

Student and Parent Handbook

5770-5771/2010-2011



**DORIS AND ALEX WEBER
JEWISH COMMUNITY HIGH SCHOOL**

ראש · לב · יד

Head · Heart · Hand

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Philosophy Statement

The Doris & Alex Weber Jewish Community High School integrates an open, critical focus on Jewish tradition at the secondary level with a deep engagement with the classical liberal arts. It is not only a new educational institution; it is a new *kind* of institution. The School reflects the mosaic of Atlanta Jewry, with its full spectrum of Jewish philosophies, beliefs and practices. It is an independent school, unaffiliated with any one Jewish movement, yet embracing them all. We welcome students from all Jewish backgrounds and affiliations.

The School is committed to providing students with a firm grounding in Torah – denoting the sum total of all Jewish learning – while providing the best of a rigorous and comprehensive college preparatory program. Students gain the knowledge, skills and values that emerge from Jewish texts and tradition – including command of the Hebrew language – as well as those found in the texts and traditions of world civilization.

We produce graduates who can think critically, logically and independently; articulate their thoughts and opinions clearly; cooperate with others for the sake of common goals; take risks; and defend just, though unpopular, positions. We give students increasing responsibility for making decisions that affect them, planning extra-curricular activities, initiating school projects, organizing clubs and advising on school policies, thereby communicating a vital message to each student: **You** make a difference; every person counts.

We emphasize active methods of learning that stimulate students' own imaginations and creative expression, encouraging them to inquire and discover on their own. Through experiential learning, community service and social action projects, students become involved in solving the real-life problems of the world around them. The School combines traditional and modern modes of inquiry; new forms of technology are absorbed both as a means and an end to learning.

The School's ultimate goal is to prepare students for knowledgeable, thinking, responsible Jewish adulthood. We help our students become strong, creative individuals who find personal fulfillment in reaching out to others, assuming leadership in the Jewish community and establishing meaningful and productive careers. By emphasizing mitzvot and Jewish values, we teach our students to live a moral life. Through our uncompromising commitment to academic excellence, we teach the skills necessary for success in college and beyond.

I. ACADEMICS

Academic Expectations

The Weber School is a college preparatory school offering a challenging, well-rounded and integrated program of secular and Judaic studies, activities, the arts and athletics. In our school's uncompromising commitment to academic excellence, students are expected to come to classes fully prepared, to participate actively and to seek help and support as needed. Students can expect regular, ongoing homework in every course, both short-term assignments due the next day and longer term assignments due days or weeks in the future, which will require students to schedule their work and pace it appropriately. Teachers are willing to work closely with students in developing an organized approach to homework and in providing extra help. Students should be aware of a teacher's office hours.

Parents are encouraged to actively support the school in achieving academic goals, by contacting the teachers through E-mail or phone when there are academic concerns and by supporting their child's ownership of his or her learning.

Academic Evaluation

The academic year is divided into two semesters. At midway of each semester students receive a progress report. At the end of each semester, a complete (comprehensive) report of the student's academic performance which includes a narrative is sent to the parent(s) or guardian(s). Ninth grade students receive additional progress reports prior to mid-term and again prior to the end of the semester. During each semester after mid-semester grades, the advisor meets with students to discuss unsatisfactory grades and ways to improve.

There are four formal reports each year in which every teacher gives a grade and writes comments about each of his or her students. These reports are assembled for each student and are sent to parents. Teacher comments focus on any relevant aspect of a student's academic performance, including homework preparation, class participation, performance on quizzes and tests, academic strengths and weaknesses, steps taken to date to help a student and suggestions for improvement. In sports coaches/teachers will evaluate using "P" (Pass) or "F" (Fail) as a means of reporting the student's successful participation. The Registrar keeps records of a student's completion of the sports requirement.

Assignment of Grades for Academic Performance

Evaluation of student performance will be communicated by means of letter grades and teacher comments in each discipline on Mid-Semester and Semester Progress Reports. The second Semester Progress Report will also have the final end of year grade in the particular course. Although all grade documentation becomes part of the student's permanent record, only the final end of the year grade appears on the student's transcript. The Weber School uses letter grades A through D, with pluses and minuses for passing work and an F for failing work. Certain courses, such as Athletics and some electives, are graded on a Pass/Fail basis. The numerical equivalents for the School's letter scale from A+ through F are as follows:

Marking System:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	Below 60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Advanced Placement and Honors Credit

Successful completion of an Advanced Placement or Honors course entitles the student to add 1 and .5 respectively to the designated course. The Grade Point Average is a number used to measure the student's academic standing.

The Grade Point Average (GPA) is computed on a 4-point scale (A=4; B=3; C=2; D=1), based on grades in the seven major required courses: English, History, Science, Math, World Language (Hebrew and Spanish), Judaics (2). The GPA for a given year is found by multiplying the quality points by the semester hours for each course and then dividing the sum by total number of semester hours taken.

Grading System and Transcript Codes

Grading System	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Quality Point Equivalent	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0
Numeric Minimum Equivalent	97	93	90	87	83	80	77	73	70	67	63	60	<59

Special Codes used on the transcript:

- H Denotes an honors course; an extra .5 quality points are awarded with the letter grade
- AP Denotes Advanced Placement; an extra 1 quality point is awarded with the letter grade
- P Denotes a passing grade in a Pass/Fail course; credit will count toward graduation requirement. Grade is not included in the The Weber School GPA.
- T Denotes course transferred from another school. Such work is interpreted as The Weber School credit for purposes of evaluation for graduation. The grade is not included in the The Weber School GPA. Students may be expected to request original transcripts from the former school especially for College admissions purposes.

Graduation Requirements

The following chart outlines the minimum requirements a student entering ninth grade must complete during his or her four years at The Weber School in order to satisfy the graduation requirements and earn a diploma.

<u>Discipline</u>	<u>Credits</u>
Judaics	7
English	4
Mathematics	4 (Geometry, and Algebra II required)
Hebrew (World Language)	3 (Fourth year of Hebrew encouraged)
Science	3 (Biology and Chemistry required) 4 (credits required starting with class of 2012)
Social Studies	3 ½ (United States History and Economics required)
Fine Arts	1
Physical Education	1
Academic Electives	2
Total Units	28.5

Students who transfer into The Weber School from other schools after ninth grade may be exempted from certain requirements by the Associate Head: Academics.

The Physical Education Requirement may be met by participation on a school sports team (1/3 credit for each season on a team) or by outside activity. Participation in other sports programs or outside activities may count toward the clock hour requirement with prior approval. The Fine Arts Requirement may be met by successful completion of Fine Arts courses at Weber or by work completed at other institutions of learning with prior approval. Prior approval is from the Associate Head: Academics.

Placement in Courses

In order to serve each student best, to encourage him or her to work to the best of his or her ability, and to have each student achieve at his or her highest level of academic success, some courses are grouped by skill level and some are mixed abilities. The faculty of each department places students in appropriate classes. If parents have a question about a student's placement, they may contact department chairs; however, the final decision rests with the school.

Each department has established criteria and guidelines for student placement in College Preparatory Two, College Preparatory, Honors, and Advanced Placement courses in both General Studies and Judaics courses. In placing students in grades 10-12, faculty in each department review all the following areas: the student's performance (grades), skill mastery, meeting course objectives, previous teachers recommendation (which includes student's work ethic, motivation, and ability to work independently)

Advanced Placement and Honors Courses

Students selected for Honors and Advanced Placement courses must have displayed exceptional ability, interests, motivation, and ability to work independently. The student should be willing to invest more time than is commonly expected in non-Honors/AP courses. The selection process includes an assessment of the student's grades, teacher recommendations, standardized test scores, curricular and extracurricular commitments, and academic standing. In addition, each department has particular expectations and requirements that are part of the process (consult the Department Chair) for which a student must complete to be considered for an Honors and/or AP course. Enrollment in previous Honors or Advanced Placement courses does not mean automatic re-enrollment in these sections

Students interested in AP courses should discuss their interest with the respective teacher in each department.

Timeline

In February each Department communicates with all students the process of applying to Advanced Placement Courses and deadlines. In addition, each Department communicates with all students the criteria that is used to place students in college preparatory (CP2 and CP) and Honors courses in both Judaics and General Studies courses. In March and April Department Chairs in collaboration with Department members meet to discuss the appropriate academic placement of each student. The teachers of each subject will communicate the following year's placement to students. The Department Chair and/or teacher will address any questions of students and/or parents. In April students will attend grade meetings to learn about the electives offered the following year. Students will chose their elective courses at a specified date in April or early May. In May the Department Chairs will submit to the Associate Head: Academics final course placements of students in all required courses in Judaics and General Studies. Returning students will received their schedule of courses in June.

In placing new students, the Department Chairs, Learning Specialist, and Associate Head: Academics review each student's academic profile including grades, standardized test scores, previous teachers' recommendations and Weber's diagnostic assessments.

Each Department has established criteria for placing students in the appropriate course levels that best matches a student's skills and sets the stage for him or her to be successful. The criteria for placement in College Preparatory courses (one and two) and Honors courses are as follows:

English Department

To move up a level, a student needs to have truly mastered and even excelled in meeting the course objectives as defined by the teacher and as expressed in the English department's curriculum. This student must have maintained a solid "A" average (93 or higher) for the school year without overwhelming effort or assistance. Note well that an "A" average does not guarantee movement to the next level as there may be other factors warranting a decision to keep the student in his or her present level. On the other hand, a student may move down a level in order to strengthen and build upon his or her academic foundation. To move down a level, a student must have failed or seriously struggled to master significant skills and/or objectives as defined by the teacher and as expressed in the English department's curriculum.

The English Department also considers additional factors when moving a student up or down a level. These factors are

- fluency and organization in essay development
- command of the conventions of Standard Written English
- reading at the appropriate grade level
- vocabulary acquisition
- test-taking skills
- study skills
- work ethic
- self-advocacy skills
- independence
- initiative
- classroom behavior

In placing a student in an Honors course, The English Department considers the following factors:

- The student's writing reflects a solid command of the conventions of Standard Written English in the areas of grammar, usage, spelling, and punctuation.
- The student's writing reflects an understanding of the basic structural elements of the essay including introductions, paragraphing, and conclusions.
- The student can maintain a solid grade with limited assistance from the teacher, Learning Center, or tutor.
- The student possesses excellent study habits. For example, the student is organized, submits all work on time, and proofreads all writing assignments carefully.
- During class discussions, the student's questions, comments, and overall demeanor reflect a thoughtful, probing intellect.
- The student is able to read and understand a wide range of genres including novels, essays, poetry, plays, and short stories at or above grade level.
- The student is motivated and self-directed, often seeking opportunities for learning that exceed the basic requirements of the curriculum.
- The student reads widely about many topics in newspapers, magazines, books, and other information sources.
- The student understands how to use library resources to conduct research.
- The student is able to read 20-30 pages per night with more on weekends possible. In addition, students should be able to read up to 6 novels during the academic year.

The Mathematics Department

- A student desiring to move from a College Preparatory 2 level to a College Preparatory Level, or from a College Preparatory Level to an Honors Level, must have an 'A' average in the current class, a recommendation from his/her teacher, and the approval of the department chair.
- In addition, all students requesting such a move up in level, must have earned a grade of 90 or above on the final exam for the current year's course.

Science Department

A student desiring to move from a College Preparatory 2 level to a College Preparatory Level, or from a College Preparatory Level to an Honors Level, must have an 'A-' average in the current class, a recommendation from his/her teacher, and the approval of the department chair. In addition, there are specific requirements for placement at honors level in chemistry and Physics.

Students in Chemistry honors must be in Algebra II Honors or Geometry Honors.

Students in Physics honors must have a grade of B+ or higher in Chemistry Honors and Algebra II Honors and be currently enrolled in Pre Calculus. Students may move from CP to Honors with an A average in science and math courses and with evidence of excellent study habits.

Students in Environmental Science must have a grade of B+ or higher in Chemistry and Biology honors classes to be placed in the honors level and must have a recommendation from a science teacher.

Students may move from CP to Honors with an A average in science and with evidence of excellent study habits

Students in Anatomy and Physiology must have a grade of B+ or higher in Biology honors class for honors level placement and must have a teacher recommendation,

Students may move from CP to Honors with an A average in science and with evidence of excellent study habits.

Social Studies Department

Once a student is placed at a certain level of Social Studies (CP2, CP, or Honors), it is in the best interest for that student to remain at that level for the entire school year. In rare cases, if it becomes evident that a student was misplaced, the student may be moved out of that particular level and into another, but only after a conference is held between the instructors of both levels, the Department Chair and the student. The instructor for the course will be able to recognize if a student is placed in the wrong level, either above or below the student's ability.

Towards the end of each academic year (March/April), placement for the following year will be determined by the instructor for each individual course that he/she teaches. In order to "move up a level," from CP2 to CP, from CP to Honors, a student needs to have truly mastered and excelled in meeting the goals for the course as defined by the instructor and as expressed in the syllabus and Social Studies curriculum. These goals may include, but are not limited to improved essay writing, basic fact recall, test-taking skills, study skills, developing a strong work ethic, respectful self-advocacy, independence, initiative, classroom behavior, and vocabulary acquisition. Additionally, the student must have maintained a solid "A" average (93 or higher) for the entire year without overwhelming effort or assistance. Grades should be used to quantify any transition into a higher level.

However, just because a student has maintained an "A" average throughout the school year, does not guarantee movement to the next level as there may be extenuating circumstances that would

prevent an instructor from recommending a change in level. For example, if a student had extensive tutoring, or if the student's other grades suffered in order to maintain an "A" in one class, these would indicate that a change in level is not warranted.

Additionally, if a student's performance was sub-par throughout the year (maintaining a "C" [75] average or below for the year), or if he or she achieved minimal mastery of goals and skills outlined in the instructor's syllabus/Social Studies curriculum, the recommendation would be made to move that student down a level for the next academic school year.

World Languages Department (Hebrew and Spanish)

Hebrew: Students who wish to move to a higher Hebrew level must maintain an A- average and must have demonstrated excellent performance, strong skill mastery, consistent effort and motivation. When considering moving a CP2 student up a level, the Department Chair and teacher will have a conference with the student followed by discussion with the parents.

Spanish: When moving a student to an Honors level, the Department considers the following factors: teacher recommendation, high grade average (A-), and the students' consistency in performance, effort and motivation. There will be a conference with, the teacher, Department Chair and student, followed by discussion with parents.

Judaics Department

A Change in Placement for 9th or 10th Grade is based on the following:

- Students or teachers may initiate a move based on inappropriate placement in a course (Honors to CP, CP to CPB, or CP to CP2).
- Students' current teachers assess whether students have mastered the skills of the level they are currently in and have the skills necessary to move up (see below).
- Students must be making an "A" in their current placement to move up.
- Teachers may initiate a move to a lower level based the student's inability to accomplish the tasks required in his or her current placement (see below)

Honors

Students must be able to read and understand texts in Hebrew. Students must have strong background in text study and analysis. Students must be able to study and understand commentary in Hebrew. Students must already be familiar with classical exegesis and understand the common questions to ask as they analyze text and commentary. Students are placed in honors by teacher recommendation or by student interest, teacher recommendation, and mastery of the above skills.

College Preparatory

Students must be able to read Hebrew. Students must have basic core knowledge of Jewish texts, holidays, and common language of Jewish study. Students must have some experience in formal text study. Students are placed in CP by teacher recommendation or by student interest, teacher recommendation, and mastery of the above skills.

College Preparatory 2

Students are placed in CP2 based on their English placement in CP2 and Writing Seminar I or II. CP2 English students may move to CPB if they have some experience in text study and have shown that they have mastered introductory text skills along with basic competency in Jewish texts and holidays. Students are moved to CPB by teacher recommendation or by student interest, teacher recommendation, and mastery of the above skills.

The Departmental Criteria for students wanting to take Advanced Placement courses are as follows:

Criteria for Placement into Advanced Placement English:

A student's acceptance into either Advanced Placement Language and Composition or Advanced Placement Literature and Composition is based upon the following criteria:

- An "A" average (93 or higher) in the previous year's English course taken at the honors level or a "B" average (85 or higher) in the previous year's English course taken at the AP level* In certain instances, a student may move from a CP class into AP. Such a student must fulfill not only criteria for moving up into an honors level course, but also those listed below.
- A solid recommendation by the previous year's English teacher
- Strong writing skills, as determined by teacher recommendation, a sample graded essay, and an intensive writing assignment to be completed as part of the application process
- Outstanding academic motivation and desire to learn as expressed in an interview with the admitting AP English teacher, as manifested throughout the previous year's work, and as reported by the recommending English teacher
- Thorough and punctual completion of the AP Application Process and Packet, including parent and student signatures

Note well: Admittance into either AP English course does not guarantee admittance into the other. The process outlined above must be completed for each class.

Criteria for Placement into Advanced Placement Statistics and Calculus

AP Statistics:

- The student should have earned a B+ or better grade in Precalculus Honors or have earned a grade of an A or better in Precalculus CP
- The student must have the recommendation of the Precalculus and AP Statistics teachers.

AP Calculus:

- The student should have earned a B+ or better grade in Precalculus Honors.
- The students must have the recommendation of the Precalculus and Calculus teachers.

- The student must earn a grade of 80 or above on the Prerequisites Test given the first week of class.

The math department does not require an application for admittance into either AP Statistics or AP Calculus. The admittance process is initiated by the students' current math teacher. Teachers recommend students based on the established criteria. All students recommended by teachers must keep their grades up to the required level through the end of the year.

Criteria for Placement for Advanced Placement Science Courses

The Science department does not have a formal application process for applying to an AP class. However, the following sequence is followed:

AP Biology

The student should have earned a B+ or better grade in Biology (honors) and Chemistry (honors) classes and have the recommendation of the Biology and AP Biology teacher

Or

The student must have earned a grade of an A or better in Biology (CP) and Chemistry (CP) classes, have a grade of 85% or higher on the placement test, and have the recommendation of the Biology and AP Biology teachers.

AP Physics

From Physics Honors class:

The students must have completed the following:

- Earned a score of 85 or higher on the Physics (honors) final exam.
- Completed Honors physics with a minimum of B+ grade
- Earned B+ or higher grade in Algebra, Geometry, and Pre-calculus
- Have the recommendation of the AP Physics teacher

From Physics CP class:

The students must have completed the following:

- Earned a grade of A or higher on the Physics College Preparatory final exam.
- Completed College Preparatory physics with a minimum of A- grade
- Have the recommendation of the Physics/AP Physics teacher
- Make up the difference in learning units between Physics Honors and College Preparatory during summer

Criteria for Placement into Advanced Placement Social Studies

Placement of any student into Advanced Placement Social Studies (10th grade AP European History, 11th grade AP United States History, or 12th grade AP Government) is based on the following:

1. An “A” average (93 or higher) in the previous year’s social studies course taken at the “Honors” level, or a “B” (83) average (or better) in the previous year’s social studies course taken at the “AP” level.
2. Strong recommendations by the previous year’s Social Studies teacher and English teacher.
3. A student possessing strong writing skills, as determined by teacher recommendations AND a writing assignment to be completed as part of the application process.
4. A student possessing outstanding academic motivation and desire to learn as expressed in an interview with the admitting AP Social Studies teacher, as manifested throughout the previous year’s work, and as reported by the recommending Social Studies teacher and English teacher.
5. Satisfactory and punctual completion of the AP Application Process and Packet, including parent and student signatures.

*Admittance into 10th grade AP European History does not guarantee admittance into 11th grade AP United States History, nor does placement in AP United States History guarantee placement in AP Government for 12th grade. The process must be completed for all classes.

Criteria for Advanced Placement Spanish Language

A student must have completed the following: three years of study of Spanish Honors courses; A average in Honors; strong recommendation from previous Spanish teacher; completion of AP application process; a high level of fluency in speaking, writing, listening, reading; and dedication, consistency, and motivation.

Criteria for Advanced Placement Studio Art

The Guidelines for Selection are as follows:

- Senior standing.
- Visual arts instructor approval.
- Portfolio review.
- Prior enrollment in an Art Foundations course (or other foundations equivalent)
- Prior enrollment in at least two each of a 2-D and 3-D course in visual art.
- Must be highly motivated student and seriously interested in the study of art; the program demands significant commitment.

The Application Process is as follows:

- Interview with admitting instructor that includes the evaluation of student’s prior work. Student must submit a portfolio for review.
- Student must submit a written statement to the admitting instructor regarding their interest in taking AP studio art and why they feel they are qualified.
- Evaluation of student’s work ethic.
- Selection of portfolio type – 2-D, 3-D, or Drawing Portfolio.

Once enrolled in an Honors/AP course, the student is expected to maintain excellent performance as evaluated by the teacher. This usually means maintaining a B or higher as indicated during the grading periods. Any student not maintaining the department requirements may be changed to

another level at an appropriate time during the semester. If a senior is removed (or drops) from an Honors/AP course, the colleges to which he or she applied will be notified.

On the other hand, a student may move from a college preparatory course to honors if the student needs to be challenged beyond the challenges of the non-honors courses. This change usually occurs at the end of the academic year.

Scheduling constraints may also affect course placement for students.

Drop/Add Policy

Students have ten (10) school days into the semester to drop and/or add classes. Students should decide in consultation with parents, the subject teacher, Department Chair, and the Learning Specialist whether any changes need to be made in the student's academic courses including Fine Arts courses, Electives, and Athletic activities. Placement changes in course levels can be made up to twenty (20) school days into the first semester. This change occurs based on the student's performance and teacher's recommendation. This change may be initiated by the student or subject teacher. The Department Chair must approve the change in course placement. It is the student's responsibility to make up missed work due to changes in course level or due to adding a course.

New students are monitored the first two to three weeks of school to determine if the placement is appropriate. If the level of a certain class does not meet the student's needs, then the teachers in consultation with the department chair may transfer a student from one level to another.

With the written permission from their parents, teachers of the class being added, and the department chair, a student may add a class before

College Admissions

When completing college forms, The Weber School has the responsibility of accurately responding to all questions governing a student's academic and behavioral records.

Make-Up Work

Students are responsible to make up work for any excused absences. The student is also responsible for scheduling immediately a time frame for this make up work with the teacher. A teacher's syllabus will indicate the specific expectations and deadline for make up work. No make up work will be accepted during the last two weeks of a semester.

For an unexcused absence the student receives a zero for class work.

Examinations

An exam is a cumulative test of assessment of understanding given at the end of a semester and/or year. Weighted more than any other single testing device, an examination may count up to 25% of a student's semester and/or year average. Individual teachers in consultation with Department Chairs will determine the specific percentage and indicate such on the course syllabus. Each Department has its own policy relative to exam exemptions. Exam dates are scheduled at the end of the each semester and are indicated on the School calendar on the Website. Students are expected to take the exams at the indicated times. Parents can be most helpful and supportive by

not requesting an earlier exam day. Absences from an exam to accommodate vacations or trips are not excused absences. However, in a rare case, a student may request an early exam which is an exception and must be approved by the Associate Head of Academics. Students must carefully consider the disadvantages of taking an early exam such as less time to study, taking several exams on one day, a negative impact on a course final grade. Under no circumstances should an early exam be a burden on the teacher.

Transcripts

The Weber School will send an official transcript to the institution of the student's choice provided his/her financial account is clear and the appropriate form has been signed by a parent and given to the College Counselor or the Registrar.

Tutorials

Faculty academic help is available to students during the specified office hours of teachers Monday – Friday. Students are responsible for scheduling the help sessions with teachers. Tutorial is a time for students to make up missed work; to clarify assignments; or to receive further explanation, enrichment, or extra help. Depending on the needs of all students requesting help, the academic tutorial time may be individual or small group. Students may receive academic assistance in the Learning Center which is open Monday – Friday during all Blocks and lunch.

At times outside tutoring may be advisable or a family may decide to procure an outside tutor. The Learning Specialist has a list of tutors to help guide parents.

Guidelines Regarding Outside Tutoring

Many students at Weber use the services of outside tutors to assist in the learning process. In order to ensure that the interaction between student, teacher, and tutor is beneficial and productive, we have established the following guidelines or suggestions to assist in this three-way interaction. In order to adhere to the principles of academic integrity, it is imperative that the relationships between student, teacher, and tutor be focused on helping the student meet the established classroom expectations. Teachers work very hard to present clear, relevant, sequential lessons. The tutors should work to help the students succeed within this framework created by the Weber teachers.

Student's Responsibilities

- The student's primary responsibility is communication as this is the essential link in the triangle of student-teacher-tutor.
- Students have the benefit of being present in the classroom and participating in any discussion surrounding a topic or an assignment. Thus, the student and the teacher are the experts on classroom and homework expectations. Therefore, it is the student's responsibility to communicate this information to the tutor so that the tutor can be in a position to best complement and enhance the classroom instruction.
- The primary responsibility for the understanding and abiding by the teacher's expectations and guidelines for any activity lie with the student.

- The student who is being tutored should still seek out the teacher for clarification or help if he/she is struggling with the material. Teachers will always be the first and best source for help in their own subject.

Teacher's Responsibilities

- The teacher of a student who is being tutored is expected to communicate expectations in a manner that the student can clearly translate to his/her tutor.
- The teacher may be available for occasional conferences via E-mail or phone with a tutor in order to discuss a student's progress.
- Beyond that expectation, the teacher is expected to assume no additional responsibilities in regards to the tutored student.

Tutor's Responsibilities

- The tutor is expected to assist the student in a way that allows the student to meet the teacher's expectations.
- It is imperative that all interactions between students and tutors remain true to the classroom teacher's intent for assigning a particular activity and that all pertinent instructions are honored.
- The tutor is not to contact the teacher with requests for specialized instruction for the student.
- The tutor is also not to offer suggestions or criticisms about classroom instruction as the tutor is not in a position to be knowledgeable about classroom dynamics, departmental objectives, or other factors that may not be easily or objectively communicated by the student.

Tutor's Qualifications

- In order to meet the academic needs of a high school student, a tutor should be a certified high school teacher in the particular subject area he/she is tutoring.

Withholding Grades

Students must clear all outstanding financial obligations prior to receiving their grades and/or transcripts.

Learning Center

Purpose: The purpose of the Learning Center is to provide students with an opportunity to receive additional help in Math, English and Hebrew. A student can go on his/her own (during study hall or lunch) or be assigned by a teacher. Students who are assigned to the Learning Center are required to be punctual and complete assignments.

In particular, the Learning Center can provide the following assistance:

- Help in understanding instructions for an assignment in Math, English, and Hebrew
- Further explanation of math concepts.
- Further explanation of English homework assignments such as grammar and composition (based on English Teacher's guidelines).
- Review and further explanation of a teacher's assessment of the student's essay.
- Opportunities to study English vocabulary in various types of exercises.
- Opportunities to do practice mathematical problems and write practice essays.
- Help in study skills such as note taking, outlining, time management, and careful reading of a passage.

Loss of Credit

Any student who earns a transcript grade of F will not receive credit for that course. The student must make-up the work in a summer school program at a SACS accredited institution or through a course of study approved by the Department Chair and Associate Head of Academics. It is highly recommended that students who earn a grade of D repeat the course in an approved summer school program. Official transcripts indicating the student's performance must be sent directly from the summer school to the Weber Registrar. Students who have excessive absences during each semester, whether excuse or unexcused, in a course will not receive credit for that course. The only exception is for long term, documented medical circumstances as approved by the Associate Head of Academics.

Parent/Teacher Conference

A conference to discuss a student's performance may be initiated by the parent or teacher throughout the academic year. The student should be present at the conference as deemed appropriate by the teacher or parent. A scheduled time for Parent/Student/Teacher Conferences occurs after mid-term progress reports during the first semester. In particular, all 9th grade parents and students are encouraged to attend the conference on the specified date first semester of the school year.

Academic Eligibility

A Weber student participating in any activity (athletic or otherwise) must meet the stipulated expectations (academic and disciplinary) which are specific to the activity.

Eligibility for participation in interscholastic extracurricular activities is governed according to the regulations of Georgia Independent School Association (GISA), in which The Weber School holds membership. Coaches and moderators whose activities fall under the governance of the Georgia Independent School Association are responsible for monitoring students' academic eligibility. Moderators and coaches of activities not governed by GISA may establish and maintain eligibility

requirements (academic, behavioral, participatory) with prior approval of the Athletic Director and the Associate Head of School: Academics, Counseling and Athletics.

If, in the judgment of the Head of School, Associate Head of School or sponsor of the activity (as indicated by mid-term progress reports, semester reports, teacher observations, and/or parent-student conferences), the student is not meeting the standards required, the student may be declared ineligible. In addition, for serious disciplinary matters or poor representation of The Weber School during competition, the Head of School or Associate Head of School may also revoke a student's eligibility.

An early release from school for a student to participate in an athletic activity is an "excused" absence from class. Prior to the absence, the student is responsible for arranging a time with the teacher to make up any and all work missed.

Eligibility is maintained by earning a C or higher in all academic subjects. Athletes should consult the Student Athletic Handbook for details.

Homework

Homework is regularly assigned to all students by all teachers. The regular practice of evaluating students' completion and comprehension of reading assignments and of grading written work will help ensure students are well prepared for class and are completing the schedule of the course work. Teachers will indicate on the course syllabus specific expectations relative to homework assignments. At the beginning of the school year, each teacher will discuss and clarify the ethical issue of getting help from other students and the lending, borrowing and copying of homework. Due to the occurrence of Jewish holidays, students should not expect homework assignments, projects or tests due on days immediately after the holidays.

Test Schedules

A student may have a maximum of two major tests or projects on one day. Quizzes, homework, and class work may be given on any day and are not bound by this policy.

Late Submission of Work

Individual teachers will establish the course policy.

Summer School

Any student who attends summer school to take courses that satisfy The Weber School's graduation requirements must have prior approval of the Associate Head: Academics. The failure of a required course must be corrected by passing the same course or an approved substitute either at an accredited school during the summer or at The Weber School the next year. Private tutoring is not permitted for credit.

Courses at Other Schools

Permission to take a course at another school/college must be obtained from the Associate Head: Academics.

Standardized Testing

The Weber School participates in the testing programs of the College Board, a national non-profit association “that supports academic preparation and transition to higher education for students around the world, through the ongoing collaboration of more than 3,000 member schools, colleges, universities, educational systems and organizations”. In October, tenth and eleventh grade students take the Preliminary SAT/National Merit Scholarships Qualifying Test (PSAT/NMSQT) which measures critical reading, mathematical skills, and writing skills. Scores of eleventh graders are used in the annual selection process of the National Merit Scholarship Competition. The PSAT test is administered at The Weber School. During second semester of the junior year, eleventh graders take the SAT and or the ACT tests which are administered at other private and public high schools. Seniors have the opportunity to take the SAT and ACT tests in October.

Students should consult with the College Counselor as to the appropriate test to take for college admissions. All SAT and ACT test dates are on the school calendar as well as the Websites for College Board and ACT.

Advanced Placement (AP) exams are given in May of the year the AP course is taken. All students enrolled in AP courses are required to take the exam.

Study Hall

Study Hall is a class period that meets for the same amount of time as an academic class for the purpose of quiet study, library use, computer lab use, or academic help. During these study halls students in 9-11 grades are assigned to a designated room under teacher supervision. Expectations for attendance and conduct are the same as for any class.

Seniors who have a study hall are not assigned to a room under teacher supervision. Students are expected to use study hall time wisely such as completing academic work; meeting with the college counselor; completing college applications; working on school related activities; and/or offering to help out in the school office, Learning Center, computer lab, or with a particular teacher.

II. STUDENT ATTENDANCE EXPECTATIONS AND RESPONSIBILITIES

The attendance policy is based upon the following statements from The Weber School philosophy statement:

“We give students increasing responsibility for making decisions that affect them...”

“The School’s ultimate goal is to prepare students for knowledgeable, thinking, responsible Jewish adulthood.”

“By emphasizing mitzvot and Jewish values, we teach our students to live a moral life.”

The *achrayut* of students is to attend regularly and be on time. It expresses itself in one’s own learning, in the effect on classmates and teachers, and in skills needed as an adult. Students’ responsibility is both to themselves, as well as to others, their colleagues (classmates) and superiors (teachers). We expect the parents to support these policies.

As a member of the Southern Association of Colleges and Schools (SACS), The Weber School must provide a specified number of instructional days. Therefore, students must fulfill their obligation to attend class regularly or face loss of academic credit.

Regularity in attendance and diligent application to study are essential to a student's learning and achievement. Students should come ready for class with all necessary books and materials. The school day begins at 7:50 a.m. on Monday, Tuesday, Thursday, and Friday and at 8:35 a.m. on Wednesday. During the 2009-2010 year, students will start the day with a Homeroom period for ten minutes. During homeroom teachers will take attendance, announcements will be made, and other school business will be conducted. Students are expected to be in their Homeroom/Advisement period and ready to begin promptly at 7:50 a.m. (8:35 a.m. on Wednesday). Homeroom teachers will record absences. A student not in homeroom by 7:50 is considered late and should go to the front desk.

Excused absences include illness, doctor's appointments, approved college visits, and exceptional family functions (e.g. wedding, bar or bat mitzvah, funeral, graduation). Procedure for excused absences, delayed arrival and early dismissals are as follows:

- A parent must call extension 302 between 7:00 – 7:45 a.m. each day a student is absent. The parent should provide the following information: name, grade and reason for absence.
- Requests for delayed arrival, early dismissal, or future absence should be made in writing by the parent to Rachel Zebrak. Such requests should be received at least one day in advance. All requests must include a telephone number at which the parent can be reached, student's name, grade, and reason for request. Normally, no student will be granted early dismissal without a written request from a parent. Requests may be emailed to Rachel Zebrak at rzebrak@weberschool.org.
- Any time a student leaves school early, arrives late or returns to school after an appointment, he or she must report to the front desk to sign out or sign in. Failure to do so may result in an incorrect attendance record for the student as well as disciplinary action.
- In case of illness during the school day, the student should go to the front desk after informing his/her teacher. The receptionist will contact the parent.
- Students who are absent from school for any reason may not practice or participate in afternoon or evening activities on that day.
- College Visits: Students should plan college visitations during second semester of the Junior year and first semester of the senior year. Six class days will be excused. Parents should submit a written request to the Head of School.
- The Weber School reserves the right to lower a grade or deny credit for a course if a student is absent 10 or more times in one semester.
- Absence on Exam Days: Students are expected to take exams according to the dates and times of the exam schedule. Absences on exam days will be approved for illness or a family emergency. In case of a family emergency or unusual family event, the parent should email the Associate Head: Academics indicating the specific reason for the request for an early exam. After the request is approved, the student is responsible for arranging with the teacher(s) an alternate time to take the exam(s). For both first and second semesters, a student must take all semester exams before the end of the semester. Approval is done by the Associate Head of School: Academics.

- Students who have missed class will be responsible for all assignments.

Anticipated absences should be arranged for in advance. Parents should verify all unanticipated absences. Absences are considered unexcused until the parent notifies the Head of School.

Make-Up Work

Make-up work is the student's responsibility. After an excused absence, a student will normally have one day for each day excused to make up work. The teacher will offer reasonable support and has discretionary power to extend the make-up schedule if the situation warrants. Students are responsible for completing all work that was assigned the day of absence whether assigned as in-class work or as homework. It is the student's responsibility to consult with each teacher to discover the work missed. If an absence is predetermined, the student is expected to do the majority of work ahead of time. The student is expected to return to school prepared for class work and assigned tests. In case of extended illness, the student may enlist the aid of the School Counselor in setting up a make-up schedule.

Unexcused Absences or Tardiness

Unexcused lateness to school or to class during the course of the day is unacceptable. For an unexcused absence, the teacher has the discretion as to the penalty ranging from all work must be made up with a percentage of credit received to a grade of zero.

Eligibility

Students are ineligible to participate in athletic events or evening activities unless they are in school at least half of the day.

Cutting Classes

Cutting class, the intentional or negligent missing of a class, is an unexcused absence. The student will not have the opportunity to make up work nor participate in any afternoon or evening activities. The student will receive a zero in the class and will also face disciplinary action of detention and/or suspension from school. Repeated offenses can result in expulsion.

Tardiness

A student is tardy when he or she arrives after 7:50 a.m. (8:35 on Wednesdays). The student must go to the front desk to obtain a late slip before he or she goes to class. Each semester a student may have three unexcused tardies before a detention is given. For their fourth unexcused tardy, a student will receive detention. Students will receive a detention for each tardy thereafter until he/she reaches nine unexcused tardies. Students will receive out-of-school suspension for nine or more unexcused tardies. Excessive tardies will result in loss of privileges and/or loss of opportunity to participate in afternoon or evening activities. Excessive tardies will result in a student being suspended from school and receiving zeros in missed classes.

Late for School

1st – 3rd Unexcused Tardies = no consequence for each semester
4th – 8th Unexcused Tardies = detention

9th = Out-of-School Suspension

The school reserves the right to consider all members of a carpool tardy, even if the tardy is caused by only one member in the carpool. Student attendance records for unexcused tardies reset at the beginning of each semester.

Late for Class

Students have ample time to arrive at class on time. Any student who is late to class should go to the classroom, not to the front desk. Teachers may treat class tardiness according to their classroom policies. The time between classes should not be used for student/teacher conferences. Repeated tardies can result in detention, loss of privileges, and /or suspension.

Field Trips

School-sponsored field trips count as a full day of attendance. However, if the field trip does not require the entire school day, students are expected to attend classes that would normally meet. Students are responsible for turning in all assignments for each class due on the day of the field trip.

III. STUDENT BEHAVIORAL EXPECTATIONS AND RESPONSIBILITIES

The Weber School is a learning community based in respect, cooperation and individual responsibility. The Weber School seeks to create an environment where individuals take the responsibility for their own behaviors and actions. The Jewish concept of *derech erez* – how to conduct oneself with propriety and respect in relationship to others – is of paramount importance in the School and a necessary precondition to learning. Rigorous academics can only exist in an environment of rigorous personal standards and expectations. The Weber School approach to student discipline attempts to teach students respect for self and others, honesty, accountability, and responsibility in creating an atmosphere conducive to education. The Weber School teaches students to assume responsibility for their actions and choices and to maintain high standards of personal integrity as they strive to become knowledgeable, thinking, responsible Jewish adults.

Boundaries

The Weber School community works together to create and maintain an educational environment where students' safety and welfare are utmost important and are guiding factors in establishing expectations for the students.

- **Lunch**

Students are expected to eat in designated areas only and to clean up after themselves. Students are invited to eat lunch in the cafeteria or outside the building, weather permitting. Student who eat outside must leave the area clean. Students are not permitted to eat lunch in the locker area, in the hallway or in empty classrooms. Students may eat their lunch in a classroom if they are meeting with a teacher. Food and drinks are not allowed in the Learning Center, Library, or the Computer Lab.

Students may bring lunch from home providing it complies with the school's kashrut policy. Non-kosher food from fast food restaurants is not permitted on campus.

- **Leaving Campus**

Students are not allowed to leave campus during the course of the day for any reason other than to participate in school sponsored activities or to attend approved off campus appointments. A student must have explicit written permission from a parent or guardian to leave campus. Students leaving and returning to campus with permission should sign in and out at the front desk. Any student leaving campus without permission will be issued an out of school suspension and will receive a grade of zero for any missed class work.

- **Use of Athletic Fields**

If students want to use the soccer field or the baseball field at any time, they must receive permission from the Athletic Director. Students must wear appropriate clothing; in particular, boys must wear shirts.

- **Parking Lots**

Students are required to have a Weber School parking decal to park in the designated student parking lot. Students who park in faculty parking spaces are subject to disciplinary action. Students are not allowed in the faculty or student parking lots during the school days unless they have permission to leave campus.

- **Open Campus for Seniors**

Seniors who have written permission on file with the Head of School have open campus during the following specific times:

Seniors who have a study hall before or after lunch may leave campus 60 minutes (one block of time) prior to lunch or return 60 minutes (one block of time) after lunch. Seniors may not leave for two blocks of time if they have two study halls. Seniors who have a study hall at the end of the day may leave campus. Seniors must sign out before leaving and should not return to campus unless the reason has been approved by the Head of School.

Seniors who have study hall first block of the day must attend Homeroom, Tefillah, and morning program as scheduled. Seniors skipping homeroom, prayers, and/or morning program will be subject to disciplinary action including detention and/or suspension.

- Seniors must sign out before leaving campus and must sign in upon their return. Tardiness to class will result in loss of open campus privileges.
- Any senior who is scheduled to serve detention/s loses off campus privileges until detention/s is/are served.
- Students who do not have cars on campus may choose one person with whom he/she is permitted to ride.
- All permissions from parents must be on file in the office of Rachel Zebrak. Over the phone permission is not acceptable.
- Leaving campus without permission will result in out-of-school suspension. If you are suspended, you will receive zero on any quizzes/tests/assignments in class for the day/s you are out. You will also lose open campus privileges for the remainder of the year.

- Any senior who has lunch duty may not leave campus during lunch for the week that lunch duty is assigned.

Study Hall for Seniors

Seniors are not required to report to study hall. They may go to the library, the Learning Center, the etz, or the computer lab. Seniors are not allowed in the faculty or student parking lot or the athletic fields without adult supervision. Seniors are expected to conduct themselves in an appropriate manner.

Visitors to Campus

Visitors during the academic day are not allowed on campus.

Faculty Areas

Students are not allowed to enter the faculty lounge, the faculty dining room, or the faculty break rooms.

Cell Phones

As cell phone use is disruptive to the educational instruction, interrupts gatherings, and creates serious test security issues, cell phones may not be turned on indoors during the academic day (7:50-3:45) and except during the lunch period. If a student brings a cell phone to school for emergency or after-school use, it should be turned off and kept in the student's locker. Parents should not expect students to be checking text or voice messages during the academic day. In case of an emergency, parents may always deliver messages to students through the receptionist. Faculty and staff reserve the right to confiscate cell phones.

If a cell phone is on or a student is observed using it, the phone will be taken by a faculty member and will be returned in a week. For a second violation, the phone will not be returned until the end of the semester and a third violation will result in loss of the phone for the year.

Other personal electronics (including iPods or other MP3 players) may not be used during public gatherings, such as assemblies, or otherwise operated in a manner that is disruptive during the school day. Faculty and staff reserve the right to confiscate such electronics; they may only be used in class with the express permission of the teacher.

Copier

A copier is available on the first floor for the personal use of students. Students are not allowed to use the copiers in the administrative workrooms.

Dress Code

The way we dress in school reflects what we stand for as a Jewish school community. Some of the values that we cultivate in our School and that are reflected in our dress code are *tzniut* (the Jewish concept of propriety combined with modesty), respect, and neatness. Our dress code also recognizes that comfort is conducive to learning.

The following guidelines will be interpreted and enforced according to the discretion of our The Weber School faculty and administration:

Shirts - boys and girls

Shirts and dress tops need to cover shoulders, tops of arms, torso, back and midriff. Shirts do not have to be tucked in, but they must be long enough to tuck in and always cover the midriff. No tank tops or immodestly low necklines are permitted. Undergarments should be covered at all times. Boys are not permitted to remove their shirts while they are playing sports on the fields or in the gym.

Examples:

Permitted

Short sleeve and long sleeve polo shirts, cap sleeve blouses, T-shirts, button-down shirts, turtle necks, sweatshirts, sweaters.

Not Permitted

Students may not wear tank tops, spaghetti straps, mini skirts, pajamas, see-through fabrics or spandex. Students may not show midriffs and undergarments are not to be visible at any time.

Pants - boys and girls

Permitted

Untorn jeans, tailored pants, slacks and neat sweat pants. Only tailored shorts will be allowed.

Not Permitted

Gym shorts, short shorts, "soffies," long baggy shorts, baggy sweat pants, or tight leggings.

Skirts, Dresses and Shorts - girls

The general guideline is that skirts, dresses, and shorts should reach no higher than three inches above the top of the knee. However, if a teacher or administrator feels that a skirt or dress is immodest when the student is standing or sitting, he or she has the discretion to ask the student to change regardless of the length of the skirt or dress. Long skirts and dresses are acceptable.

Shoes - boys and girls

Sandals are permitted, but house shoes are not.

Hats - boys and girls

Baseball caps and other hats deemed appropriate by the administration are permitted. Hats must be clean and neat. Hats with visors must be worn with visors facing forward. Teachers, according to individual teacher preference, may or may not require students to remove their hats during a secular studies class and may or may not require boys to wear *kippot* (girls optional) during study of sacred texts.

Clothing should *not* be skintight, ripped or excessively baggy. It needs to cover the body as previously described. Clothing also needs to be free of inappropriate or offensive writing and/or graphics including but limited to references to alcohol or drug use. Appropriateness will be left to the discretion of the administration.

Jewelry

No chains, spiked jewelry, or jewelry attracting undue attention are acceptable.

Fridays and Rosh Chodesh (first day of the new Hebrew month)

Students are strongly encouraged to wear clothes conducive to creating a special atmosphere in anticipation of Shabbat and marking Rosh Chodesh.

Expectations

If there is any instance in which a student does not adhere to our dress code standards, he or she will have to change into acceptable attire or else leave class until parents bring a change of clothes that is acceptable. It is the student's responsibility to come to school dressed appropriately and ready to learn.

Drug Policy

Consistent with its philosophy statement and consistent with the Torah commandment ("Now you are to take exceeding care for yourselves" [Deuteronomy 4:15]), The Weber School believes that the use of drugs and alcohol by its students is antithetical to their physical, spiritual, emotional, social and intellectual development and well-being. Accordingly, possession, use, purchase, sale or being under the influence of drugs or alcohol on school grounds or at a school or school-related function is strictly forbidden. Violations of this rule will be considered according to the individual circumstances of each case. Penalties, imposed at the discretion of the Head of School and Associate Head, include immediate permanent expulsion for a first offense.

The Weber School believes that it shares a responsibility with parents and other adults in its students' lives to educate our children about the nature and dangers of drug and alcohol use. As well as providing instruction at school, The Weber School encourages and supports collaborative school, parent and community educational efforts. In addition, the School will share with parents, as possible and as appropriate, information it becomes aware of concerning their children's rumored, suspected or known alcohol or drug use outside the school's official purview.

The School reserves the right to require drug testing or a treatment program as a condition of continuing at the School, when, in the judgment of the Head of School and Associate Head: Academics the circumstances warrant.

Elevator

In general, elevators are for the use of faculty and staff only. Students who submit to Mrs. Zebrak a written note signed by a medical care professional or parent attesting to a medical necessity are permitted to use the elevator as long as needed. In addition, students may be given special permission by the faculty or staff to use the elevators for specific purposes.

Gambling

Students are not allowed to gamble on The Weber School campus or on school-sponsored trips.

Gum Chewing

Gum chewing is not allowed on School premises during regular School hours except during a student's non-working lunchtime period. If it is found that gum is left discarded and not properly thrown away, then gum chewing on School premises will be banned completely.

Honesty

Dishonesty is contrary to Jewish values and an offense to one another that weakens The Weber School community and undermines the dignity of the individual who is dishonest. Therefore, it is expected that students will not engage in those activities that violate truth and trust.

Lying and Theft

Lying and theft cannot be tolerated in an educational setting, where truth and trust are among the most important values. A single instance of lying or theft, at the discretion of the Head of School and Associate Head: Academics, could result in expulsion.

Plagiarism and Cheating

Plagiarism, a form of cheating, is the act of representing as one's own the work or ideas of another. Plagiarism includes, but is not limited to

- submitting as one's own essays or portions of essays written by other people, including commercially prepared research papers.
- failing to acknowledge through proper footnotes or endnotes and bibliographical entries the source of ideas essentially not one's own.
- failing to indicate, through proper use of quotations and footnotes or endnotes, paraphrases, ideas and verbatim expressions not one's own.
- submitting for one course an essay written for another course without having sought prior permission from both teachers.

Plagiarism and cheating are serious offenses. A student who plagiarizes or cheats on quizzes, tests or exams or copies another student's work will receive a zero for that particular work, and the administration and parents will be informed. A second infraction of plagiarism or cheating may result in disciplinary action up to and including expulsion from School. The specific offense and disciplinary action are recorded on a student's permanent record. A student's disciplinary record is reported to colleges.

Inappropriate Language/Disparaging Remarks

Disparaging comments are serious offenses. Written or spoken remarks that harass, tease, or are insulting have no place in The Weber School community. Use of inappropriate, abusive or profane language will result in a detention and/or Out-of-School Suspension. A student who engages in repeated use of inappropriate language could be suspended and or expelled.

iPODS

Students are not allowed to use iPods during the academic day unless a teacher has granted the student permission to use it during a particular activity.

Lockers

Lockers assigned to students for their convenience and the protection of their possessions are the property of the School. Only locks issued by the School office may be used on student lockers. From time to time the Administration may inspect lockers for reasons of safety or hygiene. The inside of lockers may be decorated with appropriate material which can be fully removed at the end of the year. The School is not responsible for lost or stolen items.

Sexual Harassment

Sexual harassment is defined as unwanted sexual attention from peers, teachers, School employees, administrators or anyone the student may interact with in the course of School activities. The range of behaviors included in this definition is broad but generally includes verbal or written comments of a sexual nature, obscene language directly addressed to the victim, hostility toward the victim on the basis of sex, pressure for sexual activity, leering, pinching, patting and other forms of unwanted touching. Such unwanted sexual overtures are strictly prohibited at The Weber School in all relationships between members of the school community.

Incidents of sexual harassment by teachers, administrators, School employees or other non-students should be reported immediately to a parent or a staff member with whom the student feels most comfortable.

Incidents of sexual harassment by students may be handled in a variety of ways, depending on the personal preference and decision of the student. Individuals may choose to deal directly with the offender (in a non-physical manner), but, where they feel they are unable to respond in this way, they are encouraged to report the incident to the staff member with whom they feel most comfortable. Once a charge has been brought to the attention of a staff member, that staff member shall request a meeting with a member of the administrative staff who will investigate the incident. It is expected that those involved with a sexual harassment investigation will protect the confidentiality of all information relating to the case.

Sexual harassment is regarded by The Weber School as an extremely serious offense, in violation of an individual's civil rights as well as of Jewish law and ethics. If, after a careful investigation of an incident, a person is found to have engaged in sexual harassment, such activity may be considered grounds for removal from the School.

Telephone Use By the Student

Students may not use other phones in the school without permission from a faculty member.

Use of Tobacco

The use of tobacco is not allowed on School grounds or at any School or School-related function. Penalties include out-of-school suspension or expulsion

Weapons

Guns, knives or other weapons are strictly prohibited on school property or at school-related functions. A student will be expelled for possession of any weapon.

Behavioral Consequences

Students are expected to cooperate with all school personnel and with each other and to behave appropriately at all times. It is necessary at times to impose penalties on individuals or groups because of improper conduct. The Weber School uses detention, out-of-school suspension, and expulsion as penalties imposed upon the student. Further, illegal conduct may also be prosecuted

by law enforcement agencies. Certain behaviors can vary in degree of seriousness, for example, disrespect toward a teacher. In such cases, the administration has the discretion to give the student a more serious or less serious consequence according to each case.

Behavioral Infractions

Behavioral Infractions that may result in a detention are the following:

- Unexcused tardy
- Disturbances in class, library, computer lab or cafeteria
- Disrespect toward a teacher
- Inappropriate display of affection toward another student
- Use of inappropriate, abusive or profane language
- Arriving late to class, study hall, prayer or morning program
- Loitering in hallways, bathrooms and locker areas
- Eating lunch in areas without adult supervision
- Violating dress code
- Use of cell phone during class
- Inappropriate use of computers during class
- Violating Kashrut policy
- Skipping class, lunch duty, detention, prayers or morning program
- Students lingering in “off limit” areas during the day: parking lot, cars, athletic fields, etc.

Behavioral Infractions that may result in an Out-of-School Suspension:

- Skipping an entire day of school
- Leaving campus without permission
- Students lingering in “off limit” areas during the day: parking lot, cars, athletic fields, etc, for a second offense.
- Eight unexcused tardies

Behavioral Infractions that may result in an Out-of-School Suspension or expulsion include but not limited to the following:

- Nine behavioral infractions
- Smoking on campus
- Bullying
- Fighting
- Suspicion of drug and/or alcohol use during school hours
- Possession of a weapon
- Sexual Harassment, verbal, nonverbal, or physical
- Theft
- Vandalism/Destruction of property

Any student who serves eight detentions for tardies and/or behavioral infractions will be issued an Out-of-School Suspension. A parent conference with the student and the Head of School must occur before a student can return to classes.

The Head of School may also impose these consequences for excessive tardies and behavioral infractions: Counseling and Academic and/or extracurricular probation. A student's behavioral and attendance records will be reported to other educational institutions at the time a student withdraws from The Weber School and to other organizations such as summer programs, prospective employers, and other appropriate agencies when requested. A student's behavioral and attendance records are also reported to colleges/universities as requested by the institution at any time during the college application process.

Detention

As deemed appropriate, a faculty member may assign a student to a supervised detention to be served on a Wednesday afternoon from 4:00 p.m. – 4:45 p.m. Students are expected to report to silent detention promptly at 4:00 p.m. Cell phones, computers, and iPods are not permitted in detention. Students are not allowed to complete school work, talk, or sleep during detention. Students will be given an assigned seat and will not be allowed to leave the detention room for any reason. The student may be asked to participate in tasks that will help our school community such as cleaning the school grounds and general office help. This responsibility will preclude the student from participating in any athletic or club event scheduled for that day of detention. Transportation home from detention is the responsibility of the student's family. There will be at least twenty-four hours notice for detention.

Suspension

Disciplinary suspension is the temporary removal of the student from class and extracurricular participation. Out-of-school suspension may be imposed by the Head of School or Associate Head: Academics. A conference with the student, parents, and the Head of School must occur before the student can return to class.

Out-of-School Suspension

Students issued an out-of-school-suspension are restricted from entering school property and are not permitted to attend or participate in any school related activities (athletics, extracurricular, social) during the time of the suspension. In addition, a student serving a suspension will earn a zero in each class that meets on the day the suspension is served. How the zero affects the grade is left to the teacher's discretion. Before a student is allowed to return to school, a parent conference will be scheduled with the Head of School.

Expulsion

The Weber School reserves the right to expel any student who is unable or unwilling to meet the expectations of our community, especially when the student's behavior constitutes a threat to himself/ herself or to others. The Head of School also reserves the right not to offer reenrollment to any student who has displayed serious behavioral or academic issues during the school year.

Israel Program Participant

Weber student are expected to adhere to the Code of Conduct of the Alexander Muss Institute for Israel Education as well as adhere to all expectations and policies of The Weber School. The Head of School for Weber is the final voice of authority on all matters related to Weber students while they are participating in this program.

IV. APPROPRIATE USE OF COMPUTERS AND TECHNOLOGY

Technology – Acceptable Use Policy

Terms and Conditions for use of Weber Technology

Your following these Terms and Conditions is essential to The Weber School's ability to maintain and allow access to the Internet. The Weber School has the right to modify the Terms and Conditions so that the school can ensure that the access privileges are being used properly. The Weber School will use reasonable efforts to give you at least thirty (30) days advance notice of any change in the Terms and Conditions, but the school has no obligation to give such notice. If any changes to the Terms and Conditions are not acceptable to you, you can choose to terminate your account to access the Internet by contacting the school technology staff or school administration.

Remember, when you take actions that violate these rules, you could seriously harm someone else, yourself, or The Weber School. You might even be breaking a law. In addition to the specific rules, you must always follow all applicable laws and school regulations. If there is a conflict, the rule that is more restrictive will apply.

Acceptable Use

The purpose of the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of The Weber School. As a result, any use deemed not appropriate for educational purposes is prohibited, including the use of unauthorized games, music, videos, CDs, DVDs, live chat programs, etc. In particular:

Music may be listened to only with the use of personal headphones. Headphones will not be supplied by the School except for class purposes.

Copyrighted Music is, in most cases, illegal to download. The use of the school computers to download, copy, or store such music is exposing the school to lawsuits and is therefore prohibited.

Games are permitted only outside of regular school hours unless for educational purposes and under the supervision of a teacher. Lab personnel retain the right to prohibit individuals from playing games before and/or after school and during lunch periods.

Personal Safety

- You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone number, school address, work address, etc.
- You will not agree to meet with someone you have met on-line without your parent's approval. Your parent should accompany you to any meeting that they approve.
- You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable, or which comes to you anonymously.

Illegal Activities

- You will not attempt to gain unauthorized access to The Weber School network or to any other computer system through the school network, or go beyond your authorized access. **This includes attempting to log in through another person's account or access another person's files.** These actions are forbidden, even if only for the purposes of "browsing."
- You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are forbidden and illegal.
- You will not use The Weber School network to engage in any other illegal act, or any violation of the school policy or Jewish Law.

System Security

- You are responsible for your individual account and for preventing others from being able to use your account. Under no conditions should you provide your password or other access information to another person, or let him or her use your account.
- You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems because this may be construed as an illegal attempt to gain access.
- If you are sending, posting or otherwise transmitting material or information onto or through The Weber School from a different computer or web site, you are responsible for taking reasonable steps to make sure that you are not spreading a computer virus or worm or other detrimental computer program. **If you knowingly place a virus or other detrimental computer program onto The Weber School network server or any of The Weber School computers, you may be subject to criminal prosecution.**

Inappropriate Language

- Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.
- You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- You will not post information that could cause damage or a danger of disruption.
- You will not engage in personal attacks, including prejudicial or discriminatory attacks.
- You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending him or her messages, you must stop.
- You will not knowingly or recklessly post false or defamatory information about a person or organization.

Respecting Resource Limits

- You will use the system only for educational and career development activities and limited, high-quality, self-discovery activities.
- **You will not download any programs** on any school computer without prior permission of the lab administrator or, in the case of classroom computers, a faculty member.
- You will not post chain letters or engage in "spamming." Spamming is sending annoying or unnecessary message(s) to either a single person or to more than one person.
- To assure that your files are safely archived, we suggest that you keep important files on a flash drive. We do not accept responsibility for lost or damaged files.
- Your personal network space is allocated to you to store school related documents and may be reviewed by the technology staff. Any file found in your personal network space may be questioned by the technology staff and removed at our discretion. Users are responsible for the contents of their personal network space and may be held liable for its contents.
- When printing pages from the Internet, print only the things that you need. Often, students print things and forget they printed it and leave the documents in the printer or print haphazardly. We

must conserve natural resources and the school's resources as well. For this reason, only black and white printers are generally available to students.

Plagiarism and Copyright Infringement

- You will not plagiarize works that you find on the internet. Plagiarism is taking the ideas or writings of others and presenting them as your own.
- You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing; if you have any questions, ask the librarian or an administrator.
- Material on someone else's web site, such as movies, software, games, and many other items including music are protected by copyright law.

Inappropriate Access to Material

Certain categories of Web sites, such as pornography, hate sites, and social networking sites (e.g. Facebook) are blocked by our firewall in accordance with school policy. **Any attempts to bypass the firewall by using proxy sites are forbidden; students who do so will have network privileges revoked.**

Privileges

- The use of the Weber School network resources should be considered a privilege, not a right, and as such, inappropriate use will result in a cancellation of this privilege. Based upon the acceptable use guidelines outlined in this document, the system administrators will deem what is inappropriate use, and their decision is final. Also, the system administrators may close an account at any time for any reason, and their decision is final. The administration of The Weber School may request the system administrator to deny, revoke, or suspend any user's accounts.
- To maintain the system properly, The Weber School has the right, but not the obligation, to monitor all messages and information sent and posted across the system. We also have the right, but not the obligation, to delete or have deleted any messages or information we deem to be detrimental to the school or to be in violation of a law or anyone's rights. We have the right to report to law enforcement authorities any student activity we reasonably suspect is illegal, and we have the right to cooperate with law enforcement authorities in an investigation or prosecution of any such illegal activity.

Student Conduct

- No food or drink is permitted in the Technology Lab.
- No running, roughhousing, throwing objects, loud talking, using profanity, or engaging in other inappropriate behavior is permitted. This kind of behavior will result in removal from the lab and disciplinary action.

Legal Terms and Conditions

- This agreement begins on the date that you first access the Internet or use electronic mail through The Weber School. The agreement will continue until the last time that you access the Internet or use electronic mail through the school or upon request to sign an updated policy.
- If you violate the Terms and Conditions, if your parent(s) or guardian(s) withdraw(s) their consent, or if The Weber School otherwise deems it appropriate, the school has the right (but not

the obligation) to terminate this agreement, cancel your account, and block your access to the Internet, without prior notice.

- The Weber School will use reasonable efforts to warn you if it believes you are violating the Terms and Conditions or are otherwise at risk for termination; depending on the nature of the violation or risk, the school might choose to give you a reasonable chance to correct the problem, but it has no obligation to do so. Without limiting the School's rights, **if The Weber School believes or has reason to believe that you are committing criminal or other illegal or immoral acts through The Weber School, the Internet or electronic mail, or if it is otherwise appropriate, The Weber School has no obligation to give you an warning before termination.**
- The Weber School has no responsibility for the confidentiality or privacy of any material transmitted or distributed over, or posted on the school electronic mail or the Internet.
- The Weber School reserves the right, but has no obligation, to access any message or material transmitted, distributed or posted via The Weber School and the privileges granted under this agreement to protect the security of The Weber School, the rights and/or property of either organization, the rights and/or property of any individual, or to make sure that people are following all federal, state, local, and foreign laws, rules and regulations that apply.
- The Weber School provides a means of getting information and is not responsible for whether such information is accurate or whether using material and information received over the Internet or electronic mail would violate any person's right.
- The Weber School does not have to monitor or edit the materials you send or receive over the Internet or electronic mail or to make sure you are not violating any laws or someone's rights.
- The Weber School will use reasonable efforts to maintain the system without unnecessary loss of service but is not responsible for any errors, omissions, or inaccuracies in any information posted or distributed through The Weber School, on the Internet or by electronic mail, interruption or loss of service, or any loss to you caused by anything related to the Internet, electronic mail, or The Weber School.
- **The Weber School is not responsible for any harm caused by the transmission of a computer virus, worm, time bomb, or other computer program through your access of the Internet or use of electronic mail through the system.**
- **The Weber School disclaims any and all express and implied warranties, except as otherwise stated in this agreement. In no event shall The Weber School be liable for lost profits or any incidental, consequential or punitive damages.**

The Weber School E-Mail Guidelines

All students are provided with a user@weberschool.org e-mail account. Most communications from the school will take place via E-mail, therefore students should check their E-mail daily. Accounts may be accessed at <http://mail.google.com/a/weberschool.org>. If desired, students can forward their mail from this account to another one of their choice.

V. GENERAL INFORMATION

Calculators

All students are expected to have and use their own TI 83 graphing calculator. The teacher will specify when it is appropriate to use the calculator.



Chagim (Holidays)

During the school year we will sometimes have special programming around the time of the Jewish holidays and other significant American holidays, emphasizing meaningful understanding and celebration of these days.

iPods CD Players

Students are not allowed to use iPods or CD players during the academic day unless a teacher has requested its use during a particular activity.

Copyright Compliance

Teachers and students will make themselves aware of the laws pertaining to copyright. These laws and practices pertain to all forms of expression.

“Fair Use” guidelines have been granted to educators and students for reproduction, adaptation, distribution, performance and display of media including the written word, audio visual works, sound recordings, graphics, computer software, and music. Computer software piracy is punishable as a felony and should be considered a serious offense. “Piracy” is defined as illegal copying of computer software.

Violations of these laws may result in fines as high as \$100,000 per instance. Questions about the law and practice of copyright should be directed to the Media Specialist.

Damage to School Property

Any individual who damages school property will be financially responsible for all costs associated with the repair and restoration of the damaged item and/or area to its previous condition and operation.

Emergency Procedures

The safety and security of our students is the primary concern of the school. To prepare for the possibility of a fire or a tornado occurring during school hours, fire and tornado evacuation drills will be conducted regularly during the school year. At the completion of the drill, the recall signal will be given. Students and faculty should not return to the building until this signal is given.

Fire:

If an alarm sounds while school is in session, students should remain calm and should leave the building quickly and quietly according to the card of instruction posted in each individual room in the school. When the fire alarm sounds, faculty will escort students out of the building immediately into the soccer plaza. Students should not talk so that faculty can record attendance.

Tornado:

Tornado Watch: Weather conditions favor the development of a tornado in the area. No tornado has been sighted, but emergency plans should be reviewed.

Tornado Warning: A tornado has been sighted in the area. Emergency plans will go into effect **IMMEDIATELY**. When the fire alarm sounds, faculty will escort students to the basement. Students should proceed quietly and rapidly, but not run. Students should stay with their class and listen for further instructions.

Financial Obligations

All financial obligations to the school must be satisfied before the release of any student's records such as grade reports, transcripts, attendance, and/or behavioral records, and/or college application materials.

Health and Medications

The school does not have medical or health facilities. If students are ill they are expected to remain at home. If a student becomes ill at school, parents will be notified, and arrangements should be made to get the student home. In case of an emergency the school will call 911 and attempt to reach parents immediately. Parents are required to complete for the school's files a Medical Emergency Information Form providing the name of the student's physician and information about the family medical insurance in case a parent or designated contact cannot be reached. Students who are to take medication during the school day must have on file in the office a permission slip signed by their doctor.

Kashrut

Our approach to kashrut is consistent with the principles that guide us generally in formulating normative practices for the school. We will not ask anyone to violate inviolable norms. Consistent with this approach, we have adopted the standard of the Atlanta Kashrut Commission as the standard of kashrut for food served in or by the school. When purchasing or bringing food to be served in the school that extends beyond one's own private lunch or snack, it is required that the food conform to the guidelines of the Atlanta Kashrut Commission. No one may bring food cooked or baked in a private home to serve in a public forum in the school (i.e. lunch room, classroom, faculty room). No meat is allowed into school unless it is kosher and approved for an official school function (i.e. Shabbatonim) No shellfish is allowed into school. No one is allowed to bring food into school in bags or wrappers bearing the logos of non-kosher restaurants. Accompanying the handbook you will find helpful information to guide you. If you have any questions regarding specific food items, please feel free to contact Sim Pearl who is overseeing enforcement of our kashrut policy. If you have any questions regarding specific food items, please feel free to contact the Atlanta Kashrut Commission directly (404-634-4254).

Kippot

The School appreciates that there are various practices regarding the wearing of kippot and encourages students to determine their own approach within the context of their family traditions and practices. Kippot will not be required, but a student's decision to wear or not wear a kippah will be a vehicle for appropriate discussion and learning consistent with the School's celebration of differences. Students will be required to wear kippot in a minyan (communal prayer group) which requires kippot. Students are strongly encouraged to wear kippot when studying sacred Jewish texts, when praying, and when eating, reflecting a sense of humility and an awareness of sacredness when engaged in these tasks.

Library Books

The library is opened Monday through Friday from 7:45 – 3:45. All books should be returned by the date specified by the Media Specialist. Students are expected to pay for lost or damaged materials.

Shabbatonim (All-school retreats)

Shabbatonim will occur during the school year on specified dates. These are thematic retreat incorporating a communal Shabbat experience. The fall Shabbaton is intended for the students and will take place on school premises. There may also be opportunities for Shabbatonim with schools from other cities.

Snacks

Students may bring reasonable snack food (i.e. fruit, juice box, can of soda, granola bar), in compliance with our School's guidelines for kashrut, to be stored cleanly in their lockers. If it is found that food items/containers/wrappings are left discarded and not properly thrown away, then "food-in-the-locker" privileges will be revoked.

Tefillot (Prayers)

Our approach to prayer is consistent with the principles that guide us in formulating normative practices for the school (see Kashrut).

Consistent with this approach, this year's schedule for Tefillot will be as follows:

Minyan	Faculty Advisor	Location
Egalitarian	Sim Pearl	Or Hadash Chapel
Mechitza	Rabbi Moshe Sokol	Room 227
Kehilla	Chaya Lieberman	Room 233
Kehilla	Marc Leventhal	Room 234
Kehilla	Noah Hartman	Room 214
Kehilla	Sara Spanjer	Room 232

Tefilah will take place this year on Monday and Thursday from 9:06 AM – 9:51 AM.

Tikkun Olam

Tikkun Olam, literally "Repair of the World," is the Jewish concept of commitment to social action and justice. Our commitment to a serious and thoughtful tikkun olam program is consistent with our goal of preparing our students for thinking, knowledgeable, and responsible Jewish adulthood.

Textbooks

Most of our textbooks are property of the School and are considered permanent inventory. Students are responsible for their textbooks and are expected to pay for lost or damaged texts. Students are responsible for turning in all textbooks to the subject teacher during exam week. Failure to follow this process will result in the student's academic records being withheld until the student clears up the situation with the Department Chair in August of the following school year.

Trips

When students are off the school premises for school trips and other activities such as school athletic events, they are not allowed to leave their off-campus premises without the knowledge and consent of an adult school chaperone.

Master Schedule for the 2010-2011 Academic Year

The master schedule for 2010-2011 is an ABC schedule that rotates every day of the week including Fridays. There are nine blocks of classes. Six blocks meet each day which also includes a morning program and lunch. Our morning program includes Tefillah two days, Hakhel two days, and a Faculty Forum on Wednesdays from 7:45-8:30AM allowing students to start homeroom at 8:38AM. Morning Programs are forty-five minutes each Monday- Thursday and twenty-nine minutes on Friday. Classes meeting Monday-Thursday are sixty minutes each whereas classes on Fridays are fifty-five minutes each. Lunch will be thirty-nine minutes on Monday – Thursday and twenty-nine minutes on Friday; there will be no afternoon break.

Every 15 days each block will have met ten times. In other words, a block (one class) will have four class periods (meeting times) one week and will have three class periods (meeting times) two weeks. Each block (class) has two Fridays every 15- day cycle.

Students in 9th-11th grades are required to take seven courses. With the nine block schedule a student may take the required seven courses and one other course and a study hall or two additional courses and no study hall. For example, a student who takes Spanish may also have a study hall. In another situation, a student may take Spanish and a study hall first semester and then drop the study hall second semester and take another course. Seniors are required to take six courses. With the master schedule seniors also have an opportunity to take additional course that parallel their interests.

In an unusual situation a student who would benefit from taking two study halls would be able to do so if she/he has the permission of her/his parents and the Learning Specialist who will consult with the student's teachers and the Department Chairs.

Master Schedule – ABC Rotation

Time	A Day	B Day	C Day
7:50-8:00 <u>Wednesday</u> Faculty Forum: 7:45-8:30 Homeroom: 8:38-8:48	Homeroom	Homeroom	Homeroom
8:03-9:03 (Wed 8:51-9:51) (Fri 8:03-8:58)	1	7	4
9:06-9:51 (Fri 9:01-9:30)	Tefillah (Mon and Thurs) Hakhel (Tues and Fri) Class (Wed)	Tefillah (Mon and Thurs) Hakhel (Tues and Fri) Class (Wed)	Tefillah (Mon and Thurs) Hakhel (Tues and Fri) Class (Wed)
9:54-10:54 (Fri 9:33-10:28)	2	8	5
10:57-11:57 (Fri 10:31-11:26)	3	9	6
11:57-12:36 (Fri 11:26-11:56)	Lunch	Lunch	Lunch
12:39-1:39 (Fri 11:59 -12:54)	4	1	7
1:42-2:42 (Fri 12:57-1:52)	5	2	8
2:45-3:45 (Fri 1:55-2:50)	6	3	9

Rotation of Classes – Three Week Cycle

Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
	A Day	B Day	C Day	A Day	B Day
7:50-8:00	Homeroom	Homeroom	Faculty Forum 7:45-8:30	Homeroom	Homeroom
8:03-9:03 <small>(Fri 8:03-8:58)</small>	1	7	Homeroom 8:38-8:48	1	7
9:06-9:51 <small>(Fri 9:01-9:30)</small>	Tefillah	Hakhel	4 8:51-9:51	Tefillah	Hakhel
9:54-10:54 <small>(Fri 9:33-10:28)</small>	2	8	5	2	8
10:57-11:57 <small>(Fri 10:31-11:26)</small>	3	9	6	3	9
11:57-12:36 <small>(Fri 11:26-11:56)</small>	Lunch	Lunch	Lunch	Lunch	Lunch
12:39-1:39 <small>(Fri 11:59 -12:54)</small>	4	1	7	4	1
1:42-2:42 <small>(Fri 12:57-1:52)</small>	5	2	8	5	2
2:45-3:45 <small>(Fri 1:55-2:50)</small>	6	3	9	6	3

Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
	C Day	A Day	B Day	C Day	A Day
7:50-8:00	Homeroom	Homeroom	Faculty Forum 7:45-8:30	Homeroom	Homeroom
8:03-9:03 <small>(Fri 8:03-8:58)</small>	4	1	Homeroom 8:38-8:48	4	1
9:06-9:51 <small>(Fri 9:01-9:30)</small>	Tefillah	Hakhel	7 8:51-9:51	Tefillah	Hakhel
9:54-10:54 <small>(Fri 9:33-10:28)</small>	5	2	8	5	2
10:57-11:57 <small>(Fri 10:31-11:26)</small>	6	3	9	6	3
11:57-12:36 <small>(Fri 11:26-11:56)</small>	Lunch	Lunch	Lunch	Lunch	Lunch
12:39-1:39 <small>(Fri 11:59 -12:54)</small>	7	4	1	7	4
1:42-2:42 <small>(Fri 12:57-1:52)</small>	8	5	2	8	5
2:45-3:45 <small>(Fri 1:55-2:50)</small>	9	6	3	9	6

Week 3					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
	B Day	C Day	A Day	B Day	C Day
7:50-8:00	Homeroom	Homeroom	Faculty Forum 7:45-8:30	Homeroom	Homeroom
8:03-9:03 (Fri 8:03-8:58)	7	4	Homeroom 8:38-8:48	7	4
9:06-9:51 (Fri 9:01-9:30)	Tefillah	Hakhel	1 8:51-9:51	Tefillah	Hakhel
9:54-10:54 (Fri 9:33-10:28)	8	5	2	8	5
10:57-11:57 (Fri 10:31-11:26)	9	6	3	9	6
11:57-12:36 (Fri 11:26-11:56)	Lunch	Lunch	Lunch	Lunch	Lunch
12:39-1:39 (Fri 11:59 -12:54)	1	7	4	1	7
1:42-2:42 (Fri 12:57-1:52)	2	8	5	2	8
2:45-3:45 (Fri 1:55-2:50)	3	9	6	3	9

THE WEBER SCHOOL
SCHOOL CALENDAR
 5770/5771 – 2010/2011

Monday, August 9 - Friday, August 13	Professional Development – All Faculty
Thursday, August 12	New Student Orientation 9:00 AM – 3:00 PM
Friday, August 13	New Student Orientation 9:00 AM – 2:00 PM
Monday, August 16	First Day of School – All Students 9:00 AM-2:00 PM
Thursday, August 19	12th Grade Parent Meeting 7:00 PM
Sunday, August 22	Welcome Back to Weber Cookout 5:00-7:00 PM
Tuesday, August 24	11th Grade Parent Meeting 7:00 PM
Thursday, August 26	9th Grade Parent Meeting 7:00 PM
Tuesday, August 31	10th Grade Parent Meeting 7:00 PM
Monday, September 6	Labor Day – NO SCHOOL
Wednesday, September 8	Erev Rosh Hashanah 2:00 Dismissal
Thursday, September 9 - Friday, September 10	Rosh Hashanah – NO SCHOOL
Thursday, September 16	Curriculum Night 7:00 PM
Friday, September 17	Erev Yom Kippur – 12:00 Dismissal
Wednesday, September 22	Erev Sukkot – 12:00 Dismissal
Thursday, September 23 - Friday, September 24	Sukkot – NO SCHOOL
Wednesday, September 29	Erev Shemini Atzeret – 12:00 Dismissal
Thursday, September 30	Shemini Atzeret – NO SCHOOL
Friday, October 1	Simchat Torah – NO SCHOOL
Monday, October 18	Teacher Workday – NO SCHOOL FOR STUDENTS
Monday, November 1	GISA Conference – NO SCHOOL FOR STUDENTS
Thursday, November 4	Parent/Teacher Conferences – 12:00 Dismissal for Students
Wednesday, November 24	Thanksgiving Holiday – 12:00 Dismissal
Thursday, November 25 - Friday, November 26	Thanksgiving Holidays – NO SCHOOL
Monday, December 13 - Friday, December 17	First Semester Exams
Monday, December 20 - Friday, December 31	Winter Break – NO SCHOOL
Monday, January 3	Classes Resume 7:50 AM
Sunday, January 9	Weber School Open House
Monday, January 17	Martin Luther King Day – NO SCHOOL
Wednesday, January 19	Parent Peer Leadership Night 7:00 PM
Friday, February 18	Professional Development - NO SCHOOL FOR STUDENTS
Monday, February 21	Presidents Day – NO SCHOOL
Friday, March 18	Purim Celebration – 1:30 Dismissal
Monday, March 21	Teacher Workday – NO SCHOOL FOR STUDENTS
Monday, April 18 - April 26	Passover Break – NO SCHOOL
Wednesday, April 27	Classes Resume 10:00 AM
Tuesday, May 10	Yom Ha'atzmaut – 1:30 Dismissal
Monday, May 30	Memorial Day – NO SCHOOL
Tuesday, May 31 - Friday, June 3	Second Semester Exams
Friday, June 3	Last Day of School for Students
Sunday, June 5	Graduation
Monday, June 6 - Tuesday, June 7	Professional Development – All Faculty

Student Organizations and Clubs

Chess Club

The game of chess teaches strategy and patience, and it can also be applied to love, life, psychology, math, or computers. Maybe that's why the game has appealed to millions of players for thousands of years. And the very first World Chess Champ was Jewish? Wilhelm Steinitz (1836-1900). This club is for anyone and everyone from beginner through expert, those who want to play and those who wish to learn.

Culinary Arts Club

The mission of the Culinary Arts Club is to enhance and celebrate community through shared gastronomical experiences, to delve deeper into Jewish culinary traditions, to discover and explore different cultures through their culinary traditions, and to serve the community with food projects (volunteering at the Project Open Hand Community Kitchen and fund raising through publishing and selling the "The Weber Recipe Collection").

English Literary Magazine

This is a student written and published literary endeavor that includes poetry, short stories, plays, essays as well as art forms such as illustrations, drawings, cartoons, and photography. The literary magazine provides opportunities for students to write and produce a publication.

Hebrew Magazine

In this elective course, students will write short stories, poetry, articles, and more in Hebrew. Students will also be involved in editing chosen works written by students in their Hebrew classes. All students are welcome regardless of their Hebrew proficiency level. Students who are creative in art and students who have good computer skills are encouraged to join this course as well. Students will produce a Hebrew Literary magazine in the Spring.

Israel Fellows and Advocacy

The Israel Fellows are a select group of students who learn about Israel and promote activities that support Israel through four main goals. Fellows deliver informal education about Israel to the school community by posting current events, writing columns for the school newspaper, and promoting information about Israeli culture. Fellows provide individual and communal support for Israel by participating in Tikkun Olam activities and by writing letters and sending gifts (*Chaver la'hayal*) to Israeli soldiers, they help organize the celebration of *Yom Ha'atzmaut* (Israeli Independence Day), *Yom Ha'zikaron*, and other significant Israeli dates and events and they meet and discuss different issues about Israeli culture and politics, listen to Israeli music, watch Hebrew movies, and read Hebrew literature.

Junior Statesmen of America

JSA is a student-run, non partisan, non-profit, nationwide political awareness club that gives students an opportunity to voice their opinions on local, state, national, and world issues. The free exchange of ideas and views is a highlight of all JSA activities. JSA strives "to Make Democracy Work" by preparing high school students to be active, involved citizens. JSA conducts a wide

range of political awareness activities: informal discussions, structured debates, educational simulations, challenging mock trials, informative political guest speakers, etc. JSA provides a valuable opportunity for students to sharpen public speaking skills and gives students a chance to develop important leadership skills such as organizing meetings, delegating responsibility, and motivating their peers. JSA helps to develop critical thinking skills. JSA members challenge each other's assumptions about the issues that affect their lives.

Math Team

Math Team encourages us to take off from the foundations laid by traditional math curriculums. We leap into a world of riddles, games, and logic. We embrace the beauty of mathematics that is often hidden from high school students. The boundaries of math are expanded; creating an alternate view of reality all our own. Members explore topics ranging from high school algebra and geometry to college level probability and beyond – anything within or outside the curriculum is allowed, so long as it piques an interest in our members. Our team is a formal competitor in a national math league, GAME. We compete with local private and public schools.

National Honor Society

The National Honor Society exists to create enthusiasm for scholarship to stimulate a desire to render service, to promote leadership, and to develop character in students. Membership in the National Honor Society is an honor bestowed upon students who are outstanding in scholarship, character, leadership, and service. Although only juniors and seniors can be inducted, the student's entire high school career will be taken into account when determining who will be selected as members. This honor, recognized throughout the nation, is both the public recognition of accomplishment and the private commitment to continued excellence on the part of deserving students.

Selection to the National Honor Society is a privilege, not a right. Students do not apply for membership; instead they provide information to be used by the local selection committee to support their candidacy for membership. Membership is granted only to those students selected by the faculty council. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specified level of academic performance. Candidates for membership must be a junior or senior who has attended The Weber School for at least one year and who has a cumulative grade point average at The Weber School of at least 3.8. Candidates are then evaluated by the Faculty Council on the basis of leadership, service, and character. The decisions of the faculty council are final and will be communicated via a letter.

Newspaper

Students who participate in the School paper will contribute to a publication that provides not only news of interest to the school community, but also art, photography and literature. From writing interesting pieces for the paper to soliciting advertisers, students can learn about how to produce a publication of quality.

Peace by Piece: a project of the Faith Alliance of Metro Atlanta

Participants in this project will meet 5 times over the academic year with student representatives from Marist, a Catholic school, and WD Mohammed, a Muslim school, in order to learn about the similarities and differences inherent in our traditions and cultures. Peace by Piece meetings will

rotate among the three schools. FAMA plans and oversees our programming, giving each school group the opportunity to learn and teach about their own heritage as well as learn from the other schools about the traditions of their faith communities.

Participants applied for admission to this club last spring, selected through an essay-based process that was designed to demonstrate the ability to represent oneself and our school as well as interest and openness to learning about others. The group is made up of two sophomores, eight juniors, two seniors and three alternates.

Spanish Literary Magazine

The purpose of the Spanish Literary Magazine is to encourage and expand student expression in the classroom and beyond, and to show case written works that are compiled and refined by both teacher and student efforts. The advisor to the magazine acts as a guide to help students maximize and explore given topics discussed in class. Examples of students work samples in the target language may include poetry, narratives, and prose. This magazine is a wonderful opportunity for students to gain appreciation for the Spanish language and culture, and to value their own efforts and be published.

Student Council

Student Council at Weber consists of an executive board (President, Financial Vice President, and Communications Vice President) and an extended board (Grade Representatives). Elections for the executive board positions, excluding the 9th Grade Representatives, are held in the spring prior to the school year. Two weeks into the school year elections will be held for the 9th Grade Representatives. The Student Council has many roles at Weber. One of these roles is to be the voice for the students. The Student Council will meet with the administration regarding all issues discussed at the Town Meetings led by Student Council. Another role is to plan Tikkun Olam projects. A third role of Student Council is to plan social events for all of the students. The Grade Representatives will plan events for their own grade while the Executive Board plans events for the entire student body. Some of these include the annual bowl-a-thon, a color war, a school dance and Shabbatonim.

Tik Club

Students who make it their business to promote social action among members of the Weber community. A central feature of our educational mission is the idea that we each have a responsibility to personally help those in any sort of need. This message is found in many areas, but is enacted regularly by the dedicated students who form this club.

Yearbook

Yearbook is a year-long elective in which students select a theme for the designated school year. Along with carrying the theme throughout the pages of the yearbook, students learn layout and design using the computer program Page Maker 6.5. Photography skills, journalistic techniques and advertisement sales are also part of designing this book of memories.

The Weber School Faculty and Staff 2010-2011

Administration

Pearl, Simcha	Head of School
Pearson, Nanci	Associate Head of School
Ginburg, Paul	Associate Head of School

Administration and Administrative Staff

Arkin, Rise	Director of Admissions
Abernathy, JoAnne	Development Assistant
Calvo, Melody	Bookkeeper
Hirsch, Jessica	Academic Administrative Assistant to Associate Head
McCullough, Rebecca	Marketing and Communications Supervisor
Nathan, Paige	Annual Campaign & Special Events Manager
Neitzel, Kathleen	Capital Campaign Director
Shelton, Bonita	Receptionist
Tiller, Linda	Administrative Assistant in Development
Van Hook, Sue	Registrar
Zebrak, Rachel	Office Manager/Israel Experience Coordinator

Faculty

English Department

Brown, Michele	<i>English Department Chair</i>
Bradford, Sam	
Huff, Dana	
Robson, Randal	
Skott, Corinne	

Fine Arts Department

Brown, Melanie
Herman, Chick
Singleton, Amber

Judaics Department

Lieberman, Chaya	<i>Judaics Department Chair</i>
Hartman, Noah	
Leventhal, Marc	
Pearl, Simcha	
Rosenblit, Barbara	
Schwartz, Rachel	
Sokol, Moshe	

The Weber School Faculty and Staff 2010-2011

Math Department

Hart, Beth
Corrales, Ricardo
Ivester, Katie
Ross, Joshua
Shaughnessy, William

Math Department Chair

Social Studies Department

Vann, Susan
Geppert, Michelle
Rosenblit, Barbara
Schwartz, Rachel
White, Mitchell

Social Studies Department Chair

Science Department

Kini, Kalpana
Anderson, Jonathan
Brand, Catherine
Brite, Nicole
Stevenson, Cristina

Science Department Chair

Technology Department

Chalmers, Michael
Greenwald, Scott

Technology Department Chair
Technology Support, Webmaster

World Languages Department

Shapira, Ilana (Hebrew)
Alfassi, Abraham (Hebrew)
Livnat, Ariella (Hebrew)
Meana, Jesus (Spanish)
Suarez, Liza (Spanish)
Zaionit, Carmela (Hebrew)

World Languages Department Chair

Learning Specialist

Shlaina Van Dyke

Counseling Department

Karpel, Sharon
Stadler, Chere
Pierce, Rebecca

College Counselor
School Counselor
Administrative Assistant to College Counseling

The Weber School Faculty and Staff 2010-2011

Library & Media Center

McCoy, Tonya

Director of Mentoring Program

Rosenblit, Barbara

Student Life

Hartman, Noah

Dean of Student Life and The Arts

Spanjer, Sara

Associate Director of Student Life

Permanent Substitute and Study Hall Proctor

Cooper, Aubrey

Athletic Department

Moore, David

Athletic Director

Schmitt, Clayton

Varsity Boys' Soccer

Mosley, Alex

JV Boys' Soccer

Webster, Michel

Varsity Girls' Volleyball

Peterson, Arlenda

JV Girls' Volleyball

Nazaire, Maxim

Cross-Country

Meredith, Tim

Varsity Wrestling

Berch, Staci

Varsity Girls' Basketball

Ellison, Tony

Varsity Boys' Basketball

Williams, Bryce

JV Boys' Basketball

Chris Knoblock

Varsity Golf

Diagostino, Gary

Varsity Baseball

Nazaire, Maxim

Track and Field

Dutta, Lisa

Tennis

Schmitt, Clayton

Varsity Girls' Soccer

Facilities

Knox, Vernon

Facilities Manager

Butler, Dane

Assistant Facilities

McMullen, David

Day Porter

The Weber School Board of Trustees 2010-2011

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