here in Toronto to help heal those rifts.

There is much about global events we cannot directly control. But showing unconditional love, warmth, and respect to all Jews is entirely within our hands.

Rabbi Jonathan Sacks *z"tl* was an extraordinary intellectual force, but his true greatness lay in his boundless capacity to love every single Jew and bring people together across divides. He understood that our strength as a nation does not come from uniformity, but from our deep commitment to care for one another despite our differences.

When we work hard here at BAS to break down internal barriers, listen better, and demonstrate genuine *ahavat Yisrael*, the spiritual waves carry all the way to Eretz Yisrael. To the extent that we can show true love, compassion, and unity within our own community, we actively heal the fractured soul of our people. Through this *achdut*, we help build the ultimate dwelling place for the Divine thereby paving the way for the building of the third *Beit Hamikdash*.

Let us look throughout Ulpana and Or Chaim this year for every opportunity to build bridges, embrace every Jew with warmth, and have each other's backs.

IY"H, with *Hashem's* help, may our collective efforts for unity bring a year of health, happiness, true *shalom*, and lasting peace for all of *klal Yisrael*.

Shana Tova and Ketiva VeChatima Tova

Rabbi Seth Grauer
Rosh Yeshiva & Head of School

ADMINISTRATION



RABBI DR. SETH N. GRAUER
Rosh Yeshiva & Head of School



MR. JONATHAN PARKER
Principal



MRS. MIRIAM KLEIN
Assistant Principal



RABBI YOSEF KURTZ
Rav Beit Sefer and Director of Israel Guidance



MRS. HEATHER AARON
Dean

SHLICHIM



MRS. AVIYA EZRA



RABBI ORI EZRA



MR. SHMAYA HENDEL



MRS.TALIA IDELS



RABBI ORI IDELS



RABBI AVIAD PITUCHEY-CHOTAM



MRS. HODAYA PITUCHEY-CHOTAM



RABBI AMI YUNGER



MRS. SAMARA YUNGER

BEIT MIDRASH ZICHRON DOV



RABBI YEHUDA MANN
Rosh Beit Midrash

DEVELOPMENT OFFICE



RABBI GAVRY MANDEL
Managing Director



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MRS. AUBREY FREEDMAN
Director of Special Projects



MRS. SOHEILA SABETI
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MRS. DALYA ROTHMAN
Executive Assistant to Head of School



MRS. JAIME REICH COHN
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MRS. GEOULA OSIPOV
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MRS. MARNI COHEN
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MS. JULIE HO
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MR. LUCIANO MALEWICZ
Operations Manager

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MS. NOMI BARANCIK
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RABBI ARI SITNIK
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MR. STEVE HYSTEK
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Custodian

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Judaic Studies, Director of Alumni Affairs



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MRS. MONICA CHOCRON
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RABBI AKIVA DANZINGER
Ivrit Department Head and Director of Educational Development



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TO WHOM DO WE GO?

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TEFILLA AND SCHEDULE

One of the most fundamental elements of Judaism is prayer. Tefilla is a reflection of the innermost thoughts and emotions of a Jew trying to engage in a dialogue with her Creator. It, therefore, is an art that must be methodologically cultivated, developed and nurtured. The depth of commitment of a Jew to Torah and to her religion is evident in the way she behaves and in her demeanour during Tefilla.

Being on time for Tefilla is critically important in setting the stage for a meaningful experience. It is most difficult to infuse *kavana* into one's prayers when one is rushing to catch up to be in sync with the *tzibbur* or deleting passages in order to do so.

It is therefore one of the goals of our schools to imbue our students with the value of the Tefilla experience. Students should arrive punctually in order to give each person ample time to prepare physically and spiritually for Tefilla. Students who are late for Tefilla should report to the shul immediately upon their arrival and not go to their lockers until after Tefilla has ended.

MONDAY TO THURSDAY

	Regular Day	Short Day	Ext. Tefilla	Short Day & Ext. Tefilla	Fast Day	AM Assembly	PM Assembly	Lunch Assembly
Period 1	8:20–9:12	8:20–9:03	8:20–9:09	8:20–9:01	8:20–9:04	8:20–9:05	8:20–9:03	8:20–9:05
Tefilla/ Breakfast	9:15–9:55	9:05–10:02	9:11–10:26	9:03–10:15	9:06–9:52	9:07–10:02	9:05–10:03	9:07–10:05
Period 2	9:55–10:47	10:02–10:45	10:26–11:15	10:15–10:56	9:52–10:36	10:02–10:47 Assembly 10:49–11:39	10:03–10:46	10:05–10:50
Period 3	10:49–11:41	10:47–11:30	11:17–12:06	10:58–11:39	10:38–11:22	11:41–12:26	10:48–11:31	10:52–11:37
Period 4	11:43–12:35	11:32–12:15	12:08–12:57	11:41–12:22	11:24–12:08	12:28–1:31	11:33–12:16	11:39–12:24
Lunch	12:35–1:20	12:15–12:52	12:57–1:38	12:22–1:00	(Break) 12:08–12:28	1:13–1:53	12:16–12:54	Assembly 12:26–1:16 Lunch 1:16–1:54
Period 5	1:22–2:14	12:54–1:37	1:40–2:29	1:02–1:43	12:30–1:14	1:55–2:40	12:56–1:39	1:56–2:41
Period 6	2:16–3:08	1:39–2:22	2:31–3:20	1:45–2:26	1:16–2:00	2:42–3:27	1:41–2:24	2:43–3:28
Mincha & Break	3:08–3:27	2:22–2:35	3:20–3:33	2:26–2:39	Mincha & Dismissal at 2:00	3:27–3:41	Mincha & Assembly 2:26–3:45	3:28–3:41
Period 7	3:29–4:21	2:37–3:20	3:35–4:24	2:41–3:22		3:43–4:28	3:47–4:30	3:43–4:28
Period 8	4:23–5:15	3:22–4:05	4:26–5:15	3:24–4:05		4:30–5:15	4:32–5:15	4:30–5:15

FRIDAY

	Regular Friday	Short Day	Reg. Friday & Ext. Tefilla	Short Friday & Ext. Tefilla
Period 1	8:20–9:07	8:20–8:56	8:20–9:05	8:20–8:53
Tefilla/Breakfast	9:09–10:06	8:58–9:58	9:07–10:20	8:55–10:09
Period 2	10:06–10:53	9:58–10:34	10:20–11:05	10:09–10:42
Period 3	10:55–11:42	10:36–11:12	11:07–11:52	10:44–11:17
Lunch	11:42–12:22	11:12–11:44	11:52–12:26	11:17–11:50
Period 4	12:24–1:11	11:46–12:22	12:28–1:13	11:52–12:25
Period 5	1:13–2:00	12:24–1:00	1:15–2:00	12:27–1:00

STUDENT EXPECTATIONS

Bnei Akiva Schools recognizes the importance of secondary school education and has a commitment to reach every student, to the best of our ability. Bnei Akiva Schools considers interpersonal behaviour to be the highest priority in our students' education. We strive to be a community of teachers, parents, and students who are invested in promoting values and behaviours that demonstrate what is best for the individual and school community as a whole. Students are expected to treat everyone with respect. The use of inappropriate language and behaviours which demonstrates a lack of respect of others, of the property of others, or of the learning process is deemed wholly unacceptable.

Tzniut applies to behaviour and speech as well as to dress. Students are expected to speak and conduct themselves in a manner befitting Bnot Torah. The students of Bnei Akiva Schools are our ambassadors and role models throughout the community. They exemplify by word and deed the values of Bnei Akiva Schools. A young woman who chooses to attend Ulpanat Orot undertakes a commitment to halachic observance and behaviour which reflects positively on herself and her school. Consequently, students of Bnei Akiva Schools are expected to adhere to the lifestyle and behaviour of a Bat Torah both within the school and beyond the school day.

DERECH ERETZ

Student to teacher: While in class, students are expected to be engaged in the serious endeavour of learning and education. As well, students must demonstrate derech eretz in their social interactions. Students are expected to follow classroom instructions. Students who disrupt the learning environment will see escalating consequences: warnings, alternate seats, removal to the hallway, meetings at lunch, parent contact, meetings with administration, and further interventions where necessary.

Students within the building: Students are expected to respect the property of the school. The buildings, furnishings, and equipment must not be harmed in any way. Posters or notices may only be posted on the appropriate bulletin boards after being cleared by a school administrator.

Student to student: As per the Education Act, bullying is defined as aggressive and typically repeated behaviour by a pupil to have the effect of, or the pupil ought to know the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (ii) creating a negative environment at a school for another individual, and (b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as: size, strength, age, intelligence, peer group power, economic status, social status, ethnic origin, sexual orientation, family circumtances, gender, race, disability, or the receipt of special education. For the purposes of the definition, the behaviour includes the use of any physical, verbal, electronic, written or other means.

Bullying by electronic means including,

(a) creating a web page or a blog in which the creator assumes the identity of another person;

(b) impersonating another person as the author of content or messages posted on the internet; and

(c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Ulpanat Orot students and faculty pride themselves on creating a welcoming, family environment. The Torah states, "God created man in His image; in God's image He created him" (Bereshit 1:27). Therefore, physical, verbal, written or online harassment of others, all created by God in His image, is not acceptable. Specifically, there is zero tolerance for any form of derogatory language towards another individual.

No student should feel targeted or singled out; all individuals in the school have the right to feel safe and welcome within our community.

As such, comments that are negative or pejorative, made directly or indirectly about people's appearance, race, gender or identity are considered entirely inappropriate and not reflective of the school's values. The mental health and well-being of our students is paramount.

A student who believes she is the victim of harassment is encouraged to speak to a member of the school's administration. Complaints will be handled expeditiously, confidentially and with the utmost sensitivity. A student who harasses others, verbally, physically, written or online, will be subject to disciplinary action.

SUBSTANCE ABUSE

Bnei Akiva Schools are a signatory on the Yeshiva Day Schools National Substance Abuse Prevention Policy (September 2022). As such, our policies include:

1. Students can be assured that they are welcomed and encouraged to seek help from the school guidance faculty or administration, and that the involved faculty members will support them with sensitivity and will only notify appropriate adults (including, always, parents) without disclosing their conversations to anyone else. Upon learning of a student's substance use, the appropriate school faculty will assist a student in seeking treatment, based on conversations with the student, her parents, and a professional therapist.
2. Any student found to be in possession of or using drugs, alcohol, cigarettes, e-cigarettes or any other controlled substance in school, on school property, or while participating in a school event, may be asked to leave the school.
3. As an extension of our commitment to provide a safe and wholesome environment for our students, a student who is found to be distributing and/or providing drugs or other substances, whether in or out of school, may be asked to leave the school.
4. Students may not host other students at their homes for parties that include any form of controlled substance use.

It is our fervent and sincere hope that this policy will encourage our students to feel safe turning to school faculty for help in addressing substance abuse issues, with the knowledge that they will be supported and respected.

SECURITY CAMERAS

There are security cameras located in classrooms, hallways, public spaces and outside of the building. The school is committed to keeping the data collected on these cameras secure. The cameras may be used to review reported incidents. Requests to review the camera footage can be made to a member of the administration. Review of the camera footage will take place based on the seriousness of the incident at the discretion of the administration.

Students are not permitted to cover the cameras at any time, and will be subject to disciplinary action if they tamper with a security camera in any way.

SCHOOL PROPERTY

All students are assigned a school locker. School lockers are the property of Bnei Akiva Schools and may be opened for inspection by a member of the administrative team or a designee.

Should the lock be damaged or lost, a new one will be issued for a $10 replacement fee. Lockers should be kept clean and locked at all times. No decals, writing, or other material are to be placed on the outside of the lockers. Only materials or pictures appropriate to a Torah environment, as determined by school administration, should be in the lockers.

Food should not be eaten during class time, in the Shul or in the gym. Students are expected to clean up after themselves.

Anyone holding a school key without proper authorization of Bnei Akiva Schools will be subject to disciplinary action and will be held financially accountable for the cost of replacing all the locks which can be opened by the unauthorized key.

During lunch or spares, students may be in the student lounge, unused classrooms, or the Shul. The gym may only be used when supervised. The teachers' lounge is off limits to students. Students are not permitted to be in the art room or science lab without supervision.

DISMISSAL PROCEDURES

If a student becomes ill and must go home, she must sign out with parental permission through the office. Failure to sign out with parental permission will merit a detention (or detentions).

Ulpanat Orot enjoys a partial open campus policy. To take advantage of the open campus policy, a blanket permission form, signed by a parent/guardian, must be submitted to the office. Assuming a parent/guardian signs the blanket permission form, students may leave the buildings during lunch and spares only. To sign out at any other time, students will need specific parental permission via email or phone.

Ulpanat Orot does not take responsibility for loss or injury when students leave campus for a non-school activity. Students are not permitted to leave school without permission. Students who

drive to school are expected to drive responsibly and to park in the rear parking lot.

LETTER OF CENSURE POLICY

Activities and behaviors taking place outside of school that are not in the spirit of the rules and expectations of the school and its mission fall under the mandate of this policy. This includes, but is not limited to, the specific behaviours already outlined in the Student Handbook. Under this policy the school takes the following position:

- The school will not seek to generate a set of adverse consequences or punitive measures for the behaviour of students outside of school, school programs and activities beyond the measures listed below, save for exceptional circumstances as determined by the school administration.
- If, in the course of reviewing an incident that has been brought to the school's attention, it is of the opinion that certain students acted in a manner not in the spirit of the school's personal code of conduct, the school may issue a letter of censure to be delivered to the student and temporarily placed in her OSR file. The letter will serve to rebuke the behaviour in question and identify it as out of sync with the values and norms we seek to express within our community. This letter should serve to encourage personal reflection and reparative measures as applicable. A first letter will be removed from a student's file after a 12-month period, assuming no further disciplinary measures have been implemented in that span.
- In the event of a second incident, another letter will be issued along the aforementioned lines while also making clear that failure to comport oneself according to the agreed upon code of conduct could result in a student forfeiting her place of membership in the school community. A second letter will be removed from a student's file following no further disciplinary measures at the conclusion of High School. The school may share information from a student's file at its discretion.
- In the event of a third incident a final letter will be issued based on a clearly established pattern of behaviour, which may threaten the student's standing in the school community and recommend that the student find a fresh start in a new community effective at the conclusion of the school year. In the event of a third letter issued in Grade 12, a student may forfeit her privilege to attend graduation and graduation related activities.

CELL PHONES AND ELECTRONIC DEVICES

Beginning in September 2023, Bnei Akiva Schools will no longer allow cell phones to be used in the school buildings.

The revised BAS phone policy is motivated by the following observations:

- *Developing a healthy community.*
- *Developing a healthy self.*
- *Developing digital citizenship.*
- *A developing movement in education.*

To these ends, BAS will be adopting the following policy for phones in school:

Grade 9–11

Grade 9, 10 and 11 students must turn in their cellphones every day, at the start of the school day. School-specific policies around this collection will be addressed with the students at the start of the school year.

Should a student in the incoming Grade 9 cohort be found with a phone during the school day, the following progressive disciplinary steps will be taken:

- *First offense*—the phone will be kept locked in the office for one [1] night.
- *Second offense*—the phone will be kept locked in the office for one [1] week.
- *Third offense*—the student will be suspended from school.

A repeat offense beyond the third will lead to conversations about the student's ability to remain a student in Bnei Akiva Schools.

Grade 12

Beginning at 8:20 a.m. until the end of the school day, including all school programming,

- **Students are never permitted to have a phone out in the school buildings.**
- There will be escalating consequences for students who use their phones in school:
  - *First offense*—a phone seen during school hours in the school building will be confiscated, placed in the locker, and returned at the end of the day.

- *Second offense*—a phone that is seen again following a one-day confiscation will be kept locked in the office overnight.
- *Third offense*—a student who has already had her phone confiscated overnight, and is then found in possession of a phone a second time, will lose her phone for a full week.
- *Fourth offense*— a student who has already gone through the first three steps of escalating consequences and is found in possession of a phone for a fourth time will face a possible suspension, and/or other consequences.
- *Fifth offense*—a student may lose her standing in the school.

The school highly recommends that students leave devices at home during the school day. In the case of a student who brings her phone to school and has it collected for any of the reasons above, the school takes no responsibility for the phone itself, as it should never have been out in school.

The following supports will be in place to support the new policy:

- A student phone will be available in the school offices for students to make necessary phone calls.
- Parents will be able to call into the school office and leave messages for their children.

Students will be permitted to use computers and tablets in school, and as directed by their teacher during class. However, students will be asked to use these devices while working at one station and not while walking around the building. Audio/videotaping of either students or faculty is strictly prohibited without advance permission. This includes for school projects, as well as for social media purposes

COMPUTER USAGE

It is the responsibility of each individual to use her electronic devices and the school's Wi-Fi legally, ethically and in accordance with the halachic principles espoused by Bnei Akiva Schools. Internet access is a privilege and not a right. If a user violates any of the acceptable use provisions outlined here, her account will be terminated, and future access will be denied. Some violations may also constitute a criminal offense and may result in legal action. Any user violating these provisions, applicable provincial and federal laws, or posted classroom, Shul, lab or school policies, is subject to loss of access privileges and other disciplinary measures.

We are all familiar with the plethora of social media platforms that are used for positive means of keeping in touch, for sharing photos, and connecting with people near and far. Communications via the Internet must always reflect the same degree of dignity and sensitivity for all members of our school community as is expected in face-to-face interactions. Please be aware that cyber-bullying, harassment, biased and discriminatory language, and/or insensitivity to any member of our school community will be regarded as a serious offense and may result in suspension or expulsion.

While social media platforms such as Facebook, Instagram, Twitter, etc., can be useful networking mechanisms and valuable communication tools, faculty and students are not permitted to "friend" one another or to otherwise connect on these forums without prior approval from the school administration. Staff can connect with students via Google Classroom. Exceptions for educational technology tools, such as Google Drive programs, will be determined by the administration. Parents are strongly encouraged to regularly monitor and be aware of their child's online accounts and activities.

Consistent with our technology use policy outlined here, students are responsible for appropriate use of their personal devices. Our school's Acceptable Use Policy for Technology can be found on our school website. All students are required to agree to the terms and conditions of our policy in order to gain access to our network.

POLICY FOR LOST OR MISPLACED ITEMS

Students are encouraged to be careful and responsible with their belongings and to label all items. Belongings such as clothes, shoes and binders that are turned in as lost and found will be discarded regularly. We will continue to make every attempt to return electronics as soon as they are turned in.

CONSEQUENCES OF MISBEHAVIOUR

Most misbehaviour that takes place is easily addressed within the context of the school through progressive discipline including conversations, warnings, and detentions for infractions addressed throughout these pages. Some misconduct, however, necessitates seeking outside support or may require further disciplinary consequences. In certain cases, suspension may



be appropriate, while for others, expulsion from school may be necessary.

What follows is a list of some infractions that may result in a suspension or expulsion from school. The lists are not exhaustive, they are merely illustrative. The school reserves the right to apply disciplinary measures as it sees fit to the occasion and to do so at its discretion.

DETENTION

Detention is served either during the lunch period or after school. If a student receives a detention, she must report immediately at the beginning of the period to the detention room. Students are not allowed to carry on conversation during detention. Further specific guidelines are set out by campus administration at the beginning of the year.

SUSPENDABLE OFFENCES

- Refusal to follow instructions from a teacher or person of authority
- A pattern of classroom misbehaviour
- Directing profanities at a teacher or authority figure
- A pattern of unexcused absences and/or tardiness to classes
- Vandalism or causing damage to school property
- Threats to inflict bodily harm
- Inappropriate social networking or Internet postings
- Dress code violations
- Behaviour outside of school that contradicts the school's basic core values

OFFENCES THAT MAY RESULT IN EXPULSION

- Drugs and/or alcohol abuse including, using, possessing, selling or sharing
- Theft
- Assault – physical or sexual
- Bullying or harassment in person or electronically, directly or indirectly
- Endangering the welfare of other students
- A pattern of misbehaviour contrary to the standards of the school

In the event that a student is suspended or subject to dismissal from school, the family will be contacted. In many cases, an in-person meeting with parents will be required.

IMPORTANT DOCUMENTS

Ministry regulations, responsible behaviour, and efficient management require that certain forms or documents be completed by students and parents and returned promptly to school. Failure to return such a document in a timely manner may result in a student being withheld from class or sent home to bring back the required information.

Please help us operate as smoothly as possible by reading our correspondence and replying promptly.

DRESS CODE

Our dress code is based both upon halachic norms and upon the desire to create an environment which is conducive to learning. Proper dress and good grooming is a reflection of one's inner state of mind.

Students should dress in comfortable, modest clothing. The following dress regulations are in effect for the entire student body whenever students are in the building or when on school trips or programs, or school-run events. Violation of either the spirit or particulars of our dress code will be determined by our professional staff and dealt with accordingly.

Be advised that students who are not in compliance with the dress code will be asked to change into a garment provided by the school office. Recurring offenders will face further disciplinary action that may include detention, a conversation with parents and an administrator, and possibly suspension.

Please note a student who is given a school garment to change into is in possession of school property. Refusal to return the item of clothing within a 24-hour period will incur a $20 fee to replace the item of clothing.

Students are required to comply with the following dress regulations:

Skirts

- Students are required to wear ONLY **black, flared (non-fitted) skirts, worn in a manner that covers the knees at all times.**
- **Black,** flared midi and maxi skirts are also acceptable.
- No slits will be permitted in any skirt, and no sheer fabric will be permitted.
- Pants may not be worn under skirts (however, leggings are permissible).

Shirts

- Tops must have sleeves at least reaching the elbow.
- Lightweight T-shirts and see-through or low-cut tops may not be worn. Tops that are lower and wider than the perimeter of the collarbone are not permitted. Shirts must be long enough to cover the top of the skirt at all times. Midriffs, front and back, may not be exposed at any time.

Other

- Clothing with inappropriate graphics is prohibited.
- Only natural toned hair – namely, only natural-coloured brown, black, blonde and red – is permitted.
- No 'colour-blocked' hair or hair that has distinctive, contrasting colours is permitted.
- No open-toed sandals or flip-flops, or any backless slippers at all, may be worn.
- Appropriate gym clothing may be worn during physical education, intramurals, or sport activities only.
- Only ear piercings are permitted.

RELIGIOUS GUIDANCE COUNSELLOR

Every student will have her own RGC (Religious Guidance Counsellor) within the school. RGCs will have a dedicated period once each week to work with the students on elements of character development and other issues relevant to their group. The designated RGC periods also provide an opportunity for RGCs to address students' hashkafic questions and get to know the students in a more personal, informal way.



NATIONAL YESHIVA HIGH SCHOOL SUBSTANCE ABUSE POLICY

September 2024

A yeshiva high school is a community dedicated to fostering students' educational, spiritual, and personal development. We partner with students and parents to nurture this growth in every student. As part of this commitment, we also promote the safety and health of our greater yeshiva community: the families and neighborhoods we serve. To further this noble goal, we have collaborated as yeshiva high school leaders and consulted with mental health professionals to develop guidelines for addressing substance use among our students. Substance use includes, but is not limited to, the use of marijuana or other illegal drugs and substances, non-prescription medications, alcohol, cigarettes, electronic cigarettes, vapes, juuls, and other similar devices and substances.

Education and Prevention

We strive to educate our students and their parents about the dangers and realities of substance use. This education includes annual programming for our students and their parents. Recognizing the valuable partnership between school and parents, we recommend that each school run an annual parent event attended by at least one parent from each of the school's families. In addition to programming, schools may mandate drug testing. The goal of this testing is to encourage students to make healthy choices for substance-free living.

Drug Usage or Possession

1. Students who engage in substance use are strongly encouraged to consult with the school's guidance faculty or administration to discuss the problem. Students can be confident that such problems will be addressed professionally, confidentially, and with compassion. In order to best help the students who are facing substance use issues, parents will be involved as early as possible in the discussion. Students can be assured that they are welcomed and encouraged to seek help from the school guidance faculty or administration, and that the involved faculty members will support them with sensitivity and will only notify appropriate adults (including, always, parents) without disclosing their conversations to anyone else. Upon learning of a student's substance use, the appropriate school faculty will develop a program of treatment, based on conversations with the student, his or her parents, and a professional therapist. The goal of this plan will be to help the student address his or her substance use challenge in a healthy, therapeutic manner while, b'ezrat Hashem, remaining in school.
2. Our school community has entrusted us to provide a safe, wholesome environment for our students, particularly when the students are on school grounds and at school activities. Therefore, any student found to be in possession of or using drugs or any other substance in school, on school property, or while participating in a school event, may be asked to leave the school. While the school in which the student is enrolled may ask the student to leave, other schools will make a good-faith effort to accept the student, subject to other considerations and factors, at the school's discretion.
3. Dealing: As an extension of our commitment to provide a safe and wholesome environment for our students, a student who is found to be distributing and/or providing drugs or other substances, whether in or out of school, may be asked to leave the school.

Hosting or attending an open house/party: Students may not host other students at their homes for parties that include any form of substance use. Students who host such an "Open House" may be suspended from school and may face further disciplinary action including expulsion. Parents should not leave teenagers home alone for the weekend. Parents should be careful when hosting parties in their homes to ensure that no substances are present. Through social media, when large numbers of teenagers are invited to an event, often many, many more attend, causing the crowd to become too large to supervise and enabling dangerous activity. Parents who host parties where there is underaged substance use are violating the law and may face sanctions from the school.

It is our fervent and sincere hope that this policy will encourage our students to feel safe turning to school faculty for help in addressing substance abuse issues, with the knowledge that they will be supported and respected. B'ezrat Hashem, we are committed to helping our students pursue healthy life choices that enable them to grow and flourish.

Please note that each school signed below may have additional substance use policies not mentioned in this agreed upon document.

Rabbi Eli Slomnicki
Hebrew Academy of Nassau County High School (HANC)

Rabbi Jeffrey Beer
Westchester Hebrew High School

Rabbi Eli Ciner
The Frisch School

Mr. Harvey Feldman
Yeshivat Darche Eres (YDE)

Rabbi Dr. Seth Grauer
Bnei Akiva Schools of Toronto

Rabbi Joseph Beyda
Yeshivah of Flatbush Joel Braverman High School

Rabbi Jonathan Kroll
SAR High School

Mrs. Bracha Rutner
Yeshiva University High School for Girls (Central)

Rabbi Ami Neuman
JEC High School

Dr. Bethany Strulowitz
Brurian High School

Rabbi Noam Stein
Kohelet Yeshiva High School

Rabbi Maccabee Avishur
Rae Kushner Yeshiva High School

Mrs. CB Neugroschl
Ma'ayanot Yeshiva High School for Girls

Rabbi Shimon Shenker
Yeshiva University High School for Boys (MTA)

Rabbi Yisroel Kaminetsky
Davis Renov Stahler Yeshiva High School for Boys (DRS)

Mr. Shimmie Kaminetsky
Katz Yeshiva High School of South Florida

Dr. Daniel Vitow
Magen David Yeshivah High School

Ms. Naomi Lippman
Hebrew Academy of the Five Towns and Rockaway (HAFTR)

Rabbi Leonard Matanky
Ida Crown Jewish Academy

Rabbi Arye Sufrin
YULA High School

Dr. Jonathan Cannon
RAMAZ Upper School

Dr. Jeff Kobrin
North Shore Hebrew Academy High School

Rabbi Allan Houben
Melvin J. Berman Hebrew Academy
Rabbi Moshe H. Levinson Upper School

Rabbi Josh Kahn
Torah Academy of Bergen County (TABC)

Rabbi David Block
Shalhevet High School

Mrs. Bluma Drebin
Stella K. Abraham High School for Girls (SKA)

Rabbi Aaron Leibtag
Fasman Yeshiva High School

Rabbi Avery Joel
Fuchs Mizrachi School

Rabbi Dr. Yaakov Jaffe
Maimonides School

Mrs. Deena Kobre
Naaleh High School for Girls

Rabbi Yakkov Sadigh
Hillel Yeshiva High School

Rabbi Richard Tobias
Barkai Yeshivah High School

ATTENDANCE

CLASS ATTENDANCE

Attendance plays an integral role in successful learning and is therefore compulsory in all classes.

The Ministry of Education requires a minimum of instructional time to receive a credit. The Ministry stipulates that "Where, in the Principal's judgment, a student's frequent absences from school are jeopardizing his success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance" (Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011, pg. 43). It is important to understand that frequent absences from classes that jeopardize a student's learning may result in the loss of a credit. Students are required to attend every class and make arrangements for missed material when they are absent.

An unauthorized absence from any class will result in a lunch detention. An administrator will contact a parent when a student has received three lunch detentions for attendance or behavioural-related reasons, and is in danger of receiving an after-school detention. Additional unexcused class absences will result in more serious consequences.

A student whose absence from class approaches 30% of the course-hours may put her academic standing in jeopardy and may impact her continued placement within the school.

LATENESS TO SCHOOL

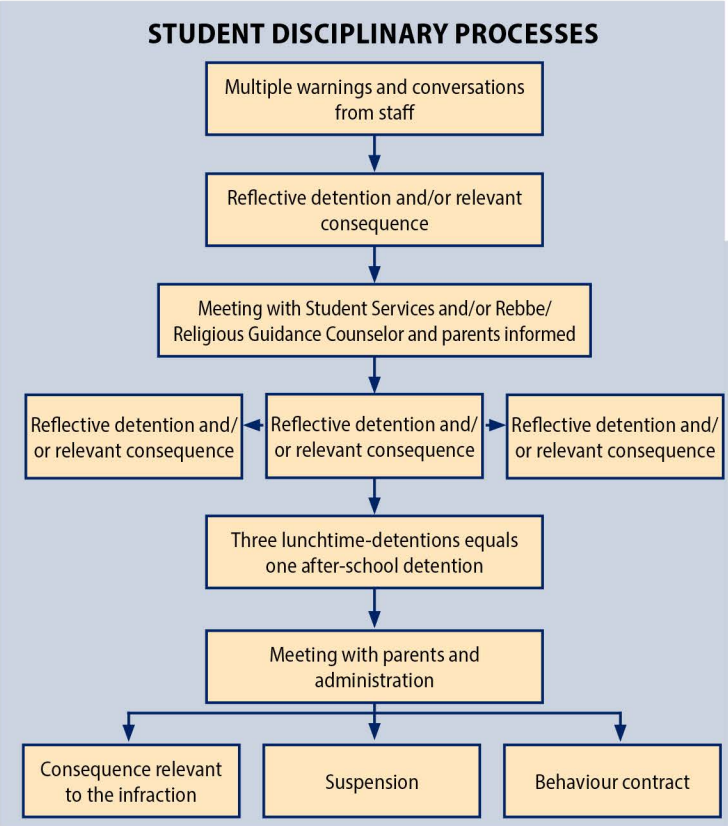
Students arriving late to school must have a parental email or phone call explaining the circumstances. Sleeping in or studying is not a valid excuse for tardiness to school.

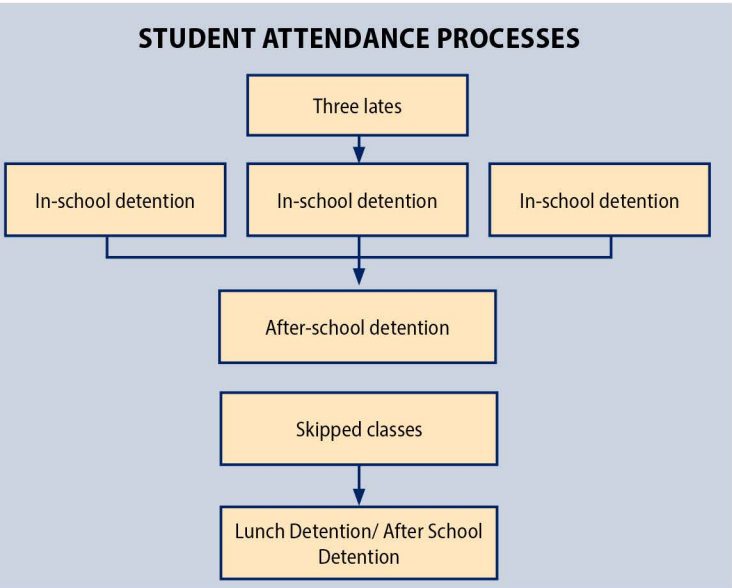
If a test is given and a student arrives after the test has started, the student is generally expected to make up the test immediately upon her arrival.

A student must arrive to davening on time, despite having a spare during the first class period, except if prior administrative approval has been granted. Students may not miss davening/classes prior to a test without special circumstances.

LATENESS TO CLASS

Students are expected to be prompt for all classes and school programs. The bell schedule will signal when class begins. Lateness to class disrupts the flow of learning. After a third late arrival the student will serve a lunch detention. Continued late arrivals to class will result in further detentions and a parent and student meeting with a school administrator. Lateness is defined





as arriving after the second bell. A student who arrives more than 10 minutes late may be issued a detention. All students arriving late to class will be required to obtain a late note from office staff, a school administrator, or the school social worker in order to be permitted to class.

ABSENCE FROM SCHOOL

If a student is ill or has an appointment, a parent should send an email to UOattendance@bastoronto.org. The email should include the dates of the absences and the signature of the parent or guardian. An administrator will determine whether an absence is excused or unexcused. A student may not participate in a test or co-curricular if she has been absent from school the day of the activity, unless there are extenuating circumstances as determined by an administrator.

ABSENCE FROM CLASS

Per the new Ministry of Education policy, in grades 9 and 10, 15% of every course's final grade will come from attendance and participation. In grades 11 and 12 it will be 10%. Participation-marks will be based on specific assessments and rubrics for each class. Attendance-marks will be allocated based on a student's presence/absence from class and recorded centrally by the office. The only absences that will be deemed excused are the following:

- Bnei Akiva Schools teams and trips
- Medical notes from an accepted practitioner. We recommend booking medical appointments outside of school hours, and where that is not possible to not book the appointments during the same class every time.
- Family *simcha* identified in advance
- Bereavement

A student who misses a significant number of classes from one or more courses may be ineligible for honour roll, academic awards, participation on trips/teams, and/or student council.

DAILY ABSENCE LIST

A daily attendance list will be generated. After 15 minutes a student will be considered absent from class. Parents of students who miss Tefilla or class will be contacted to discuss the reason for the absence. Students on the daily attendance list who are absent from a given class will be considered skipping class.

SHABBATONIM

Students who wish to participate in a shabbaton (Bnei Akiva, NCSY, or other) should notify teachers and administrators well in advance of the shabbaton. The administration may suggest that a student not attend if it is felt that the student is abusing the privilege or will be negatively impacted academically. The student is expected to catch herself up for classes missed. It is important to reiterate that students are expected to be in school unless they are ill or excused by the school.

ATTENDANCE FOR ONLINE COURSES

In order to receive a credit for completion of a course being taught online, regular attendance must be maintained. For such courses, to be marked as 'present' in our attendance systems, students must do the following each week:

- Login regularly and complete tasks assigned on Google Classroom by the posted deadline;
- Attend every mandatory "live" class, with video on.

Students are responsible for being aware of their class schedules.

Please note that this is a minimum level – most importantly, students should be able to meet posted course deadlines and be prepared to attend and be successful with any in-person assessments (for example, term tests and final exam). A student who believes that she will not be able to meet the attendance requirements in a given week (for example, for taking part in a school trip), should contact the course instructor.

Online courses are self-paced, but structured – there will be set deadlines through the course that students will need to meet and are encouraged to work ahead of.

Students in online courses must earn the right to leave the building by keeping up with their workload and acting responsibly with their time during online classes.

CURRICULAR REQUIREMENTS

A secondary school education is meant to provide each student a chance to realize and pursue her interests, goals and strengths. At Bnei Akiva Schools, our goal is to enable all our students to earn an Ontario Secondary Schools Diploma (OSSD) through an educational program that enables students to become self aware learners with a clear path toward a promising future.

OSSD REQUIREMENTS

The high school program is based on the Ontario Ministry of Education's credit system, towards an Ontario Secondary School Diploma (OSSD). In Ontario, students are required to remain in high school until the age of 18, or until they have earned their OSSD. Students must earn a total of 30 credits (one for every 110-hour course successfully completed) to obtain a high school diploma. Seventeen (18 for students who began high school prior to September 2024) of the credits are compulsory, earned in a specific number of courses from a list of subjects that every student is required to take by the ministry. The remaining 13 (12 for students who began high school prior to September 2024) credits are optional, earned in courses that the student may select from among the full range of courses offered by the school. Credits derived from the Judaic Studies program are applied to the 12 optional credits.

RESIDENCY REQUIREMENT

All students are expected to be enrolled in the full Judaic Studies program, as well as a minimum of four General Studies credits per year.

Students must also complete 40 hours of community involvement activities throughout the course of their four years of high school and must pass the Ontario Secondary School Literacy Test, which is taken in Grade 10. Accommodations for writing the Literacy Test are provided following the Education Quality and Accountability Office's (EQAO) protocols.

Note: If a student wishes to take a course in summer school she must receive approval from the administration.

JUDAIC STUDIES

The study of Torah is the loftiest goal that Judaism espouses. A significant goal of Bnei Akiva Schools is to teach our students the skills necessary to become proficient at learning Torah on their own and instill in our students with a true love of Torah. To this end, we offer a variety of obligatory Judaic Studies courses designed to broaden and deepen one's commitment to Torah learning and observance of *mitzvot*. Students are required to take all Judaic courses every year for their four years of high school.

The following course offerings are included:

- גְּמָרָא / Gemara
- תּוֹרָה שֶׁבְּעַל-פֶּה / Oral Law
- תּוֹרָה / Torah
- נְבִיאִים / Prophets
- הֲלָכָה / Jewish Law
- אֱמוּנָה / Jewish Philosophy and Thought
- הִיסְטוֹרְיָה / Jewish History
- עִבְרִית / Hebrew Language and Literature



GENERAL STUDIES CREDIT SYSTEM

Compulsory Credits: Total of 18 (pre-2024 start) or 17 (post-2024 start)

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (at least 1 credit in Grade 11/12)
- 2 credits in Science
- 1 credit in the Arts (Drama, Music, Dance, Integrated Arts [Movie-Making] or Visual Arts)
- 1 credit in Canadian Geography
- 1 credit in Canadian History
- 2 courses delivered online
- 1 credit in French as a Second Language or approved substitute
- 1 credit in technological education (Grade 9 or Grade 10) *for students beginning high school September 2024 or later*
- 1 credit in Health and Physical Education
- ½ credit in Career Studies
- ½ credit in Civics
- 1 credit from the STEM-related courses (required for students who began high school Sept. 2024 or later):
  - 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)

PLUS (Applicable for students who began high school prior to Sept. 2024): Three (3) additional credits, consisting of one (1) credit from each of the following groups:

- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a Second Language, Classical Languages, International Languages, Native Languages, Canadian and World Studies, Native Studies, Social Sciences and Humanities, Guidance and Career Education, Cooperative Education
- **Group 2:** French as a Second Language, the Arts, Business Studies, Health and Physical Education, or Cooperative Education
- **Group 3:** French as a Second Language, Science (Grade 11 or 12), Computer Studies, Technological Education, or Cooperative Education

EQAO LITERACY TEST

The literacy test is written in Grade 10. A student must pass the literacy requirement to earn the OSSD.

Students may write more than once, however, students who are unsuccessful on the OSSLT (Ontario Secondary School Literacy Test) at least once may be eligible to take the Ontario Secondary School Literacy Course (OSSLC) in order to satisfy the literacy graduation requirement.

Deferrals are available if the student is working toward an OSSD but will not participate in the test, because:

- the student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
- the student has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided;
- the student has not yet acquired the reading and writing skills appropriate for Grade 9 or
- the student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided.

Exemptions: available for students whose Individual Education Plan (IEP) states they are not working toward an OSSD.



COMMUNITY INVOLVEMENT ACTIVITIES: REQUIREMENTS AND PROCEDURES

Students must have at least 40 hours of community involvement activities (volunteering) to graduate and earn their OSSD. Volunteer hours can be collected from the summer before beginning Grade 9. Students are responsible to have their community service forms completed by their volunteer supervisor, and to submit completed forms to the office. Forms are available on the school's website.

REPORT CARDS

Report cards are a means of informing students how they are progressing in each subject. The mark or grade for each subject is a compilation of different evaluation methods utilized by one's teachers. Each teacher distributes a precise description of his or her marking scheme at the beginning of each course. Report cards are emailed to parents twice yearly in January and June. Interim academic reports are mailed home midway through each marking period.

Students must complete a Drop/Add form and receive written permission from an administrator before dropping any General Studies course. Students may drop a course within five instructional days following the issue of the first report card. Students may enter a new course until the tenth meeting of that course. Withdrawals from Grade 9 and 10 courses are not recorded on the Ontario Student Transcript (OST). Only successfully completed courses are recorded on the OST.

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering "W" in the "credit" column. The student's mark at the time of the withdrawal is recorded in the "Mark" column.

FINANCIAL LITERACY GRADUATION REQUIREMENT

Starting in the 2026–2027 school year, students who began Grade 9 in the 2025–2026 school year or later, must meet a financial literacy graduation requirement to earn their high school diploma.

Students will complete this requirement as part of their compulsory Grade 10 Career Studies course. The requirement consists of learning modules and test questions developed by TVO and provided to schools to administer.

The requirement assesses core financial literacy concepts from the Grades 1 to 9 curriculum and supports the Grade 10 Career Studies course.

To meet the requirement, students:

- have up to 2 attempts during the course
- must earn at least 70% on the modules

Once a student meets the graduation requirement, it will be recorded on their Ontario Student Transcript.

Results from the modules count for 5% of the student's final grade in the Grade 10 Career Studies course.

If a student completes more than one attempt, the highest mark counts toward their final grade in the Grade 10 Career Studies course.

If a student has already met the requirement (for example, in a previous attempt) or is exempt, the 5% is not included in their final course mark.

FULL DISCLOSURE POLICY: ONTARIO STUDENT TRANSCRIPT

Since the 1999-2000 school year, schools have been required to provide a complete record of a student's performance in Grades 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grades 11 and 12 courses will be recorded on the OST. The OST will include:

EMERGENCY INSTRUCTIONS: FIRE DRILL



All students should evacuate the building following the guidelines in the Emergency Management Plan. This might include the gym doors that exit onto Bathurst Street.

Once the students and teachers have left the building, everyone is to congregate by class on the south side of Canyon Avenue, furthest away from Bathurst Street.

IN AN EMERGENCY, DIAL 911

HATZOLOH: 416-256-1000

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned
- All Grade 11 and 12 courses successfully completed or attempted by the student, with percentage grades earned and credits earned
- An indication that a course has been substituted for one that is a compulsory diploma requirement
- Confirmation that the student has completed the forty hours of community involvement
- Confirmation that the student has passed the provincial secondary school literacy test

QUIZZES, TESTS, MID-TERMS AND EXAMS

Students will be continuously assessed so that the teacher, parent, and student are aware of the student's progress. 60% of the course work will consist of quizzes, mid-terms, tests and other assessment instruments. 20% (grades 9 & 10) 25% (grades 11 & 12) of the course work will consist of a final examination or culminating project. Exams, tests and quizzes are a critical part of the learning process for they compel the student to review and consolidate the material that has been taught. All teachers will utilize tests and/or quizzes.

All tests, major projects and major submissions for Independent Study Projects (ISP) or Final Summative Tasks (FST) are to be entered in the online calendar (to be found on the school's website) by the teacher. Every effort will be made to limit tests to one per day. No students should have more than two tests per day.

DEFINITIONS OF QUIZZES AND TESTS

- Quizzes cover not more than two [2] days worth of material and take not more than 15 minutes to administer. Quizzes can be considered Assessments for/as Learning or as formative Assessments of Learning. Quizzes that count toward a student's mark (Assessments of Learning) will be announced with at least one class's notice, and as a whole must not account for more than 15% of a student's overall mark in the course.
- Tests cover complete topics or units, usually take from 30 to 60 minutes to complete, and have a significant impact on one's grade.
- Mid-term tests may occur in semestered courses and cover approximately half of the course content. No test, major project or assignment is permitted on a day on which a mid-term test will be administered.
- Every effort will be made to limit major assessments (tests, reports, projects, ISPs or papers) to no more than six major assessments per week.
- Exams are administered at the end of a semester and are cumulative in nature. They count for 20% (grades 9 & 10) 25% (grades 11 & 12) of a final grade in a course. Teachers will inform students at the beginning of the school year how their grades will be determined. There are two sets of examinations for both Judaic Studies and General Studies in January and June. There will be no tests or announced quizzes a week before a set of exams unless authorized by an administrator. Only illness as verified by a doctor's note or an extreme emergency will be accepted as an excused absence during exams. An administrator will determine if the emergency in question is considered excused or unexcused.

TEST ABSENCES

- Students are expected to ensure their personal schedules (e.g. out of school appointments) do not conflict with scheduled tests and other announced in-class assessments. We encourage checking our online test calendar before scheduling an appointment.
- Students who miss a test and will be writing a make-up test are to do so in the testing room at lunch, ideally during the next available lunch period. Make-up tests will take place in Room 12.
- A test may be split into two lunch periods if necessary.
- A student who does not attend her scheduled make-up test may receive a grade of zero.
- Once two tests or other announced assessments are missed by a student, the student will be required to present a doctor's note explaining any subsequent absences from tests or other announced assessments or she will receive a zero.

Notes on scheduled evaluations:

- Attendance at Tefilla on the day of exams is required.
- The dress code policy applies on all tutorial, test and examination days.

- Exams may not be taken early. In appropriate situations, the administration may arrange for a student to take an exam late.

INDEPENDENT STUDY PROJECT (ISP) AND FINAL SUMMATIVE TASK (FST)

The experience of doing an extended piece of academic research in a paper of some length, commonly called an Independent Study Project (ISP), is a worthwhile endeavour for its own sake and invaluable preparation for study at institutions of higher learning. Reading skills, conceptual skills, and writing skills are focused upon a subject of importance and of interest to the student who has the exciting but challenging opportunity to arrive at a conclusion based upon her own efforts.

This exercise leads to enhanced skills, knowledge, and intellectual maturation only if conducted in an honest and ethical manner. Some ISPs are so important for the student's academic development that failure to complete the assignment may result in not receiving credit for the course.

Many courses will use a Final Summative Task (FST). This task counts towards the summative 20% (grades 9 & 10) 25% (grades 11 & 12) of the course grade. An FST may replace an exam and must be due toward the end of the school year.

INDIVIDUAL ASSESSMENTS

As a general policy, additional individual assessments are not offered. A teacher may choose to allow students to:

- Apply lessons and critiques from earlier assessments to assessments yet-to-come, and
- Be given the opportunity to re-do previous assignments, making use of comments therein, with the understanding that the two marks may be averaged together.

LATE ASSESSMENTS

Academic consequences may be assigned for late assignments. These consequences can impart important lessons on structure and responsibility. Teachers will remain mindful of the full workload our students face and the varying degrees of ability in organization and management. Extensions on assignments can be granted at the discretion of the teacher.

ACADEMIC HONESTY

Academic integrity and honesty is expected from every student at Bnei Akiva Schools. We take all instances of suspected dishonesty, plagiarism, or any form of "cheating" very seriously. Depending on the particular circumstances, actions may be taken by the administration.

A student who submits work that is, in whole or in part, plagiarized, will be subject to academic penalties. This includes work that is composed by an AI and then reworded, either through software or manually by the student. Repeated infractions may result in the loss of a credit and further disciplinary action. Students are encouraged to submit their written work through Turnitin.com, which will flag any examples of possible plagiarism.

A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.

READING DAYS

Reading days may be assigned during the year to give students a large block of uninterrupted time to work on long-term projects.

HONOUR ROLL

In order to be named to the Honour Roll of Bnei Akiva Schools, a student's unweighted average, including each Judaic and General Studies course, must be 85% or higher. Students are named to the Honour Roll each semester.

TEXTBOOKS

All students are responsible for purchasing and maintaining books and *sefarim*. A book and *sefarim* list is provided for each class level.

SCHOLARSHIPS AND AWARDS

Awards take into consideration all four years of the student's high school experience at BAS, and students' participation in Subject Scholars and Honours-level courses are also factored into these decisions.

CRITERIA FOR VALEDICTORIAN

The valedictorian represents not only her classmates but also the school. Since one of the goals of Bnei Akiva Schools is to produce

a well-rounded, integrated personality, the following criteria will be used in determining the valedictorian:

- One valedictorian will be chosen.
- The person must be an outstanding student in both Judaic Studies and General Studies.
- The person must be enrolled in advanced-level Judaic Studies courses.
- The person must reflect the school's mission statement, philosophy and ideals and participate in school activities.
- The valedictorian will be selected by members of the administration in consultation with the staff and students.
- The valedictorian must have spent at least three years of her high school career in Bnei Akiva Schools.

VISITORS

Students who would like to bring a visitor must get permission from the office at least one day prior to the visit. Visitors are expected to dress in conformance with the school dress code and to observe school rules.

GUIDANCE

The administration, guidance and support departments, and faculty of our schools are involved in and concerned with each student's total development. We work closely with our students in order to achieve their goals.

Our hopes and aspirations are to develop and nurture personal relationships with our students, to support and encourage them, to make them feel good about themselves and about the experience of Torah study and their unique roles. We strive to be role models for our students so they can internalize the eternal Torah values of Judaism. Our doors are always open for advice and discussion. Students should feel free to talk to the Administrators, Guidance & Student Support faculty, and Judaic Studies and General Studies faculty. We encourage such dialogue for it is mutually beneficial to both students and faculty alike.

Bnei Akiva Schools has a relationship with the Jewish Vocational Service (JVS) and the Jewish Family and Child Service (JF&CS) and are in contact with professional consultants in the areas of emotional and educational growth.

Aside from the regular parent teacher conferences, parents should, of course, feel free to confer and arrange conferences whenever the need arises.

HONOURS PROGRAM

We are excited to continue with our Honours Program, which was launched in recent years in an effort to constantly challenge our status quo, push our academic program further and ensure that we are creating as many opportunities for our students to grow and excel.

At the core of our educational philosophy is a desire to generate as many points of entry as possible, providing opportunities to meaningfully engage, challenge and inspire our students on their intellectual journeys as developing learners and create new avenues for intellectual exploration and growth.

There are two core aspects of our program:

Subject Scholars Program

The goal of our Subject Scholars program is to provide targeted enrichment resources for students within their areas of expertise. Subject Scholars will have the opportunity to work with their teachers to complete a guided and enriched Independent Study Project within their course of study that is designed to generate new academic challenges and push the frontiers of knowledge beyond the basic course curriculum.



CO-CURRICULAR ACTIVITIES

Although each student has a heavy academic schedule, the school provides and encourages students to participate in a wide range of activities. The different activities are offered during the lunch hour, after school hours, and on weekends. For the student who wants to participate in recreational athletics, there are intramural sports and competitive teams. There are also a host of chesed opportunities available to our student body.

The Student Council is often responsible for arranging activities, planning school trips, assemblies and other events. In order for students to participate on a school team, Student Council, yearbook, or similar activity, they must maintain passing grades in every subject, records of good behaviour and punctual attendance, and conduct themselves as appropriate role models of the ideals for which Bnei Akiva Schools stand. Other specific criteria may be established for individual activities.

Co-curricular events and activities are an important part of a well-rounded and fulfilling high school experience, but cannot supplant the primacy of the school's academic and religious curricula. Students who are not fulfilling their obligations academically, socially, or religiously may be barred from participation in co-curricular activities.

ATHLETICS

Our athletic teams are a wonderful opportunity for our students to take on leadership roles outside of the classroom. In cases where students miss class to participate in athletics, they are expected to catch themselves up. The administration may decide to suspend a player from an athletic team for academic or behavioural concerns.

In past years, Ulpanat Orot has offered a cross country team, a basketball team, a volleyball team, a soccer team, and a tennis team. Ulpanat Orot teams compete in the SSAF (Small Schools Athletic Federation). The basketball team's season generally takes place during first semester; volleyball and tennis seasons take place during second semester. Cross country meets, weather permitting, during fall and spring.

MODEL UN

Each year, our students have the opportunity to participate in two different Model UN programs (Yeshiva University's Model UN Conference in New York or the Jewish Canadian Youth Model UN in Montreal). Under the guidance of faculty members, students research the politics of the country they have been selected to represent in order to play the roles of real United Nations delegates at the conference.

Students who participate in Model UN are expected to participate in approximately one meeting per week until conference.

CHIDON HATANACH

Chidon HaTanach is offered as an opportunity to any interested students during a lunch period set at the beginning of every school year. Students compete in a regional Chidon HaTanach; students who qualify then compete in the national competition. The top three students (Canada-wide) then go on to compete in an international competition in Israel which takes place annually on Yom Ha'atzmaut.

MATMIDOT

Students are eligible to join the Matmidot program. Matmidot meet each Wednesday after school for additional learning. Learning focuses on both guided chavruta learning and chabura sessions. Students participating will enjoy special programming and siyumim.

CLUBS & COMMITTEES

Students have the opportunity to participate in clubs and/or committees, supervised by a staff liaison. Clubs vary year-to-year based on interest and student leadership, but have included: investment club, book club, lunch committee, chesed committee, Israel advocacy club, among many others. Students are encouraged to speak to members of Student Council or the Dean if they are interested in initiating a new club or committee.

OVERNIGHT TRIPS

Over the course of a school year, there are occasions where overnight trips are held, including school shabbatonim, the Grade

11 retreat, the Grade 12 graduation trip and basketball tournaments. School trips offer students different, engaging, and exciting experiences in informal settings.

During any trip, students are expected to behave in a manner that appropriately represents themselves and their families, the school and our community. This includes, but is not limited to, following the directions of the chaperones and staff; attending all Tefillot promptly; attending all sessions, meals, and activities promptly; co-operating positively with others; and dressing and speaking appropriately. Failure to comply with the above guidelines, both in the particular and in their spirit, will result in consequences to be determined by the school's representatives present at the trip and/or the administration at a later time.

Consumption, use, or possession of alcohol or illegal drugs or other controlled substances, entrance to bars (even if one is of legal age), engagement in dangerous, risky and/or promiscuous behavior will result in the immediate dismissal of the student from the overnight trip at the family's expense (or immediately following Shabbat). The student will also be subject to further serious disciplinary measures by the school.

Students are expected to clean up after themselves and to respect the facilities being used on these trips. There may be situations where students are allowed to dress according to the weather or activity they are participating in. In other situations, students are expected to dress according to the school's dress code.

Graduation trips are to be planned by the Student Activities Coordinator, in consultation with the Student Council (and, for larger decisions, the grade), as well as under the guidance of the administration. On the graduation trip, students are expected to daven and participate in any educational component. The overall purpose of the graduation trip is to allow our Grade 12 students to experience a fun and memorable trip as a grade before graduating.





STUDENT COUNCIL AND YEARBOOK

Student leaders at Bnei Akiva Schools hold positions of responsibility and authority. In addition to organizing and conducting student activities, our student leaders are called upon to speak on behalf of their classmates and their school to the faculty, administration, lay leadership, as well the Jewish and the general community.

The following eligibility requirements have been prepared so that a student who intends to become a candidate for a position of leadership will be able to handle the additional work and be an appropriate and effective leader and representative of Bnei Akiva Schools. A student may be determined to be ineligible if they don't meet the expectations in the two areas outlined below:

- **Academic record:** In order to run for Student Council, student council candidates must maintain a passing grade for each course. Student council will add significant time commitments to a student's schedule in addition to her regular workload.
- **Character record:** Student council candidates must be representative of the student body in attendance, Tefilla, participation in school activities, speech, dress, commitment to Torah, behaviours both inside and outside of the classroom and conduct themselves as appropriate role models of the ideals for which Bnei Akiva Schools stands.
- **Statement of goals:** The student must present a written statement defining her goals should she be elected.
- **Résumé:** The student shall present a résumé which includes relevant experiences for the position sought.
- **Faculty recommendations:** Once students submit their names for candidacy, their teachers will be consulted. If three or more teachers are concerned with a given student running for a position – based on academic, behavioral or social criteria – the student may not be eligible to run for a position.
- **Administrative/faculty review:** The student's record will be reviewed by a committee of administration and faculty members to determine her qualifications. Attendance, behaviour, inside and outside the classroom, and commitment to Tefilla and Torah values will be taken into consideration.
- **Yearbook:** The editor(s) of the yearbook must have demonstrated superior performance in language arts.

PROCESS

1. Administration and current Student Council announce filing deadlines and election dates. No student shall run unopposed.
2. Potential candidates submit a statement of goals, faculty recommendations and a résumé.
3. Administrative/Faculty Committee reviews materials and announces slate of candidates. Candidates conduct appropriate campaigns which include a speech to the student body. Elections are held; secret ballot elections are conducted by Student Council and Administration. Ballots are counted by a representative of the Administrative/Faculty Committee. Results are announced, and new officials take office.



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