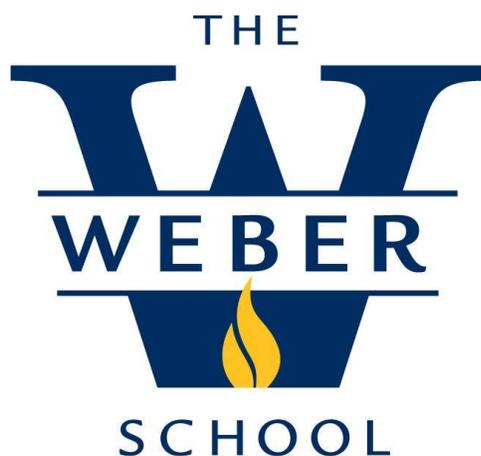


Student and Parent Handbook

5779-5780/2019-2020



FELICIA PENZELL WEBER
JEWISH COMMUNITY HIGH SCHOOL

Mission Statement

The Weber School prepares its students for success in college and in life, inspiring them to be knowledgeable, thinking, responsible Jewish adults, by weaving together:

- The pursuit of academic excellence;
- A commitment to Jewish values, the Jewish people and Israel; and
- A responsibility to serve our community and improve our world.

Portrait of a Weber Graduate

A Weber graduate pursues learning to develop character, to engage curiosity, and to become an informed citizen of the world.

- ❖ A graduate assumes responsibility for their obligations, finding purpose through learning and reflection.
- ❖ A graduate embraces challenge, exercising perseverance to meet goals.
- ❖ A graduate demonstrates honesty, acting ethically to establish trust.
- ❖ A graduate possesses a well-rounded knowledge of the arts, humanities and sciences, and the ability to think analytically in these areas.
- ❖ A graduate seeks guidance and feedback to improve, recognizing the important role of the teacher as facilitator and mentor.
- ❖ A graduate shows empathy, examining a full range of viewpoints.
- ❖ A graduate undertakes the shared responsibility to repair and transform the world.
- ❖ A graduate possesses knowledge of and appreciation for Jewish culture, tradition, history, and Israel.

Academic Program

Academic Expectations

The Weber School is a college preparatory school offering a challenging, well-rounded and integrated program of general and Jewish 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.

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

Student Academic Reports

Students receive four (4) formal progress reports per year. Students receive letter grades in each of their courses, as outlined in the grading scale, and only the final course grade appears on a student's official transcript.

Evaluation of Student Performance

Teachers evaluate the performance of all students assigned to their classes according to the School's published grading scale. Each course syllabus contains specific information regarding how a student's grade is calculated.

Grading Scale

A+	96.01+	B+	86.01-89.00	C+	76.01-79.00	D+	66.01-69.00
A	92.01-96.00	B	82.01-86.00	C	72.01-76.00	D	61.01-66.00
A-	89.01-92.00	B-	79.01-82.00	C-	69.01-72.00	D-	59.01-61.00
						F	59.00 and below
						P	Pass

Teachers do not round grades in their courses.

Transcript Codes

Grading System	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Quality Point Equivalent	4.3	4.0	3.6	3.3	3.0	2.6	2.3	2.0	1.6	1.3	1.0	0.6	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 quality point (1.00) is awarded with the letter grade; students must complete the AP exam in order to receive the quality point

P Denotes a passing grade in a Pass/Fail course; credit will count toward graduation requirements. Grade is not included in The Weber School GPA.

T Denotes course transferred from another school. Such work is interpreted by The Weber School for purposes of evaluation for graduation. The grade is not included in The Weber School GPA. Students may be expected to request original transcripts from the former school, especially for College Admissions purposes.

*Please note that all grades are included on a student's transcript, regardless of whether or not the course grade is included in a student's GPA. If a course is taken as a means to show improved mastery of a subject, both grades will appear on the student's transcript.

Valedictorian/Salutatorian Determination

The selection of Valedictorian, the senior with the highest cumulative GPA in his/her class, and Salutatorian, the senior with the second highest cumulative GPA in his/her class, will be determined at the end of first semester each year. Current seniors who have attended Weber for at least grades 10-12 and who are in good academic and behavioral standing are eligible to receive this distinction, and only those grades earned in Weber courses will be used in the determination process.

Academic Review

Students who earn a “C-” or below at the end of a grading period must schedule meetings with appropriate teachers to devise an academic improvement plan. Parents play a vital role in the success of students in this situation and should seek ways to engage with their children in working toward their improvement. Toward this end, parents will receive a copy of the academic improvement plan, which must be signed by the parent and student and returned to the appropriate Grade Level Dean.

Students who receive two “D”s or an “F” in any given semester are placed on Academic Review. When on Academic Review, the Grade Level Dean will conduct a meeting with the student and his or her parents to structure the expectations that the student must meet by the end of the next grading period. Students on Academic Review will be closely monitored by the Grade Level Deans. Students who end two consecutive semesters on Academic Review will be reviewed by the Principal and Head of School as to their ability to succeed and continue at the school, which could ultimately lead to the student being disenrolled from The Weber School.

Loss of Credit for Failing Grades:

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 SAIS/SACS accredited institution or through a course of study approved by the Principal. It is highly recommended that students who earn a grade of D repeat the course in an approved summer school program or receive tutoring by an approved educator. Official transcripts indicating the student’s performance must be sent directly from the summer school to the Registrar.

Master Schedule

The master schedule is an AB schedule that rotates every day of the week, including Fridays. There are eight blocks of classes. Four blocks meet each day which may include a morning program, as well as lunch every day. The school day begins at 7:45am and ends at 3:45pm. Open instructional periods, referred to as “X” blocks, are held every morning and in the afternoon on Monday through Thursday of each week. Morning X block is from 07:45-08:25am, and Afternoon X block runs from 02:45-03:45pm. While X block attendance, for the most part, is not mandatory, we strongly encourage all students to take advantage of this time by scheduling meetings with their teachers and participating in study groups. All students should arrive on campus no later than 08:25am to attend their first class. Students who enroll in classes which are scheduled during X block must attend those classes each day, unless they have an excused absence as defined within this handbook.

Graduation Requirements

****Required Course Outline:** Students take additional course electives to complete an eight-block course schedule.

English (4 credits)	Social Studies (4 credits)	Math (4 credits)	Science (4 credits)	World Language*** (3 credits, if taking Hebrew as primary/4 credits if taking Spanish as primary)	Jewish Studies (7 credits)
Grammar, Composition, & Literature	World History: Ancient Period to Columbian Contact	<i>(Placement exercise given to determine course progression.)</i> Algebra I is offered for those needing this course. SAMPLE: Geometry	Biology	Hebrew or Hebrew & Spanish -- Placement exercise given to determine course progression.	Jewish Literature & Law I (plus Hebrew)
World Literature	World History: Reformation to Present	Algebra II	Chemistry	Hebrew, Spanish, or combination of languages	Jewish Literature & Law II (plus Hebrew or JS elective)
American Literature or AP Language & Composition	United States History or AP United States History	Pre-Calculus	Physics	Hebrew, Spanish, or combination of languages	Modern Jewish History (plus Hebrew or JS elective)
Senior English or AP English Literature	Economics (.5) & Government (.5) or Equivalent Science elective offerings	Calculus or Equivalent Math elective offerings	Science elective	Fourth year not required, but strongly encouraged	Jewish Studies Elective or Hebrew

**Standard course requirements; students' course needs and placements may vary, based upon individual advisement and administrative approval.

***ALL students must complete at least one year of Hebrew and must also complete three (3) years of study in the same foreign language in order to fulfill graduation requirements.

High school level course completed in 8th grade may be used for initial course placement purposes, but they do not count toward Weber's graduation requirements and are not listed on a student's transcript.

Students must complete the equivalent of one year's credit (120 hours) of Fine Arts study. This requirement may be fulfilled through elective courses or participation in Fine Arts programming.

Weber has a physical education requirement that can be fulfilled through participation in one of our sports teams for at least one full season or successful completion of a full semester of a Weight Conditioning & Training course.

Questions about graduation requirements should be directed to the Principal.

Courses at Other Schools

Permission to take a course at another school/college must be obtained from the Principal, and such courses must meet all SAIS/SACS standards.

Independent Study

In rare circumstances, a course may be offered on an independent study basis. Independent study courses must be approved by the Principal and meet all SAIS/SACS standards.

Course Placement

Weber's goal is to place students in those courses most closely aligned with their academic strengths and interests. For those academic courses offered at various levels, including College Preparatory, Honors, and Advanced Placement, teachers will make recommendations for a student's placement based upon mastery of skills in the current course, previous grades, work ethic, and any prerequisites determined necessary by individual content areas. If a student chooses to pursue a level without a teacher's recommendation, the student will discuss the pros and cons of this choice with the teacher, Content Area Dean, and Grade Level Dean and will either agree to the placement in the higher level with its attendant challenges or develop goals to achieve the higher level in the following school year. Please note that students may be unable to change course levels, once the standard drop/add period (the first ten (10) school days) has passed.

Drop/Add Policy

Students have ten (10) school days into the semester to drop and/or add elective classes. A change in a course level may be initiated by a student or teacher, depending on the circumstance. Any course level change must be approved by the Content Area Dean and will be communicated to the appropriate Grade Level Dean and Dean of College Advising as necessary. Seniors will be given priority for processing course change requests.

Examinations

The administration of semester and final exams is based upon course objectives and curricular goals. Each department determines its semester and final exam policies, and information regarding exams, as well as other means of assessing students, is clearly outlined in the course syllabus. Semester and final exams may count no more than 20% of a student's average in the course.

Semester and final exams are scheduled through the academic office, and exam dates and times are published on the school's website. In rare cases, a parent may request an early exam to accommodate extenuating circumstances, such as attending a summer program or sibling's graduation; early exam requests must be approved by the appropriate Grade Level Dean.

Students in 9th through 11th grades may leave campus during designated breaks within the published exam schedule, only if prior, written consent has been provided by the student's parent/guardian.

Senior Exams

During designated senior exam days in May, seniors are not expected to attend other classes. They are excused each day after completing their exams.

Advanced Placement Exams

Advanced placement exams take place in May of each school year and are administered according to the guidelines set forth by the College Board. All students enrolled in Advanced Placement (AP) courses are required to take the AP exam for those specific courses in order to receive the 1.0 quality point weighting for GPA calculation. Should a student fail to complete the AP exam for a course in which she/he has been enrolled, the student's transcript will reflect the completion of an Honors level with a .5 quality point weighting for GPA calculation.

The College Board determines AP exam fees, and all exam fees must be submitted to the CFO by October 30, 2019. Students do not have to attend classes on AP exam dates but are responsible for completing any assigned work that they might miss during the exam administration time.

Homework

Homework is driven by curricular goals and objectives. Course homework expectations are listed in the course syllabus. Students should not expect homework assignments, projects, or tests due on the day immediately following a Jewish holiday or school-sponsored activities such as Shabbaton, Formal, Grade Trips and others indicated by the Principal.

Testing Policy

Students may be assigned a maximum of two summative assessments on a school day. (This maximum limit may be exceeded, if students are making up missed tests/assignments/projects due to excused absences.) **Long-term projects and/or assigned essays or research projects that have been assigned at least two weeks prior to the designated due date do not count toward the maximum number of assessments per school day.** Tests and other major assignments or assessments may not be scheduled on the day immediately following a Jewish holiday or school-sponsored activities such as Shabbaton, Winter Formal, Grade Trips and others indicated by the Principal.

All tests and major assignments are posted on the online learning management system. Teachers may also employ other means of communication with students such as: Weber email, the course syllabus, and written or verbal communication. Students who discover a test conflict are instructed to report this to their classroom teachers and Grade Level Dean.

If inclement weather or some other reason causes cancellation of class on the day of a scheduled test, students are expected to be prepared to take the test during the first class following the cancellation.

Parent/Student/Teacher Conference

A conference to discuss a student's performance may be initiated by the student, parent, or teacher throughout the school year. The student should be present at the conference, unless there are particular circumstances that warrant holding a conference in the student's absence. The Grade Level Deans may also schedule a conference to discuss a student's progress or to develop an intervention plan for a student. Questions regarding a student's performance or status in a course should be directed to the classroom teacher.

Standardized Testing

The Weber School participates in the testing programs of the College Board. In October, tenth and eleventh grade students take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Scores of eleventh graders are used in the annual selection process of the National Merit Scholarship Competition. The PSAT is administered at The Weber School.

Students should consult with the College to plan the most appropriate time to complete college admissions tests such as the SAT and ACT. All SAT and ACT test dates are on the school calendar as well as the websites for College Board and ACT.

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 Principal. Failure to procure prior approval could result in Weber not accepting the course for credit. The failure of a required course must be corrected by passing the same course or an approved substitute either at a SAIS/SACS accredited school during the summer following the failure. Private tutoring is not permitted for credit. Students who make a D in a course are strongly encouraged to seek tutoring during the summer to address deficiencies in a course. All expenses are incurred by the student's family.

Habits of Work

Because both academic knowledge and work habits are essential for success in learning and in life, Weber has an established Habits of Work (HoW) grading category across all courses. HoW will constitute 5% of the course grade and will be assessed relative to the following essential work habit categories: Punctuality, Meeting Deadlines, and Academic Citizenship.

HoW Gradebook Entries

- The HoW category is a weighted category of 5% of the student's semester average.
- Students may view their progress in HoW via Blackbaud through three ten-point columns created and published at the beginning of the semester. Each column represents one of the three categories of HoW (Meeting Deadlines, Punctuality, and Academic Citizenship).
- Students will begin each semester with full credit (10 points) in each of the HoW categories. For year-long courses this grading process restarts in January for the second semester. If a student fails to meet the guidelines outlined in the Habits of Work Policy the infraction will entail a standardized deduction in addition to natural consequences (see Implementation).
- Teachers will document deductions using the memo feature in Blackbaud in a timely manner (Ex: "September 12- Tardy Unexcused"). As much as is feasible, the teacher will also address HoW infractions and subsequent point deductions in person; teachers will refer students to the appropriate Grade Level Dean following a third deduction in any category, in cases of significant disruption to the learning environment, or as necessitated by the school's welfare and conduct policies.

Implementation of the Habits of Work Policy

Punctuality: The student arrives to class on time, is prepared for work, and meets expectations for structured breaks.

Students will receive a 1 point deduction for any unexcused tardies, arrival to class unprepared (necessitating the student leaving the classroom to retrieve needed items), or abuse of a structured classroom break. In addition to the natural consequences of tardiness, such as loss of academic credit or missed content, students will be referred to the appropriate Grade Level Dean following three deductions in the punctuality category.

Meeting Deadlines: The student meets due dates, follows submission guidelines, and submits work in a timely manner.

Due to the unique nature of the curriculum and assignments in each content area, the Meeting Deadlines policy will be determined by department, communicated in course syllabi, and posted on the course web page (Blackbaud).

At a minimum, all students are subject to the following school-wide guidelines: No HoW points can be “returned” after the student has failed to meet a deadline. Teachers will assist students in managing deadlines by posting homework, classwork, and assessments/assignments to Blackbaud in a timely fashion. Following the school’s Make-up Work policy, for each day the student has an excused absence, he or she will have the same number of days to complete all make-up work, including quizzes, tests, and other assignments. If the student does not complete make-up work in this time frame, the HoW Policy for Meeting Deadlines will take effect. Students will be referred to the appropriate Grade Level Dean following three deductions in the Meeting Deadlines category. **Please note that, in the case of extended absences (3 or more consecutive school days), the Grade Level Dean will coordinate an individual schedule/plan for make-up work that may deviate from the standard make-up work allowances and policies.**

Academic Citizenship: The student positively supports the classroom learning environment by meeting conduct expectations.

Students will receive a 1 point deduction for any infraction which disrupts or compromises the classroom learning environment as defined by the teacher and school conduct policies. Examples include but are not limited to unauthorized or inappropriate use of a cell phone, personal computer, or other electronic device, disrespecting a teacher or student, failure to meet a teacher’s reasonable request, and being off-task despite redirection. Repeated disruptive or disrespectful behavior will warrant referral to the appropriate Grade Level Dean and may entail additional consequences. Instances of plagiarism or academic dishonesty will be referred to the Content Dean and appropriate Grade Level Dean and may entail loss of academic credit under the school’s Academic Integrity policies.

Textbooks

Textbooks are the property of the Weber School and must be treated with care. Lost, damaged, or stolen textbooks must be reported to the teacher immediately. Before a replacement can be issued students must pay the full cost of a new text. Additionally, students are responsible for returning textbooks at the end of the year to teachers. Failure to return textbooks at the end of exam week will result in the family incurring the cost as determined by the School. Content Area Deans will

notify the Chief Financial Officer (CFO), who will invoice the family for the cost(s) of all missing textbook or other school-owned materials. Families should not replace the text by purchasing a used book online or any other means. A student's grade report and transcript will be held until the financial obligation has been met.

Transcript Distribution

The Weber School will send an official, final transcript to the university/college in which a graduate has enrolled at the end of each school year, provided the appropriate consent form has been signed by a parent and given to the Dean of College Advising or the Registrar. Students who need an official Weber transcript for other purposes (summer programs, applications to other schools, scholarship programs etc.) may request such from the Registrar. Please note that official transcripts are released directly to the receiving school/organization and that a written release of information from a parent must be on file with Weber in order to process such requests. Families can request an unofficial transcript from the Registrar at any time.

****The Weber School will not release an official transcript for a student, unless all student financial obligations have been met and their financial accounts are in good standing.****

Withholding Grades

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

Attendance

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 8:30 AM Monday through Friday; morning X block runs from 7:45 AM until 8:25 AM. Once a student arrives on campus, she/he is subject to the rules and policies set forth in this handbook. All students who arrive at school after 8:30 AM should report to the front desk. Parents must provide a valid excuse for a student's tardiness to school by the end of the same school day in order for the tardy to be considered excused. Please note that assignments and assessments administered during the time period of student's unexcused tardy will be recorded as a zero in the teacher's gradebook in addition to academic penalties outlined in the Habits of Work policy. Students who receive more than three (3) unexcused tardies during a semester are subject to review by the Grade Level Dean and are subject to penalties including but not limited to the loss of privileges, the loss of the opportunity to drive on campus, the loss of the opportunity to participate in co-curricular activities, and/or the loss of the option of leaving campus during lunch and study hall for a designated period of time as determined by the Grade Level Dean.

Excessive Absenteeism

Students with excessive absenteeism, accruing 5 absences -- excused or unexcused -- within a single semester, will be identified by the Grade Level Dean, and a conference will be called with the student, parents, Grade Level Dean and Principal to determine the nature and circumstances of those absences, as well as develop any needed interventions. Please note well that excessive absenteeism for reasons other than medical/health-related needs may result in loss of course credit.

Excused Absences, Delayed Arrival, and Early Dismissals

Illness and doctor's appointments are considered excused absences. College visits and exceptional programs/events (e.g. weddings, bar or bat mitzvah, funeral, graduation, important family events, specialized educational opportunities, etc.) must be approved, in advance, by the appropriate Grade

Level Dean, Dean of College Advising, or Principal in order for such an absence to be excused. Procedures for excused absences, delayed arrival, and early dismissals are as follows:

- A parent must call extension 302 between 7:00 – 8:30 AM. each day a student is absent. The parent should provide the following information: name, grade and reason for absence. Parents must provide a valid excuse for any absence within 24 hours in order for an absence to be considered excused; parents must provide a valid excuse for tardies and late arrivals by the end of the same school day. Please note that circumstances such as traffic, sleeping in, or other non-medical issues are not considered valid excuses for absences and tardiness to school. The School reserves the discretion and right to determine whether or not an absence or tardy is excused.
- 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. Medical notes should be provided to the front desk for confirmation.
- 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 school activities on that day.
- Students who have missed class are responsible for all assignments.
- Anticipated absences should be arranged in advance. Parents should verify all anticipated absences with the appropriate Grade Level Dean.
- Extended absences require documentation from a physician or other healthcare provider and must be submitted to the Principal.

Absences Due to Family Events/Vacation

We understand that there may be a rare times when family plans require travel on scheduled school days. We urge you to check the school calendar before making travel plans. If a student is going to be absent for a family vacation or *simcha* (a joyous occasion), it is essential to notify the appropriate Grade Level Dean and Principal, in writing, at least two weeks in advance. The student must take full responsibility for making up missed work and turning in assignments before or on the due date. Teachers should not be asked to accommodate vacation plans by providing additional materials or individual tutoring. Students must notify all their teachers in writing at least one week in advance and make arrangements for getting missed assignments and turning in work.

Absences Due to College Visits

Students should plan college visitations during late second semester of the Junior year, the summer before their senior year, and during their senior year. Students are responsible for completing and submitting a College Visit form in advance of any planned absences; the form must be approved and signed by the Grade Level Dean, Dean of College Advising, teachers, and parent prior to the absence. The student is responsible for all work missed due to college visits prior to their absence. The Dean of College Advising is available to counsel families regarding college visitations, as well as all aspects of the college admissions process.

Make-up Work for Excused Absences

Make-up work is the student's responsibility. The student should consult with each teacher to discover the work missed and to immediately schedule a time frame for the work to be completed. After an excused absence, a student will normally have one day for each day excused to make up work. (Please note that in such circumstances a student may need to take 2 or more assessments on a scheduled day.) For example, if a student misses classes on an A day, the missing assignments/assessments would need to be completed and submitted on the A day that follows the date of the excused absence. (Please see Habits of Work for information regarding missing make-

up assignment deadlines.) If an absence is predetermined, the student is expected to do the majority of work ahead of time.

If a student knows in advance that he or she will be absent from class, he or she should speak with the teacher to be sure to get the assignment for the day he or she will miss. Even if a student tells all of their teachers, it is still necessary for the parent to call school. A call or note of permission does not automatically qualify the absence as excused.

In cases of extended illness, parents should notify the Grade Level Dean to develop a plan for student work and attendance. Medical documentation is required in any case of extended illness or absence due to health concerns.

Unexcused Absences

In the event of unexcused absences from academic commitments, students earn a zero for any missed tests, quizzes, or other assignments that might have been due on the date of the unexcused absence.

Absence on Exam Days/Early Exam Requests

Attendance on exam days is required, and students are expected to take exams according to the date and times outlined in the exam schedule. Students are accountable for all course material as specified by the teacher.

Absences on exam days will only be approved in exceptional circumstances such as illness or a family emergency. After consulting with the Grade Level Dean, the Principal will determine if the request is approved. Once the request is approved, the student and Grade Level Dean will work together to arrange alternate date(s) and time(s) to take the missed exam(s).

Requests for early exams due to extenuating circumstances, such as training for employment or a significant family event, must be submitted to the Grade Level Dean a month in advance. If the request is approved, the student must accept responsibility for learning all material a teacher has indicated will be on an exam. The Grade Level Dean will consult with the Registrar to outline an alternate exam schedule for the student.

School Closure/Inclement Weather Policy/Student Work Expectations

In the event of a full day school closure, teachers will post an independent/virtual student assignment on Blackbaud for those courses that would normally be in session on the day of the closure. Additionally, all teachers will convene a one hour "distance support session" in which they will be available via email to help students with any newly posted assignments and/or to answer questions regarding previously assigned work. Information regarding assignments and teacher help sessions will be published via Blackbaud.

If inclement weather or some other reason causes cancellation of class on the day of a scheduled test, students are expected to be prepared to take the test during the first class following the cancellation.

School Closing Information

If school is cancelled for the day because of inclement weather or any other type of emergency, a notification will be sent to you via email and Blackbaud. A message will also be recorded on the school's main telephone number, and notification will be posted on the school website:

www.weberschool.org.

Student Services

Grade Level Deans

Working alongside the School Counselor, Director of Learning Enrichment, and classroom teachers, the Grade Level Deans' primary responsibility is to monitor and support the academic, social, and emotional welfare of all students. Grade Level Deans build connections within our community by referring parents to appropriate school personnel and following up on those referrals. Grade Level Deans also provide valuable information and clarification regarding Weber's academic offerings, policies, and procedures, striving to build an atmosphere of shared concern and collaboration with parents. When appropriate, Grade Level Deans will initiate and/or facilitate conferences, closely monitor student academic progress, address conduct concerns, and offer individual guidance to students.

The Grade Level Deans work with students each year to develop a course schedule that reflects the student's strengths and academic interests. This advisement process begins during second semester of each school year, and students meet individually with the appropriate Grade Level Dean to discuss recommended course placements, as well as elective course choices. Once the proposed course schedule has been developed, a copy of the schedule is forwarded to the student's parents and Dean of College Advising for review and commentary.

School Counselor

The School Counselor works closely with students, parents, and faculty to support the social/emotional welfare of all students. The Counselor serves as a resource for students and parents alike, providing guidance, consultation, and outside referrals. Any student, parent, or faculty member can initiate referrals to the Counselor. The School Counselor also directs the Peer Leadership Program and works alongside the Grade Level Deans and Director of Learning Enrichment on the Student Support Team.

Director of Learning Enrichment

The Director of Learning Enrichment develops specific learning plans for all students who have a psychoeducational evaluation on file with the school. These plans outline the specific instructional and testing accommodations to be provided by the school and are created in collaboration with students and parents. In addition to overseeing the Learning Center, The Director of Learning Enrichment supervises the implementation of educational accommodations, serves on the Student Support Team, and directs the Academic Coaching program.

Learning Center

The Learning Center provides students with identified learning needs an opportunity to receive additional support and enrichment, as well as refine study/organizational skills. Student assignment and/or participation in Learning Center instruction is based on academic need, as determined by recommendations outlined within a student's psychoeducational evaluation. Students who are assigned to the Learning Center are required to be punctual and complete assignments.

Instructional/Testing Accommodations

All Weber students, regardless of course level/schedule, may qualify for consideration for additional instructional accommodations under the following guidelines:

- Parents must submit a recent (dated within 3 years of submission) psychoeducational evaluation, which includes both cognitive and achievement measures, performed by a fully credentialed evaluator for review by Weber's Director of Learning Enrichment.

- Specific, written recommendations for the requested instructional accommodation(s) must be included in the evaluation.
- Weber offers, as approved by the Director of Learning Enrichment, the following instructional accommodations:
 - Extended time on tests, quizzes, and exams.
 - Preferential seating within the classroom.
 - Use of a laptop/computer for essay composition.
 - Use of a personal laptop for classroom notes (contingent upon classroom teacher approval).
 - Copies of teacher notes
 - Other testing/instructional accommodations, may be offered as deemed appropriate and reasonable within a college preparatory curriculum. (Examples of accommodations **not** offered at Weber include, but are not limited to reduced course assignments, oral examinations in lieu of objective exams or assignments, and reduced writing composition requirements.)

Weber does not offer courses with modified curricula.

Accommodations Eligibility for The College Board & ACT Testing

Students needing accommodations for standardized testing and college admissions tests must apply for those accommodations through the College Board or ACT. Written approval from the College Board is necessary for a student to receive accommodations, such as extended time, on any College Board exam (PSAT, SAT I, SAT II, AP). The ACT also has a formal approval process, and students must complete the appropriate applications for accommodations on the ACT exam. The Learning Specialist is available to assist students with the special testing applications for both the College Board and ACT.

Subject Area Assistance

Faculty academic help is available to students during teachers' specified office hours in X Block. Students are responsible for scheduling help sessions with teachers. X Blocks are 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, this time may be individual or small group. Students may also receive study/organizational skills assistance in the Learning Center during X Blocks.

Outside Tutoring

Faculty members offer academic assistance to students during office hours; however, a student or family may decide that additional support from an independent tutor is necessary. Weber faculty members may not provide tutoring services to current Weber students.

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, or computer lab use. Generally, only students with demonstrated academic/learning needs or those enrolled in co-curricular courses in X block are granted study halls. 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 may carry two study hall blocks, with the approval of the Grade Level Dean and Dean of College Advising. Seniors in study hall must adhere to all conditions outlined within "Open Campus" section of this handbook.

College Advising

The College Advising Department administers a comprehensive program that includes holistic guidance through the college application process beginning in the ninth grade. The College Advisors works closely with the Grade Level Deans and students to provide academic planning and course scheduling support throughout high school.

The College Advisors also collaborate with the ninth and tenth Grade Level Dean to create benchmark programs designed for students to gain self-awareness and self-discovery leading to planning for college. Additionally, parent coffees across grade levels are hosted to help lead parents through the college planning process.

Formal preparation for the college admissions process begins in December of the junior year with individual student and family meetings. The College Advising Department works closely with students and parents to offer a highly individualized program to meet the needs and goals of each student and provides extensive support throughout the application, acceptance and decision-making phases of the senior year.

College admissions officers visit The Weber School in both the fall and spring semesters to meet with students and counselors. Juniors and seniors are encouraged to attend these meetings provided they have their teacher's permission and have followed the protocol set by the College Advising Office. Additionally, Weber juniors and seniors have the opportunity to go to two different college fairs in the fall with over 500 colleges represented.

College Advising Procedures

Parents and students should attend the Senior College Night presentation in August to learn the specific process for submitting all credentials to college and universities. Individual meetings for seniors and/or parents will be scheduled the second week of school, after the presentation takes place. However, the College Advisors work with students on honing college lists and essay writing throughout the summer and fall.

Applying Early Decision

The Weber School supports students who chose to apply to a binding Early Decision (ED) program. Please ensure that all financial obligations are discussed with the college prior to committing to Early Decision. If admitted ED, the student, with support from The Weber School, will withdraw all other college applications within two weeks of obtaining an admission letter from an ED school.

Deposit and Enrollment

Students should deposit at/enroll in ONE (1) college or university by the Candidate's National Reply Date of May 1. Students should notify the college advisors of the college where they plan to enroll, on or before May 1. A final transcript will be sent in mid-June to the college where the student has been accepted and enrolled. **Only one final transcript will be sent for each senior.**

College Advising Policy of Disclosure

The Weber School is required to report any changes in a student's academic or behavioral record occurring after the application has been sent. The Weber policy of reporting disciplinary information to a college aligns with the Principles of Good Practice advocated by the National Association of College Admission Counselors (NACAC). When completing college forms, The Weber School has the responsibility of accurately responding to all questions governing a student's academic and behavioral records.

Student Welfare and Code of Conduct

Kulanu (Respect for Community)

A motto of our school is drawn from the Book of Proverbs: “Educate a young person according to one’s distinct nature.” According to Rabbinic tradition, this statement charges a Jewish school with building an environment that regards education and ethical behavior as inseparable and interdependent.

Our hope is that our students not only excel at academics but also develop and display high levels of *menschlikeit* – qualities of respect, compassion, openness and good judgment. It is the intent and responsibility of the Weber School to provide a safe and secure environment conducive to learning and interacting with others. In order for meaningful learning to occur, it is important that members of the Weber School community understand standards for appropriate student conduct and comportment.

In general, the principle of *kulanu* is expressed when students maintain the following standards:

- Deal honestly and truthfully in all matters;
- Demonstrate respect for the common Jewish traditions that shape school life and of the diversity of belief and practice represented within our school and general community;
- Act in a considerate and friendly manner towards classmates, faculty, staff and guests of the school;
- Dress in a manner that communicates respect for oneself, the community and the process of learning;
- Respect the school buildings and property by keeping the campus attractive and litter free;
- When off campus, keep in mind that you represent yourself, your family, and the school while participating in trips, athletic and academic teams, performances and community service.

Because every individual is created *b’tzelem elokim* (in the image of G-d), our tradition asserts that each person has inherent value and must treat oneself and others with respect and dignity. All students are expected to observe the school’s standards and rules described in this handbook and those set forth and announced during the course of the school year.

Weapons

Guns, knives, or other weapons are strictly prohibited on school property or at school-related functions. A student possessing a weapon will face disciplinary consequences up to and including expulsion from school, as well as possible police referral.

Physical Aggression/Threats of Aggression or Physical Harm

Physical aggression or physical intimidation of any sort is contrary to the School’s mission and is a serious violation of our community standards and beliefs. Any incidents of physical aggression will result in disciplinary action up to and including expulsion. The School reserves the right to individually evaluate the circumstances of such incidents and to determine, at its sole discretion, the appropriate disciplinary penalties and/or consequences.

Drug-Free Campus/”Vaping” Devices

The use, sale, or possession of drugs, tobacco (including “eCigarettes”), and alcohol is strictly prohibited on the Weber School campus or at an official school-related function. 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, Principal, and Grade Level Dean could include immediate and permanent expulsion for a first offense. The School reserves the right to utilize search privileges if a student is suspected of possessing the aforementioned items and/or possessing such items and to require drug testing or a treatment program as a condition of continued enrollment.

Possession of “vaping” devices, along with any associated paraphernalia associated with the use of “vaping” devices are strictly prohibited on the Weber School campus or at an official school-related function. 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, Principal, and Grade Level Dean could include immediate and permanent expulsion for a first offense. The School reserves the right to utilize search privileges if a student is suspected of possessing the aforementioned items and/or possessing such items and to require drug testing or a treatment program as a condition of continued enrollment. The students’ parents are responsible for paying any fees associated with substance testing and/or treatment.

Please note students suspected of being under the influence of any of the aforementioned substances will be subject to disciplinary action and required to submit to any testing deemed necessary by the School in order to determine the suspected substance of use and level of impairment.

Off campus socializing and private parties

While appreciating and supporting the desire of Weber students to socialize off campus - after the school day, on weekends and during vacation breaks - the faculty and staff encourage students to do so in a safe and healthy manner. To that end, individual teachers, Deans, the Principal and/or the Head of School call parents when they receive information regarding off campus, after school student gatherings that are reported to include smoking, the use of illegal drugs, consumption of alcohol and/or other unhealthy, dangerous or illegal behavior. **If it is confirmed by the Head of School and/or Principal that a Weber parent hosted a gathering that included Weber students at their home where smoking and/or consuming illegal drugs was permitted, such conduct could result in disenrollment of the family from The Weber School.**

Search Privileges

The Weber School reserves the right to search vehicles, lockers, personal belongings, and electronic devices given reasonable suspicion of behaviors and/or actions that violate the policies set forth in the Student and Parent Handbook. This right to search privilege encompasses all activities, programming, and facilities which are secured by the School for school-sponsored events.

Additionally, the School, in collaboration with certified and licensed agencies, may employ the use of canine detection services on a random basis as a means to detect weapons, explosive devices, and illegal substances in the school building and on its grounds. Should prohibited contraband be found through the use of detection canines, the School will pursue a full investigation, which could result in immediate dismissal and/or disenrollment of those persons found to have had a role in violating the policies set forth in this handbook.

Theft

Dishonesty is contrary to the value of *kulanu* (respect for community). Therefore, it is expected that students will not engage in activities that violate truth and trust; theft will not be tolerated. Instances of theft could result in expulsion.

Inappropriate Language/Disparaging Remarks

Disparaging comments are serious offenses. Written (including those sent via text or other messaging/social media platforms) or spoken remarks that harass, tease, or insult have no place in The Weber School community. Use of inappropriate, abusive, or profane language will result in referral to Grade Level Dean for disciplinary review. A student who engages in repeated use of inappropriate language could be subject to suspension and/or expulsion as deemed appropriate.

Bullying/Harassment

The School is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. Therefore, the School will not tolerate any type of harassment or bullying. Harassment includes, but is not limited to, repeated slurs, jokes, comments, teasing, and other offensive conduct relating to race, religion, color, sex, sexual orientation, national origin, citizenship, or disability. Harassment also includes unwanted, offensive sexual conduct. Bullying includes, but is not limited to, a targeted **pattern** of physical or verbal aggression (hitting, kicking, taunting, teasing, threatening, ridiculing, etc.), relational aggression (harming or threatening to harm relationships or acceptance, friendship, or group inclusion), and/or emotional aggression (teasing, threatening, intimidating others).

Bullying or harassment can occur through any type of communications method, including face-to-face communications, phone, text, email, postings on social media (Facebook, Instagram, Snapchat GroupMe, etc.), camera phones, or other forms of technology. The communications can be direct or indirect, such as through friends or others. Any type of offensive conduct, whether on or off campus at a school-related event, can create an uncomfortable School environment.

All concerns relating to harassment or bullying should be reported immediately to the Grade Level Dean. We also expect that anyone, whether student, faculty, staff or family member who witness, or has knowledge of an incident of bullying or harassment, will report the incident to administration immediately. When the School administration becomes aware of harassment or bullying, the situation will be promptly investigated. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from school for serious violations. No adverse action will be taken against any person who makes a good faith report of harassment or bullying. Retaliation in any form against anyone for making a complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

Property Damage

Students who are found to have intentionally damaged or destroyed school property will be held responsible for all costs associated with the repair and restoration of the damaged item and/or areas to its previous condition. Additionally, these incidents may be reviewed by the Grade Level Deans in collaboration with the Principal and Head of School for disciplinary consequences including possible expulsion.

Learner's Permit/Driver's License Policy

Georgia's Teenage and Adult Driver Responsibility Act (TAADRA) of 1997 requires that "local school systems certify that a student's attendance pattern and discipline record permits him or her to have a Georgia learner's permit or driver's license." When obtaining a permit or license, The Weber School must provide documentation that the student "**is enrolled in and not under expulsion from a public or private school and has not had ten or more school days of unexcused absences in the current academic year or ten or more school days of unexcused absences in the previous academic year.**" If a student does not meet these requirements, the

school is required to report such negligence to the state, which may result in the prevention of a student from obtaining a license or having a current permit/license suspended or revoked.

Parking Lots

Students are required to complete a parking application to receive a Weber School parking permit valid in the designated student parking lot. Students who park without a permit or in faculty parking spaces are subject to disciplinary action. Students are not allowed in the faculty or student parking lots during the school day, unless they have specific permission from a Grade Level Dean. Permission to park in designated handicapped parking spaces may be requested by submitting appropriate medical documentation to the Grade Level Dean. Please note that, upon arrival at school, students are to exit the parking lot and enter the school building. Loitering in the student parking lot or other areas outside of the building is expressly prohibited.

On Campus Driving

The ability to drive on campus is a privilege, not an assumed right. Students who drive on campus must have the aforementioned parking decal displayed on their vehicle at all times. Any student observed to exhibit reckless driving habits, including but not limited to driving at excessive speeds on campus, violating any state law governing operation of a motor vehicle, and/or driving/parking in prohibited areas may have his/her driving privileges suspended for either a fixed period of time or revoked indefinitely. Students who are repeatedly tardy to school may also lose their driving privileges. The School reserves the right to make the sole determination regarding the parameters of students' driving privileges.

Please note that the on-campus speed limit is **10 mph**. This speed limit applies to the entire Weber School campus, and failure to comply with this speed limit will result in the aforementioned penalties.

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 referred to the Grade Level Dean or Principal and will be subject to possible disciplinary consequences.

Open Campus

Seniors who have written permission on file with our administrative offices may leave campus during scheduled study halls and/or lunch.

All seniors will be given a pass card that outlines their approved study hall blocks, and this card must be presented to the school receptionist for verification prior to signing out of and into school (Please note that replacement fees apply to all lost pass cards.) Seniors attempting to sign in/out during times other than their approved study halls or lunch will be referred to the Grade Level Dean for disciplinary follow-up. Additionally, Seniors who have missed Kehillah, special programming, or required grade level meetings will be considered tardy and must provide a valid excuse. Seniors may choose to be off campus during Minyan/Enrichment blocks, unless otherwise notified by faculty. However, Seniors who choose to stay on campus during Minyan/Enrichment blocks must remain in their assigned enrichment groups. A senior who accrues three unexcused tardies/absences within a semester will lose his/her senior privileges for the remainder of the semester.

General open campus protocols include:

- Seniors must be in good academic standing (C- or above in all classes at each grade term) with no disciplinary or behavioral referrals to leave campus during a study hall or lunch. Standing can be revoked or reinstated at any time at the discretion of the Grade Level Dean.
- Seniors must present their pass card for verification before leaving campus and upon their return to school.
- All permissions from parents must be up to date and on file with the office. (Over the phone permission is not acceptable.)
- Leaving campus without permission will result in disciplinary consequences, including loss of open campus privileges.
- Seniors will need parental permission to sign out for doctor appointments, illness, and other circumstances if those obligations fall outside of their approved study hall blocks.

Seniors choosing to remain on campus for their study hall blocks must remain in approved areas. With permission, seniors may go to the Media Center/Library. Seniors may not congregate in the Etz or locker areas. Seniors who do not comply with these stipulations are subject to disciplinary action, including the loss of all senior privileges.

Academic Integrity/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 offences and will result in an immediate referral to the appropriate Grade Level Dean/Content Area Dean. A student who plagiarizes or cheats on quizzes, tests, assignments, or exams or copies another student's work will be subject to academic consequences which could include significant or complete loss of credit for the assignment/assessment combined with a deduction of HoW points, and all cases of cheating or plagiarism will be reported to the Principal and Dean of College Advising. Repeated infractions of plagiarism or cheating will result in disciplinary action up to and including expulsion from school. In cases of repeated infractions, the offenses and disciplinary actions are recorded on a student's permanent disciplinary record, which is reported to colleges.

Cheating on assignments may take many forms (e.g., copying another student's homework, providing another student with answers on an assignment or assessment, using unauthorized aids or resources on an assignment, etc.). Please keep in mind that a student found to be cheating on an assignment or assessment is subject to the previously listed consequences.

Repeated infractions of plagiarism or cheating will result in disciplinary action up to and including expulsion from school. In cases of repeated infractions, the offenses and disciplinary actions are recorded on a student's permanent disciplinary record, which is reported to colleges.

Dress Code

Another standard of conduct involves our dress and personal comportment. During the school day and at school-sponsored activities, The Weber School expects students to dress in a manner befitting an educational setting. The school relies upon students and their parents to choose school clothing that reflects their best judgment and meets the following guidelines.

Recommended Dress

- Tailored pants, jeans;
- Short or long sleeved polo shirts or turtlenecks;
- T-shirts and crew neck or v-neck sweaters;
- Shorts that extend to at least two inches above the knee;.

Inappropriate Dress

- Shirts that are exceedingly tight, see through, spaghetti strapped, or tops that bare one's midriff, or undergarments;
- Sleeveless shirts with straps that measure less than three inches in width;
- Off-the shoulder-shirts that expose one or both shoulders;
- Shirts with keyhole backs or open backs of any sort;
- Shorts, skirts, leggings that are see-through or semi-transparent, or bottoms that bare one's midriff or undergarments;
- Shorts shorter than 5 inches above the knee;
- Skirts shorter than 3 inches above the knee;
- Bottoms with tears or holes higher than 5 inches above the knee;
- Clothing with statements or depictions that are obscene, violent, advocate violence, advocate or advertise smoking, drug, or alcohol use;
- Soft slippers, or house shoes.

Should a student wear clothing or present himself/herself in a manner inconsistent with the principles or standards listed above, he or she should expect a member of the school faculty or staff to raise the issue and ask the student to fix his or her appearance as soon as possible, which may entail changing into school-owned attire retained by the Grade Level Deans. Should the student's appearance infringe upon these principles and standards on a second occasion, a student may be removed from class until the standard is met, and parents may be called to bring different or additional clothing to school.

Please note that certain student leadership organizations and co-curricular programs may require more stringent clothing guidelines, as determined by the supervising faculty or staff member.

Consequences for Misconduct and Rules Violations

After committing an error of judgment or practice, one should engage in some form of *teshuvah* (returning) - the process of reflecting alone as well as with parents and teachers, seeking forgiveness and changing one's behavior. Different levels of *teshuvah* are necessary depending upon the nature of the error and the circumstances involved.

Behavioral Consequences

The Weber School firmly believes that penalties and consequences for improper conduct serve as a means to educate our students and discourage the repetition of such behaviors. Consequences and penalties for improper conduct may range from counsel with Grade Level Deans, service within the school (additional clean up duties, restricted lunch privileges, reflective essays, etc.), to more severe penalties such as suspension or expulsion, should the behavior be antithetical to our school's mission and community beliefs. Illegal conduct may also be reported to law enforcement agencies. The School reserves the right to use its discretion in determining appropriate penalties and consequences for all incidents of improper and/or inappropriate behavior. Reported incidents of

such conduct will be reviewed on a case by case basis. The Grade Level Dean will serve as the primary point of contact regarding behavioral infractions and attendant consequences.

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 may also be reported to colleges/universities, as requested by the institution, at any time during the college application process.

Suspension

Disciplinary suspension, the temporary removal of the student from class and extracurricular participation, is reserved for serious behavioral infractions. Parents will be notified of such action by one or more of the following venues: conference, written letter, and/or phone call to parent. 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 each for each missed assignment, such as tests, quizzes, homework, essays, daily participation grades, or school projects that fall due during the dates of the suspension.

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 re-enrollment to any student who has displayed serious behavioral or academic issues during the school year.

Student Life and Athletics

Field Trips, Special Programs, and School Dances

Field Trips, special programs, and school dances are an integral part of the school program. Students are expected to participate in required class trips; absences from these programs are considered the same as an absence from class. 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.

School expectations for proper behavior and address remain in effect during all field trips, special programs, and school dances; the school reserves the right to determine student eligibility to participate. Permission forms are required for all field trips and non-Weber visitors at school functions must be formally approved by the Grade Level Dean (including guests at school dances) in writing.

Weber students participating in the Senior Israel/Poland trip 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.

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.

Shabbatonim (All-school retreats)

Shabbatonim will occur during the school year on specified dates. This thematic retreat incorporates a communal Shabbat experience and includes students, faculty, and staff.

Eligibility for Co-curricular Activities

Students who participate in co-curricular activities are representatives of The Weber School. They are expected to maintain high standards of academic performance, personal conduct, and attendance.

A student must be in school or in a school sponsored activity all day in order to participate in after school or evening activities. If a student has been issued an unexcused lateness, the student will not be permitted to participate in that day's co-curricular activities. Students may not miss class to attend co-curricular activities unless they have received advance permission from the teacher(s) of the class(es) they would miss.

Students who have been the subject of disciplinary action may be excluded from roles of leadership within co-curricular groups as determined by the Grade Level Dean and Principal.

Student Organizations and Clubs

The school has a strong tradition of accommodating and supporting various student interests. Students who wish to form a new club are asked to consult with the Director of Student Programming and Leadership.

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 knowledgeable, thinking, and responsible Jewish adulthood. Through a combination of school-sponsored activities and independent within the larger community, students are expected to complete 30 hours of community service per year.

Peer Leadership

Peer Leadership is an orientation and transition program that welcomes new students and makes them feel comfortable throughout their first year at Weber. Built upon the belief that students can help students succeed, the Peer Leadership program is coordinated by the School Counselor. As positive role models, Peer Leaders are motivators, leaders and mentors who guide the new students to discover what it takes to be successful during the transition to Weber. Peer Leadership's goal is to provide Weber with a structure in which students build connections with each other.

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 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 take medication during the school day, even EpiPens or inhalers, must have a permission slip signed by their doctor on file. Parents must also notify the school of any food allergies or allergies to medication for their children, as well as provide information regarding any special dietary needs.

Kashrut (Jewish Dietary Laws)

The system of *kashrut* enumerated in Jewish Law seeks to bring an enhanced sense of dignity and sanctity to the way we prepare, cook and eat our food:

Food for Communal Consumption

Any food or beverage purchased and served at The Weber School or at an event sponsored by The Weber School must be certified by the Atlanta Kashrut Commission or another comparable kashrut authority.

Food for Personal Consumption

With sensitivity to our school environment, we request that students, faculty, staff and guests not bring meat, poultry, shellfish or products derived from meat, poultry or shellfish into the cafeteria or to school sponsored events or field trips.

If you have any questions, please contact the Academic Office at 404-917-2500, extension 164.

Minyan/Enrichment

The School is committed to providing rich and varied opportunities for communal prayer. Students may choose to attend our various prayer minyans during the designated Minyan blocks.

Additionally, holidays and other important events will be celebrated as a whole school. Should students choose not to participate in the offered prayer minyans, they must attend an enrichment session with an assigned teacher. Students may not congregate in areas other than their assigned enrichment sessions, during Minyan/Enrichment blocks.

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 may be required to wear kippot in certain minyanim (communal prayer groups).

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.

Elevator

In general, elevators are for the use of faculty and staff only. Only students who submit a written note signed by a medical care professional or parent attesting to a medical necessity are permitted to use the elevator. Such correspondence should be forwarded to their Grade Level Dean. In addition, students may be given special permission by faculty or staff to use the elevators for specific purposes.

Faculty Areas

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

Library Books

The library is open during normal school hours. All books should be returned by the date specified by the Media Specialist. Students are expected to pay for lost or damaged materials.

Lockers

Lockers are assigned to students for their convenience and the protection of their possessions but are the property of the School. Lockers and their contents may be inspected by the School for any reason. No students may “switch” lockers or store belongings in any locker but the one assigned to them. 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.

Lunch

Students may eat during lunch time only and are expected to clean up after themselves. Additionally, students may only eat in designated areas, including: the cafeteria, the outdoor picnic area, or other first floor approved areas. If a student has a planned appointment with a faculty member, then, with the faculty member’s approval, the student may eat in the designated meeting room and classroom. Weber provides a variety of meat and dairy lunch options for purchase, but students may bring a lunch from home providing it complies with the school’s *kashrut* policy.

Eligibility for Interscholastic Teams

Students who participate in interscholastic competitions sanctioned by the Georgia High School Association (GHSA) are representatives of The Weber School. They are expected to maintain high standards of academic performance, personal conduct, and attendance.

Coaches and moderators whose activities fall under the governance of the GHSA are responsible for monitoring students’ academic eligibility. Moderators and coaches of activities not governed by GHSA may establish and maintain eligibility requirements (academic, behavioral, participatory) with prior approval of the Athletic Director and the Principal.

A Weber student participating in any activity (athletic or otherwise) must meet the stipulated expectations (academic and disciplinary) which are specific to the activity. Transgressions of any sort will be reported to the appropriate Grade Level Dean, and the student may be subject to disciplinary consequences as outlined in this handbook.

Students involved in interscholastic teams who do not work to their full potential in the classroom, whose behavior is inappropriate, or who have poor attendance jeopardize their membership on the team. A student who receives one grade of an F at a marking period (mid-semester, semester) will not be able to participate in athletic competitions or practices. A student who made one grade of a D will not be able to participate in athletic competitions but will be able to participate in practices. Eligibility may be reinstated after the student has demonstrated sufficient academic improvement where the student no longer has a grade of an F or D. The Athletic Director, in consultation with the appropriate Grade Level Dean as necessary, will determine the student-athlete’s reinstatement. Students may miss class for an athletic contest if they have received advance permission from the teacher(s) of the class(es) they will miss. Students may only leave early at the time indicated by the Athletic Director on the weekly athletic communication.

If, in the judgment of the Head of School, Principal, or sponsor of the activity (as indicated by mid-semester 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 Principal may also revoke a student’s eligibility.

A student must be in school or in a school sponsored activity in order to participate in after school or evening activities (athletic competition/practice). If a student has been issued an unexcused lateness without a proper note (as determined by the front office), the student will not be permitted to participate in that day's athletic competition/practice. 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.

The Weber tradition has been to win or lose with honor. We desire to field champions at the varsity level but only by maintaining the values our school and community. On our other teams, we strive to develop champions and teach the fundamental skills of the sport, as well as the life lessons of sportsmanship, responsibility and teamwork. Philosophically, Weber athletic teams focus skill development and competitive play; however, all academically eligible students may participate in the School's athletic program through participation in competitive teams (Varsity or Junior Varsity) or a developmental/practice squad, which may or may not engage in competitive play but does involve coaching instruction and skill acquisition. Students' team participation can range from being part of a practice squad to being a member of a team's starting line-up; however, all athletes must show steadfast commitment to growing as players and young adults. Play time is not guaranteed for any student athlete; play time is determined by the team coach and is based on the plan and strategy that best serves the team as a whole. Any student who adheres to the academic and behavioral expectations outlined in the Student and Parent Handbook and who is committed to the tenets of great sportsmanship will be allowed to participate in the Weber Athletic program as outlined previously. In order to ensure individualized attention and skill development, allow students to participate at the appropriate skill level and to maintain the competitive integrity of our program, students will be placed on the appropriate team level, as determined by the coaching staff. In order to maximize access and equity for all student athletes, we will offer, or work to offer, 4 levels of play:

Varsity

The Varsity teams consist of our most skilled, experienced, and competitive student athletes, regardless of grade level. Varsity players also meet the position needs of the team, regardless of grade level. Varsity players represent the highest levels of skill, effort, sportsmanship, and teamwork. Varsity level players must make a commitment to attend all practices and games. Playing time is determined by practice attendance/effort, attitude, teamwork, style of play, skill level, and game situation.

Junior Varsity

The Junior Varsity teams are our upper level "developmental teams." The goal of the Junior Varsity teams is to develop talent for future varsity participation and give students an opportunity to participate on a team. The Junior Varsity teams focus on fundamental skill development, teamwork and sportsmanship. Junior Varsity teams are committed to developing the overall skill, conditioning, and experience level of all players, regardless of grade level. Junior Varsity players must make a commitment to full practice and game attendance.

9th Grade/C Team

These teams will be added as needed and necessary. The 9th Grade/C Team is our 2nd level of developmental teams. These teams are designed for students with little or no background in the sport. Participation and skill development will be emphasized in order to allow each student a chance to participate in a team sport and to grow as an athlete.

Practice Squad

These teams are designed for students with little or no background in the sport. Players on the practice squad will work to build their skills for future participation on the 9th Grade Team or JV Team. Practice squad players will practice with the 9th Grade/C Team 2 days per week and dress for some home games. As roster spots become open on the 9th Grade/C Team or JV Team and the player's skill level improves, they will be evaluated for those open roster spots.

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.

Technology and Media

Cell Phones and Personal Devices: Appropriate and Allowable Use

Although cell phones allow for almost instant access to a variety of information, they are, for the most part, a disruption and distraction to the learning environment. At Weber, students may use their cell phones:

- before the school day begins
- in between classes
- during lunch
- after school has been dismissed for the day

Cell phones should be turned off and placed in the classroom collection basket for the entirety of each class block (including class break time). A teacher may allow students brief use of their cell phones for time-limited educational activities; however, these exceptional circumstances are solely at the teacher's discretion and are subject to strict monitoring. Cell phones, headphones, and wireless devices may not be used or visible during class time in any location, including classrooms, hallways, assigned study halls, Enrichment, Minyan, Kehillah, or any school programs. Students may only wear headphones or wireless listening devices during an in-class work period with expressed permission from the teacher. Students observed to be in violation of these policies will have their devices collected by school faculty and turned in to the appropriate Grade Level Dean. Students who have had their devices collected may pick them up from their Grade Level Dean at the end of the school day (2:45p). After a student's device has been collected twice, he/she will lose the privilege of having a device on campus, and a meeting with the student, parent, and the appropriate Grade Level Dean/Principal will be held.

Students may use their personal computers and laptops in class only under the close supervision of the teacher. Should such device usage become disruptive to the learning environment, the teacher may prohibit device usage at her/his discretion. Students may not film, photograph, record, or disseminate likenesses of faculty or students at any time on campus without expressed permission and teacher supervision.

All school policies regarding harassment, bullying, inappropriate language, or disparaging remarks apply to any communications originating on Weber's campus or at a school sponsored event, including those sent via personal cell phone or any other electronic device. Students are not to post material on social media that in any way reflects negatively on the school's brand or faculty. Failure to adhere to these policies could result in disciplinary action.

Copyright Compliance

Teachers and students are subject to all applicable copyright laws. “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 is considered a serious offense. “Piracy” is defined as illegal copying of computer software. Questions about the law and practice of copyright should be directed to the Media Specialist.

Student Technology - Acceptable Use Policy

Your following these Terms and Conditions is essential to the Weber School’s ability to maintain and allow access to the Internet and provide you with other technology resources including but not limited to school computers, email accounts, research resources, and storage space. The school has the right to modify the Terms and Conditions to ensure that the access privileges are being used properly.

If any of these Terms and Conditions are not acceptable to you, you can choose to terminate your account by contacting school technology staff or school administration.

Guiding Principles

Students are expected to exercise good judgment when using technology resources. While specific prohibitions and examples of unacceptable behavior are contained in this policy, students should respect and practice community principles when using school technology:

- Communicate only in ways that are kind and respectful.
- Report threatening or discomforting materials to a teacher.
- Do not intentionally access, transmit, copy or create material that violates the school’s code of conduct or Jewish law (such as messages or materials that are false, pornographic, threatening, rude, discriminatory, or meant to harass).
- Do not send spam, chain letters, or other mass unsolicited mailings.
- Do not use obscene, profane, or lewd language.
- Do not use the school network to engage in any illegal act.
- Immediately leave any web site that is clearly inappropriate.
- Do not attempt to bypass restrictions on Internet sites by using a proxy server.

Acceptable Use

The purpose of the internet and related technology resources are 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 school’s educational objectives.

Privacy

Materials posted or distributed through The Weber School, the internet and email, may be read by any authorized person. We do not guarantee the privacy of any email message or other posting.

Privileges

The use of The Weber School technology resources should be considered a privilege, not a right, and as such, inappropriate use will result in a cancellation of this privilege and possibly further disciplinary action. 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 school administration may request the system administrator to deny, revoke, or suspend any user’s accounts.

The Weber School Email Guidelines

All students are provided with a user@weberschool.org email account. Important communications from the school will take place via email, therefore students are required to check their school e-mail account daily. Accounts may be accessed at <http://mail.google.com/a/weberschool.org>.

Operations

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.

In the event of an actual emergency situation, emergency procedures will be implemented. If school cannot continue, then school personnel will contact parents or those parties listed in the school database. Students will only be released to those persons listed on official school forms.

Visitors to Campus

Students may not bring visitors to school without explicit permission from the Grade Level Dean or member of the school's administration. Students may be subject to disciplinary action for violating this policy.

2019-2020 Daily Schedule

<u>Monday</u> <i>A Day (70 min. blocks)</i>	<u>Tuesday</u> <i>B Day (80 min. blocks)</i>	<u>Wednesday</u> <i>A Day (70 min. blocks)</i>	<u>Thursday</u> <i>B Day (80 min. blocks)</i>	<u>Friday</u> <i>A Day (70 min. blocks)</i>
7:45-8:25 X Block	7:45-8:25 X Block	7:45-8:25 X Block	7:45-8:25 X Block	7:45-8:25 X Block
8:30-9:40 Block 1	8:30-9:50 Block 5	8:30-9:40 Block 1	8:30-9:50 Block 5	8:30-9:40 Block 1
9:45-10:25 Enrichment/ Minyan	9:55-11:15 Block 6	9:45-10:25 Enrichment/ Minyan	9:55-11:15 Block 6	9:45-10:25 Kehillah
10:30-11:40 Block 2	11:20-11:55 Lunch	10:30-11:40 Block 2	11:20-11:55 Lunch	10:30-11:40 Block 2
11:45-12:15 Lunch	12:00-1:20 Block 7	11:45-12:15 Lunch	12:00-1:20 Block 7	11:45-12:15 Lunch
12:20-1:30 Block 3	1:25-2:45 Block 8	12:20-1:30 Block 3	1:25-2:45 Block 8	12:20-1:30 Block 3
1:35-2:45 Block 4	2:45-3:45 X Block	1:35-2:45 Block 4	2:45-3:45 X Block	1:35-2:45 Block 4
2:45-3:45 X Block		2:45-3:45 X Block		

The Weber School Faculty and Staff 2019-2020

Senior Academic Leadership and Administration

Rabbi Ed Harwitz	Head of School
Paul Ginburg	Associate Head of School
Shlaina Van Dyke	Principal
Vanessa Leibowitz	Chief Financial Officer
Michael Bennett	Grade Level Dean for 9/10 th Grades and Dean of Student Affairs
Sam Bradford	Academic Dean
Carrie Runnels	Grade Level Dean for 11 th Grade
Nicki Brite	Grade Level Dean for 12 th Grade
Amy Secor	Dean of College Advising
Cherise Ogle	Associate Dean of College Advising

Rise Arkin	Director of Admissions
Julie Crow	Director of Marketing and Public Relations
Laura Klingensmith	Executive Assistant
Rebecca McCullough	Director of Creative Services
Nicole Rodriguez	Annual Campaign Manager and Enrollment
Bonita Shelton	Receptionist
Chere Stadler	School Counselor
Rachel Miller	Director of Learning Enrichment
Camisha Oates	College Advising Assistant
Tiffany Klang	Registrar
Chip Underwood	Assistant Director of Learning Enrichment

Faculty

English Department

Holly Chesser, *Dean of English*
John Baum
Michael Bennett, *Dean of Student Affairs*
Sam Bradford, *Academic Dean*
Nellie Jackson
Melissa Megehee
Corinne Skott

Fine and Performing Arts Department

Amber Singleton, *Dean of Fine Arts*
Drew Cohen, *Music Director*
Cheryl Myrbo, *Resident Artist*
Brad Bass, *Theater Director*

Jewish Studies Department

Chaya Lieberman
Rabbi Moshe Sokol
Rabbi Edward Harwitz

Math Department

Riley Clark, *Dean of Math*
Chris Chapman
Daniel Bayless
Herschel Revzin
Carrie Runnels, *Grade Level Dean*
Whitney Van Lierop

Science Department

Nicole Brite, *Dean of Science, Grade Level Dean, Graduation Coordinator*
Dr. Kalpana Kini
Kirsten McFadin
Adna Muliawan
Sally Murphy

Social Studies Department

Dr. Rachel Rothstein, *Dean of Social Studies*
Dr. Casey Cater
Michelle Geppert
Melinda Goodwin
Charlie McQuade
Mike Nance
Dr. Jon Schmitt

Education Technology and Media Department

Tiffany Klang, *Dean of Educational Technology and Media, Dean of Academic Planning*
Dr. Will Ashby, *Director of Educational Technology*
Cathey Chapman, *Computer Science Teacher*

Daniel Zalik Academy

Chris Chapman, *Director of Technology and Design*
Adna Muliawan, *Director of Science Research and Entrepreneurship*
Madi Anderson

Hebrew Language Department

Sheri Arotchas, *Dean of Hebrew*
Iris Greber
Mihal Ilai
Linda Parmet

Spanish Language Department

Olivia Rocamora, *Dean of Spanish*
Pablo Colombini
Rosemarie Shields

Student Life and Programming

Michelle Geppert, *Director of Student Programming*

Athletics

Scott Seagraves, *Athletics Director*

Jessica La Gala, *Associate Athletic Director*

Tasha Humphrey, *Assistant Athletic Director*

Melissa Drish, *Assistant Athletic Director*

John Hall, *Assistant Athletic Director*

Facilities

Manny Veliz

Dane Butler