



# Student - Parent Handbook

2009-2010

The mission of The Dr. Miriam and Sheldon G. Adelson Educational Campus is to instruct and inspire new generations of students who will draw strength from our rich Jewish heritage, use their knowledge, values and vision to fulfill their own potential, and build a better world.

# Our Campus is Filled With *Spirit*

**R**espect for All

**U**nderstanding of Others Differences

**A**cademic Excellence

**C**ommunity of Kindness

**H**onoring Judaism

**R**espect

and

**U**nderstanding

# Regular School Hours

Half-Day Pre-School	7:55 a.m. – 11:45 a.m.
Full-Day Pre School	7:55 a.m. – 2:45 p.m.
Kindergarten through Grade 12	7:55 a.m. – 3:10 p.m.

## Punctuality

It is important for students to develop good life-long habits in school. Arriving to school and classes in a timely fashion is an important habit to develop. We appreciate every effort made by our families to have students at school in order to begin their learning at 8:00 a.m. The school day at The Dr. Miriam & Sheldon G. Adelson Educational Campus begins promptly at 7:55 a.m. with both the Pledge of Allegiance and Hatikvah, immediately followed by daily curriculum. The school day concludes at 3:10 p.m. for Kindergarten through grade 12, half-day pre-school ends at 11:45 a.m., and full-day pre-school ends at 2:45 p.m. The parents of students with excessive tardiness will be contacted by the school to assist the family with a plan to improve their punctuality.

## Absences

Regularity in attendance is essential to a student's learning. Students are responsible for work missed during any absence. Any planned absences should be communicated to the classroom teacher or teachers to assist in providing work for the student to complete. The students and their family should

make every effort to ensure that absences do not interfere with the student's progress in school.

Absences due to illness or doctor's appointments should be reported in the morning on the day of the absence to the school office. The classroom teacher will determine what missed work needs to be completed and the due date of that work.

The intentional or negligent missing of a class is an unexcused absence. Unexcused absences to school or class are unacceptable. All students with unexcused absences will neither have the opportunity to make up work, turn in completed work, nor participate in any afternoon or evening activities.

School-sponsored trips count as a full day of attendance. If the trip does not take the entire day, students are expected to report to class for the rest of the day. Students are also responsible for turning in assignments that are due on the day of the trip. Effort will be made by teachers to coordinate assignments with trip absences.

## Dress Code

One way that we show respect to our school is through appropriate daily dress. Our school uniform allows us to show respect for our school on a daily basis, as well as the Jewish value of *Tzniut* (modesty). Students are required to wear the school uniform each day except for days that are designated as "free dress."

# Where to Purchase Uniforms

(UNIFORM INFORMATION FOR 2009-2010)

## Dennis Uniform

4610 S. Arville, Unit E  
Las Vegas, NV 89103  
(702) 252-7341  
(across from The Orleans)

Hours: T-F 10am-5pm  
Sat. 10am-2pm

## Campus Club

2411 Tech Center  
Las Vegas, NV 89128  
(702) 360-0555  
(between Buffalo & Tenaya, off  
Smoke Ranch)

Hours: M-F 8:30am-5pm  
Sat. 9am-3pm

# Pre-School Uniforms

## Monday through Thursday Uniform – Boys and Girls

Navy or Khaki Bottoms	Pants, Shorts, Skirts, Skorts, Navy Sweatpants
White or Navy Logo Shirts	Polo or Oxford – short or long sleeved
Shoes	Closed toed shoes – any color
White or Navy Socks, Tights, Leggings	No patterned or colorful socks or tights
White or Navy Sweater/Sweatshirt	Indoor wear only white or navy
Jacket or Coat	Outdoor wear can be any color – Mon.-Fri.

## Friday – Shabbat – Dress Uniform - Girls

Navy or Plaid Skirt/Skort	Uniform Style Only
White Logo Blouse	Peter Pan or Sport Collar
White or Navy Socks, Tights, Leggings	No Patterns or Colors
Navy or Black Shoes	Closed Toed
White or Navy Sweater/Sweatshirt	Indoor wear only white or navy

### **Friday – Shabbat – Dress Uniform - Boys**

Navy Pants (Oct. through April)	Uniform Style (Shorts in Sept., May, June)
White Logo Oxford Shirt	Short or Long Sleeved
White or Navy Socks	No Patterns or Colors
Navy or Black Shoes	Closed Toed
White or Navy Sweater/Sweatshirt	Indoor wear only white or navy

## **Kindergarten to Grade 4**

### **Monday through Thursday Uniform – Boys and Girls**

Navy or Khaki Bottoms	Pants, Shorts, Skirts, Skorts
<b>White or Navy Logo Shirts</b>	Polo or Oxford – short or long sleeved
Shoes	Closed toed shoes – any color
White or Navy Socks, Tights, Leggings	No patterned or colorful socks or tights
White or Navy Sweater/Sweatshirt	Indoor wear only white or navy
Jacket or Coat	Outdoor wear can be any color – Mon.-Fri.

### **Friday – Shabbat – Dress Uniform - Girls**

Navy or Plaid Skirt/Skort	Uniform Style Only
White Logo Blouse	Peter Pan or Sport Collar
White or Navy Socks, Tights, Leggings	No Patterns or Colors
Navy or Black Shoes	Closed Toed
White or Navy Sweater/Sweatshirt	Indoor wear only white or navy

### **Friday – Shabbat – Dress Uniform - Boys**

Navy Pants (Oct. through April)	Uniform Style (Shorts in Sept., May, June)
White Logo Oxford Shirt	Short or Long Sleeved
White or Navy Socks	No Patterns or Colors
Navy or Black Shoes	Closed Toed
White or Navy Sweater/Sweatshirt	Indoor wear only white or navy

## **Middle School – Grades 5 - 8**

### **Monday through Thursday Uniform – Boys and Girls**

Navy or Khaki Bottoms	Pants, Shorts, Skirts, Skorts
White or Navy Logo Shirts	Polo or Oxford – short or long sleeved
Undershirts	White or navy only–tucked in
Shoes	Closed toed shoes –white, black or navy
White or Navy Socks, Tights, Leggings	No patterned or colorful socks or tights
White or Navy Sweater/Sweatshirt	Indoor wear only white or navy
Jacket or Coat	Outdoor wear can be any color – Mon.-Fri.

### **Friday – Shabbat – Dress Uniform - Girls**

Navy or Plaid Skirt/Skort	Uniform Style Only
White Logo Blouse	Peter Pan or Sport Collar-tucked in at all times
Undershirt	White or navy only – tucked in
White or Navy Socks, Tights, Leggings	No Patterns or Colors
Navy or Black Shoes	Closed Toed
White or Navy Sweater/Sweatshirt	Indoor wear only - white or navy

## Friday – Shabbat – Dress Uniform - Boys

Navy Pants (Oct. through April)	Uniform Style (Shorts in Sept., May, June)
White Logo Oxford Shirt	Short or Long Sleeved
White or Navy Socks	No Patterns or Colors
Navy or Black Shoes	Closed Toed
Navy Sweater/Sweatshirt	Indoor wear only - navy

### Important Information for Middle School:

*Boys: Hats will be allowed outdoors only. Kippot are acceptable at all times.*

*Girls: Skirts should be no more than 4” from the floor when kneeling.*

## Upper School – Grades 9 - 12

### The Adelson Upper School Uniform Policy - Girls

#### Daily Uniform – Monday through Thursday (GIRLS)

##### **TOPS:**

- Oxford blouse: Button-down, collared with short or long sleeves. White with Adelson logo, shirttails tucked in, *or*
- Polo shirt: White or navy with Adelson logo, short or long sleeved.
- *Optional:* Navy v-neck sweater.
- *Optional:* Pullover “hoodie” in navy or white with Adelson logo. Hoods may not be worn in any school building.
- *Optional:* Navy fleece zip-up jacket with Adelson logo.
- *A regulation Adelson Upper School blouse or polo shirt must be worn underneath hoodies, sweaters, or jackets.*

##### **BOTTOMS:**

- Plaid skirt, Dennis uniforms pattern “rr” or equivalent pattern from Campus Club Uniforms, *or*
- Tan/khaki, flat or pleated front trousers may be substituted for skirt, unless skirts are specified for a particular day.

- *Optional:* April 1 – October 31, Tan/khaki shorts. Only shorts from specified uniform companies are permitted.

### **SHOES/SOCKS:**

- Dress shoes: White, navy, brown, or black. Heels no higher than one (1) inch, *or*
- Tennis shoes, *or*
- Flats.
- No open-toed shoes.
- Socks: White, navy, or black. May be any length up to knee-high. Must be one single color. No patterns.
- *Optional:* Tights or leggings. Must be full length, covering entire leg to ankle. White, navy, or black. No patterns.

### **Formal Uniform – Friday (GIRLS)**

#### **TOPS:**

- Single-breasted blazer: Navy with gold buttons (any vendor permitted). Sleeves must be worn at full length.
- Oxford blouse: Button-down, collared, short or long sleeves. White with Adelson logo. Shirrtails must be tucked in.

#### **BOTTOMS:**

- Plaid skirt: Dennis uniforms pattern “rr” or equivalent pattern from Campus Club Uniforms.
- **“Three-strike” policy on skirts: Skirt length must be no more than four (4) inches from the floor when kneeling; this will be strictly enforced. Three dress code violations for skirt length will result in suspension from wearing a skirt for one (1) entire month.**
- Pants: Tan (khaki), flat or pleated front pants may be substituted for plaid skirt, unless skirts are specified for a particular day. Only pants from specified uniform companies are permitted.

#### **SHOES/SOCKS/TIES:**

- Necktie: Navy blue. No patterns.
- Dress shoes: White, navy, brown, or black. Heels no higher than one (1) inch. No tennis shoes or open-toed/open-backed shoes.

- Socks: White, navy, or black. May be any length up to knee-high. Must be one single color. No patterns.
- *Optional:* Tights or leggings. Must be full length, covering entire leg to ankle. White, navy, or black. No patterns.

**Jewelry:** Earrings and necklaces are permitted as long as they are in good taste and no longer than one-half inch. No piercings other than single ear lobe piercings are permitted.

**Hair:** Well-groomed and in good taste. Any coloring must be in the range of colors naturally found in human hair.

## **The Adelson Upper School Uniform Policy – Boys**

### **Daily Uniform – Monday through Thursday (BOYS)**

#### **TOPS:**

- Oxford Shirt: Button-down, collared with short or long sleeves. White with Adelson logo and shirttails tucked in,  
*or*
- Polo shirt: White or navy with Adelson logo.
- *Optional:* Navy v-neck or cardigan sweater.
- *Optional:* Navy fleece zip-up jacket with Adelson logo.
- *Optional:* Pullover “hoodie” in navy or white with Adelson logo. Hoods may not be worn in any school building.
- A regulation Adelson Upper School shirt must be worn underneath hoodies, sweaters, or jackets.

#### **BOTTOMS:**

- Pants: Tan/khaki, flat or pleated front. Only shorts from specified uniform companies are permitted.
- Belt: Brown or black. Must be worn and pants must not ride low on hips.
- *Optional:* April 1 – October 31, Tan (khaki) shorts. Only pants from specified uniform companies are permitted.

#### **SHOES/SOCKS:**

- Shoes: White, brown, black, or navy. Tennis shoes are permitted. No open-toed/open-backed shoes.
- Socks: White, navy, black, or brown.

## **Formal Uniform – Friday (BOYS)**

### **TOPS:**

- Single-breasted blazer: Navy with gold buttons (any vendor).
- Oxford Shirt: Button-down, collared, short or long sleeves. White with Adelson logo. Shirrtails must be tucked in.

### **BOTTOMS:**

- Pants: Tan/ khaki, flat or pleated front. Only pants from specified uniform companies are permitted.
- Belt: Brown or black belt must be worn at waist level.

### **SHOES/SOCKS/TIES:**

- Necktie: Navy blue. No patterns.
- Dress shoes: White, navy, brown, or black. No tennis shoes.
- Socks: Navy, brown, or black dress socks.

**Hair:** Well-groomed and in good taste. Coloring must be in the range of colors naturally found in human hair. Facial hair for young men is permitted in accordance with Jewish customs.

**Jewelry:** No piercings of any kind.

## **Senior Dress Code Jeans Exception - Boys and Girls**

- All seniors are permitted to wear solid color blue jeans that are clean and in good repair **only**. (“In good repair” is defined as jeans without holes, patches, frays, rips, or sagging. Multi-colored jeans are not permitted.)
- Jeans are only permitted for seniors on Monday – Thursday.
- Permission to wear jeans will be revoked after three (3) dress code violations.

# Boundaries

The safety and welfare of our students is of paramount importance. Therefore, all students are required to stay on campus and in appropriately designated areas throughout the school day. Students are not allowed to leave campus during the school day unless given specific, written permission by a parent for a designated appointment.

All students must eat lunch in the dining commons or on the dining patio (as permitted by grade level). Students are expected to clean up after themselves and be respectful to those around them.

Students driving to school should park in the school parking lot. Students are not allowed in the parking areas during the school day unless a school administrator gives them specific permission.

# Cell phones/Electronic Devices

In order to create a distraction-free environment and allow both students and teachers to focus on learning, all personal electronic devices are to remain off and put away during the school day. In the event of an emergency, students will be instructed to use the school telephone and/or will be given permission to use their cell phone.

# Gum Chewing

Gum is not permitted on the school property at any time.

# Respect Of Property

We all share the responsibility of taking care of our physical environment. As stewards of our school's environment we embrace recycling, reusing and reducing waste. We leave our classrooms, lunch areas, library, theater, gym, computer lab and restrooms as we found them, or in even better condition. We are all responsible for cleaning up after ourselves.

Theft, misuse and/or destruction of school property or facilities is a serious violation of the community's standards. Students will be held responsible for their choices and behavior.

We are all responsible for our own personal property. We encourage students to not bring valuables to school. Students making the choice to bring a valuable item to school should keep it secure on their person or in their locker at all times.

# Dangerous Objects

To maintain a safe and healthy learning environment, the School prohibits the bringing of any weapon or dangerous object to school at any time.

# Health and Medications

A student's health affects how he/she feels, acts and learns. It is the goal of The Adelson Educational Campus to provide a comprehensive health care program, looking at the emotional and social, as well as the physical wellness of the student. The following information will cover some of the common problems and questions about school and health.

## **In The Event of an Emergency**

The school must have current home, work and emergency phone numbers for all students in order to contact a parent, guardian, or responsible person in case of an emergency or illness. Please inform the school office staff of any changes in numbers and addresses immediately. If the school nurse determines that an injury or illness is serious enough to require medical attention, the parent/guardian will be notified. If the school nurse is unable to contact the parents/guardian, and the illness or injury is serious, an ambulance may be required. Otherwise, the student will remain in the nurse's care in the health office until an authorized adult can be reached.

## **Health Problems**

At the beginning of each school year, and at any time that the student's health status changes, the parent/guardian *must* inform the school nurse. Teachers will be notified of students in their classrooms with significant health problems. This notification will be done in a confidential manner. Health problems including, but not limited to the following, *must* be brought to the attention of the school nurse:

- ADD/ADHD
- Allergies (food, environmental, medications, etc.)

- Asthma
- Diabetes
- Hearing Loss
- Heart Conditions
- Orthopedic Conditions
- Psychological Disorders
- Seizures
- Vision Impairments (new contacts or glasses)
- Other conditions requiring medications

## **Screening**

One way the school nurse detects problems that could affect learning is through health screening. New students and those in grades K, 4, 7 and 10 will be screened for vision and hearing, while those in grades 7 and 8 will be screened for scoliosis. These screenings do not serve as a substitute for a professional medical exam. Other tests may be done as needed. Any problems identified will be referred for further medical attention. If a parent or guardian has a specific health concern, he/she can request an individual screening by contacting the school nurse. Parents/guardians are requested to follow up on referrals and may contact the school nurse if assistance is needed in obtaining medical care.

## **Immunizations**

To meet Nevada State Law requirements, a child must have the appropriate immunizations to start school. This may vary depending on your child's age. In order to avoid exclusion from school, please provide immunization information before the beginning of the new school year. The parent/guardian is required to provide proof of their child's vaccinations by giving a copy of the immunization record to the school nurse. Those

students who are exempt from receiving immunizations are those with medical contraindications or whose families have religious or a personal belief system that prevents the child from receiving vaccinations. If this is the case, the school nurse needs the appropriate documentation stating the reason for immunization exemptions. If you have any questions or concerns about your child's immunization status, contact the school nurse.

### **When is a student too ill to attend school?**

While the goal is to keep students in school as much as possible, if a student is not feeling well it is difficult to benefit from classroom instruction. Also he/she may be contagious to other students and recovery time may be slowed. If any of the following signs and symptoms are present, your child should be kept home:

- Elevated temperature of 100 degrees or above
- Persistent cough
- Vomiting and/or diarrhea
- Unexplained rash
- Persistent headache
- Wheezing
- Earache

*If a child presents to the health office with a fever and is sent home, he/she will not be allowed to return the following school day. The child must be fever free for a total of 24 hours WITHOUT the use of medication in order to return to school in order to prevent the spread of illness.*

### **Contagious Diseases**

According to the Southern Nevada Health District policy, students with known or suspected contagious illnesses are to

be excluded from school. In most cases, a student may return to school 24 hours after medical treatment is started.

### RASH

Any unexplained rash is presumed to be communicable until proven otherwise. Please evaluate your child before sending him/her to school. Considerations include the presence of an elevated temperature, cough, sore throat, itching, or other signs of illness. Reactions to certain medications may also cause rashes. This could be potentially serious, and the child's health care provider should be contacted.

### PINK EYE or CONJUNCTIVITIS

Redness of the eye accompanied by itching, burning, and discharge may be from allergies or may be a viral or bacterial infection requiring medical attention. If your child has pink eye, please do not send him/her to school until it has been resolved.

### UPPER RESPIRATORY CONDITIONS

Upper respiratory infections range from the common cold to acute pneumonia. The most frequently seen upper respiratory infection is the common cold. Seldom does this require medical intervention or a prolonged absence from school. However, if your child has a sore throat, swollen glands, elevated temperature, chest pain, or persistent cough, he/she should be kept home and medical treatment considered. Your child *will* be sent home if he/she has a persistent cough (with or without fever) and must be kept home the following day.

### MONONUCLEOSIS

Another infectious condition frequently encountered in secondary school is mononucleosis. Mononucleosis is a viral infection that is characterized by excessive fatigue, swollen glands, sore throat, and/or elevated temperature. Medical treatment is advised. Medical clearance is necessary before

the student may return to school. If your child is involved in contact sports, please follow the child's physician instructions before he/she can resume normal physical activity. There is no need to avoid school once the acute symptoms have been resolved.

### LICE

The Adelson Educational Campus follows a No-Nit Policy. This means if your child is found to have nits (lice eggs), he/she will be sent home. In order to prevent the spread of lice to other students, your child must be lice and nit-free prior to returning to the classroom.

### **Specialized Health Services**

If your child requires specialized health services at school such as nebulizer treatment, Epi-pen injection, blood glucose monitoring, gastrostomy tube feeding, clean intermittent catheterization or other similar procedures, a physician's order is required. Parents/guardians must contact the school nurse.

*No procedure will be performed without the licensed health care provider's orders.*

### **Medication at School**

Students in grades 6-12 may, with parent/guardian written consent, self-medicate with non-controlled medication, such as over-the-counter medications. All medication must be properly labeled with the student's name, prescribing practitioner (if medication requires a prescription), and instructions for administration. Students who self-medicate *are not* monitored by the school nurse. Controlled substances, such as Ritalin, *may not* be carried by students and will be kept in the health office.

As of July 2005, students are allowed to self-administer prescribed medication for asthma and severe systemic allergic reaction (anaphylaxis) under certain circumstances. Specific guidelines must be met. The form "Request to Authorize Student Self-Administrations of Prescribed Medications for Asthma/Anaphylaxis" must be completed. This form can be obtained from the health office. Students who require assistance with their medications must have on file a signed medication release and medication must be prescribed or ordered by a licensed health care provider. This applies to both prescription and over-the-counter medication. *Over-the-counter medication will not be administered without a licensed health provider's order on file. No exceptions.* A medication release can be obtained from the school health office.

### **Health Habits**

The need to establish good health habits continues throughout your child's life. Proper diet, adequate rest, exercise, and appropriate hygiene and grooming practices should be encouraged by parents/guardians. As children grow, and their bodies go through natural changes, hygiene and grooming practices need to become part of the child's daily routine. For instance, an adolescent's grooming can have significant impact on his/her peer relationships and school success. The goal is that young people will take increased personal responsibility for their own health and well-being. The school nurse is available as a resource if there are any concerns in this area.

### **Confidentiality of Student Health Information**

Federally mandated regulation of school records began in 1974 with the enactment of the Family Educational Rights and Privacy Act (FERPA). This Act gives parents the right to

access their child’s educational records and protects the release of personally identifiable student information to others, including student health information.

The Health Insurance Portability and Accountability Act (HIPAA) instituted national requirements for ensuring the privacy of all identifiable data related to an individual’s health status. This was intended to ensure that personal medical information is shared responsibly and to protect client confidentiality.

Information can be shared between the child’s health care provider and the school nurse, as long as the child is under the care of the school nurse, without violating either of these Acts. Any significant health conditions of any student will be disclosed to school personnel in contact with that particular student in case an emergency arises, so the staff member knows how to respond until the school nurse arrives.

### **School Nurse Contact Information**

If you have any questions, concerns, or suggestions please do not hesitate to contact the school nurse. The direct health office telephone number is 702-515-8207. The health office is open 7:30 a.m. to 3:30 p.m. and is located in the administration building by the Registrar’s desk.

**A**cademic

**E**xcellence

# Academic Expectations

Here at The Dr. Miriam and Sheldon G. Adelson Educational Campus we offer our students a challenging, comprehensive and exciting program that integrates arts, athletics, and a strong Judaic and secular curriculum. All students are expected to adhere to standards of academic excellence, and come to class fully-prepared, complete all classroom and homework in a timely fashion, actively participate in the classroom, and seek support from faculty and staff when needed. Students are also expected to plan and prioritize responsibly as to make time in their schedules for both daily and long-term assignments.

We have an “open-door” communication policy and strongly encourage parents or guardians to email teachers or phone the administration with any questions or concerns. Our campus culture strives to promote the active involvement of parents, teachers and students themselves and to foster a nurturing atmosphere for academic growth and ownership.

# Academic Evaluations

## Lower School

Preschool teachers will communicate on a regular basis with parents to notify them of the progress of their child. Each student’s daily activities will be emailed to parents/guardians, a weekly newsletter will be sent home with students (as well as emailed), parent teacher conferences will be held in the fall and the spring and progress/report cards will be given out twice a year.

Kindergarten through grade 4 teachers will communicate regularly with parents to notify them of the progress of their child. Progress reports will be given out each quarter and report cards each semester. Teacher websites, providing detailed information on what students are studying, can be found on the school website.

## Middle and Upper School

### Grades and Assignments

All classroom and homework assignment grades for The Adelson Middle and Upper School are posted to the Edline website on a daily basis, while quiz and test scores earned in classes during the week are posted in the afternoon on Friday, or at the end of the last day of the school week. All final grades are posted at the end of the fall and spring semester of the school year, with detailed teacher comments provided on the grade report at the end of each quarter. Each semester is graded independently and the final grade for each semester will appear on the academic transcript for the Upper School students. Students that fail a semester must make up the course grade before advancement to the next course.

### Marking System:

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

### Grading System:

Grading System	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Quality Point Equivalent	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

## **Academic Eligibility**

All students participating in any activity (athletic or otherwise) must meet certain eligibility requirements with respect to both academic work and disciplinary standards.

Grades and academic progress of students in the middle and upper schools will be checked on a weekly basis to determine eligibility for the following week's activities. A student whose grade falls below passing (60%) will be ineligible to participate in extracurricular activities for a minimum of one week. The following week, grades will be reassessed for eligibility. It is expected that students who are ineligible for sports and other extracurricular activities will use the time to obtain additional help from his or her teachers.

These eligibility standards apply equally to participation in all extracurricular activities, including student council, clubs, and performances. These requirements are not meant to be punitive; rather, they are designed to ensure that students struggling academically can devote their time and effort to improving their academic performance.

An early release from school for an athletic or extracurricular activity is an "excused" absence from class. *Prior* to the absence, the student is responsible for arranging a time with their teacher/s to get all assignments and turn in any and all work that is due.

# Upper School

## Advanced Placement And Honors Courses

The upper school offers two types of accelerated classes. Honors level courses cover the same basic curriculum as a non-honors course, but with additional material, increased depth, and a higher expectation of student performance. Honors courses are so designated on the student's permanent record. Grades are not weighted for honors courses in calculating the grade point average.

Advanced Placement (AP) courses offer students the opportunity to take a college level course while still in secondary school. AP courses are fast-paced, and are as challenging as a comparable first-year course at a major university. Students should be prepared for a heavy workload and a fast pace. The pace and material to be covered in the course are not determined by our school, but by the College Board, which oversees the AP program. Only students who are prepared to invest a substantial amount of time and effort in their course work should attempt AP courses. All students who take an AP course are expected to take the corresponding AP exam in May. AP courses are so designated on the student's permanent record. Grades are not weighted for AP courses in calculating the grade point average.

In order to enroll in an honors or AP course, the student must have earned a B+ in the previous course in the series if the course was a non-honors course, or a B if the previous course was honors level. Approval of the instructor is also required.

## Summary Of Graduation Requirements

The upper school operates on the semester system. A one-year course earns one (1) unit of credit. A total of 25 units are required to graduate.

- **English:** 4 years (4 units)
- **History:** 3 years (3 units); must satisfy state requirement (1 year of U.S. History, 1 year of U.S. Government)
- **Science:** 3 years (3 units), including 2 years of lab science; *4 years is highly recommended*
- **Mathematics:** 3 years (3 units); must be enrolled in math during grades 9-11; *4 years is highly recommended*
- **Hebrew:** Continuous enrollment until student passes proficiency exam
- **Foreign Language:** 2 years (2 units); Hebrew may be used to fulfill this requirement
- **Judaic Studies:** 4 years (4 units)
- **Fine Arts:** 1 year (1 units)
- **Computer Technology:** 1 semester (0.5 unit), required by state
- **Health:** 1 semester (0.5 unit), required by state
- **Athletics/Physical Education:** participation in a minimum of one sport season per year

## Transcripts

Official transcripts will be sent to any academic institution upon a written request from the student or student's family. Students may obtain an unofficial transcript upon written request from the division head.

## College Admissions

The preparation for college begins with carefully constructing each student's curriculum to assure future success in high school and beyond. Throughout upper school, students have numerous opportunities to meet with the College Counselor to plan annual and future course

selections, discuss testing plans, examine and review long-term goals and career possibilities, polish resumes, plan appropriate summer programs or special programs related to college access.

Beginning in the early fall of the junior year a series of college seminars, assignments and workshops, both individual and group, are delivered to juniors to empower them on their journey. It is our expectation that the students will own the process. The college counselor's role is to guide, counsel, listen, challenge, direct, advocate and educate.

Students and parents are guided through this very exciting time by the concept of *match*. There is no such thing as the "perfect school." There are in fact, many outstanding schools for every student. Our goal is to identify a number of colleges where each student's individual interests, talents and abilities align with their expectations and aspirations. This is not accomplished quickly or without considerable energy and effort. The college counselor's accessibility and experience will direct you through these times. Students and parents are encouraged to be active participants in the counseling program and to treat the search process as they would any long-term research project...regular attention while always reexamining your objectives.

# Homework

Homework will be given to students to reinforce or extend learning that has taken place in the classroom and to develop a level of responsibility in the student. We encourage students to

complete homework assignments with limited parental assistance. Parents can assist by providing a quiet working environment and allotting adequate time for all work to be completed.

Our teachers will coordinate homework assignments so that students will not have to complete homework on Shabbat or Jewish Holidays. The provided times are *guidelines* to show the anticipated amount of homework for each grade, per night.

Kindergarten	15-20 minutes
1 <sup>st</sup> -2 <sup>nd</sup> Grade	20-30 minutes
3 <sup>rd</sup> -4 <sup>th</sup> Grade	30-40 minutes
5 <sup>th</sup> -6 <sup>th</sup> Grade	50-60 minutes
7 <sup>th</sup> -8 <sup>th</sup> Grade	60-75 minutes
9 <sup>th</sup> -12 <sup>th</sup> Grade	2 hours per night

(Students taking AP or Honors classes should anticipate additional time for homework.)

## Parent-Teacher Conferences

Parent-Teacher conferences will be held for students in the fall of each year. The purpose of these conferences is to report on the progress of the student, discuss student's strengths and areas for growth. Spring conferences will be held by parent request or to address questions regarding student progress.

# Testing

The Adelson Educational Campus participates in standardized testing to help guide the instructional program of the school and to assist students in preparing for college. While standardized testing is only one method used to determine the success of the educational program, it is important in providing a benchmark on student and school improvement.

The Educational Records Bureau (ERB) test is given in the spring to students in the 4<sup>th</sup> through 7<sup>th</sup> grade. The Explore Test, also given in the spring, is given to 8<sup>th</sup> graders to help prepare them for the upcoming upper school tests taken for college placement.

Exposure to standardized college entrance exams begins in the 10<sup>th</sup> grade with the PLAN and the PSAT. The PLAN is the abbreviated version of the ACT and the PSAT, which is a shortened version of the SAT.

Knowing what to expect in the way of content, combined with practice in timed testing situations, provides students with a decided advantage when taking the ACT and SAT, as they will do mid way through their junior year.

**THE PLAN** is a curriculum-based test that measures the scope and depth of a student's academic preparation in the four content areas of English, Math, Reading and Science.

**THE PSAT** is an aptitude test measuring the capacity and natural ability for learning in Math, Writing and Critical Reading.

The eleventh grade PSAT results are the qualifier for designation as a National Merit Scholar.

**THE SAT – REASONING EXAM** This 3 hour and 45 minute exam focuses on writing, critical reading, and mathematical reasoning ability. The writing section, unlike the writing section of the PSAT asks the student to produce a 25-minute essay designed to provide colleges with a better measure of writing reasoning and critical thinking skills. June of the junior year and October-December of the senior year are the recommended testing periods.

**THE SAT – SUBJECT EXAMS** are offered in nearly twenty academic disciplines. In addition to the SAT Reasoning Exam, many competitive colleges (about 50 in number) sometimes require two or three SAT subject tests. They are one hour in length. Students may take up to 3 on any designated date. The College Counselor and teachers are in the best position to advise students on which tests they are best prepared to take. These tests are best taken in June, at the end of the academic year.

**THE ACT – AMERICAN COLLEGE TESTING PROGRAM** consists of four 35 to 50 minute sections and measures achievement in four areas: English usage, mathematics usage, reading comprehension, and science reasoning. Post Secondary Schools make their own decision about whether they will require, or recommend, the writing assessment. Students are advised to sit for this optional section. All colleges across the country accept the ACT. June of the junior year and October of the senior year are the recommended testing periods.

**AP – ADVANCED PLACEMENT EXAMS** are three-hour examinations based on a full year college level course in high school. When enrolling in an AP course, students *will be expected* to sit for the exam in May. Sophomores, juniors and seniors are eligible to include AP courses in their schedule with the recommendation of a teacher and approval of the division heads.

# Technology

## Lower School

The Adelson Educational Campus believes that all students should have access to technology when they act in a responsible and courteous manner. Internet access and other software programs are available to students and teachers, and help to make our school a special place to learn and grow.

Below are the promises we have talked about in class:

1. I promise to use the computer carefully.
2. I promise to only work on the programs and web pages that my teacher tells me to use.
3. I promise to ask for help if I don't know what to do.
4. I promise to tell an adult if I read or see something on the computer that is not appropriate.
5. I promise never to use the computer to hurt, frighten or bully others.
6. I promise to print only when my teacher tells me to.
7. I promise to only use my own file or my own folder on the student server.
8. I promise to only share my passwords with my teacher or parent.

9. I understand that if I break any of my promises, I might not be able to use the computer.

## **Middle and Upper School**

Middle and upper school students are able to access computer network, e-mail and Internet World Wide Web information resources through classroom, library or technology/computer lab computers deployed by the school. School computers and network resources are for school/educational use only.

### Acceptable Uses of Computers and On-Line Services

Users may only use school computers, networks and on-line services for the following uses:

1. Learning activities in support of instructional objectives;
2. Research supporting educational programs; and
3. Communications between faculty, staff, students and others outside the school containing messages or information pertaining to school education and learning programs.

### Unacceptable Uses of Computers and On-Line Services

Users may not use computers, network services, networked devices, and/or on-line services for unacceptable uses, specifically including, but not limited to the following:

1. Damaging or altering the operation of any computers, network services, networked devices, and/or on-line services, or interfering with other users' ability to use computers, network services, networked devices, and/or on-line services.
2. Creating or distributing communications, materials,

information, data or images which the school, in its sole discretion, deems to be threatening, abusive, harassing, prejudicial, discriminatory, or obscene, or otherwise disruptive, and/or harmful to the school or its students, faculty, staff, and/or administrators.

3. Plagiarism and Copyright Infringement.
  - a. Plagiarism: taking the ideas or writings of others and presenting them as if they were your own.
  - b. Copyright Infringement: reproducing a work that is protected by a copyright.
4. Granting access to computers, network services, networked devices, and/or on-line services to unauthorized individuals either by intentional conduct (disclosing passwords) or by unintentional conduct (failing to log off).
5. Unauthorized access to any network including (but not limited to) attempting to log in through another person's account and/or tampering with another person's files.
6. Reposting a message that was sent privately without permission of the person who sent the message.
7. Posting personal contact information (home or school address, phone numbers, activities, etc.).
8. Spamming: sending multiple copies of a message to a large number of people.
9. Inappropriate language.
10. Illegal or criminal use of any kind.

Students should promptly disclose to a teacher or other school personnel any information or message received that the student believes is inappropriate. The school may, in its sole discretion, take such action as it deems appropriate regarding such communications to or by its students.

Expect only limited privacy in the contents of your personal files. The school's faculty, staff, and/or administrators may, in their sole discretion, access and review files or electronic communications stored on or accessed through school computers, network services, and/or networked devices. Use of the school's computers, network services, and/or networked devices constitutes consent to such access and review.

## **Textbooks**

Initial textbooks and supplies are provided by The Dr. Miriam & Sheldon G. Adelson Educational Campus. Students should make every effort to keep the textbooks and supplies in good condition. Lost or damaged textbooks will be charged to the student.

**C**ommunity

of

**K**indness

# Community

We value each member of our community. No one is more worthy or less worthy of *kavod* (respect). We treat each other with honesty, dignity, and respect. We treat others equally regardless of differences in race, religion, sexual orientation, or gender. We are a community that celebrates and embraces differences, not only to learn and grow from each other, but also to prepare students for life after graduation.

# Harassment

All community members have the right to feel safe on campus. Harassment in any form, including but not limited to physical or emotional bullying, teasing, hazing, religious, racial or sexual harassment is unacceptable and absolutely prohibited. It does not matter if the harassment occurs face-to-face or by technological means, also known as cyber-bullying.

All students are expected to refrain from any behavior or conduct that could be interpreted as harassment toward any member of the community. It is the responsibility of all members of the community to report harassment to an adult.

# Drugs and Alcohol

Jewish tradition teaches that the body is sacred. The 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. We expect students to

come to school well-rested, well-fed and ready to take on the challenges of the day. The use of tobacco, alcohol, illegal drugs or the misuse of prescription drugs impairs one’s ability to be a productive member of our school community. It not only violates Jewish values but also the law. Students in possession of, or under the influence of these substances, whether on campus or at a school-sponsored event, will face serious disciplinary action. Students are subject to drug testing at various times throughout the year.

# Expectations for Responsible Behavior

Participating in the life of The Adelson Educational Campus is a privilege which carries with it sacred responsibilities. This privilege demands high standards of conduct. We believe that there is not one path to success, but a path for everyone based on individual needs. We believe in empowering students with choices so they can learn through their experiences and decision-making. There are many adults at our school who are here to support the students throughout their school career and create meaningful relationships with them. Classroom teachers, advisors, student support services, administrators and other staff seek to provide every student with multiple opportunities to become connected to the school community, in both times of need and in times of celebration. This is the *kavanah* (sacred goal) we share.

We acknowledge that our students are living in both the world of adults and the world of children at the same time. While students come to us with wisdom and some understanding of

themselves and the world, we understand that they still have much to learn and that they sometimes make mistakes. We attempt to work with all students as they learn how to successfully navigate what can be a complex and challenging world.

## **Our Process**

### Step 1: *Tochechah* ("loving rebuke")

The concept behind *tochechah* is that we care about the students who make up our community enough to engage them in conversation and correction when we see them err. To err is human, to forgive divine, and to remind is an obligation of Judaism. The process of *tochechah* is a kind process, one meant to cause attention to mistakes without causing the person to feel undue remorse or embarrassment at the mistake.

*Tochechah*, the art of caring criticism, always occurs in a context. We are created 'in the image of G-d' with both good and bad inclinations, and given our imperfections, we require both *hakarat hatov*--recognition of the good--and *tochechah*--sincere and supportive constructive criticism.

We are interdependent and responsible for one another, which means that we must support and also challenge one another. At our best, we function as sacred reminders of what it means to live lives of holiness (*kedusha*), mutual responsibility (*areyvut*) and dignity (*kavod habriyot*). The purpose of *tochechah* is growth, repair, and transformation—*tshuvah* and *tikkun atzmi*.

Here are some guidelines for the art of *tochecha*:

- We all have an obligation to engage in caring criticism (and recognition of the good), whether we are teachers or students (Talmud, Bava Metzia 31a)
- Caring criticism must be delivered from a place of humility, beginning with the premise that I do not possess the whole picture. Maimonides teaches that we begin with questions: "Why did you behave in such and such a way? Help me to understand something that does not yet make sense."
- Rashi, quoting the Talmud, teaches: "Never whiten another's face in front of others." Avoid public embarrassment.
- From Bruria, we learn to separate the sin from the sinner or the deed from the person. While we are responsible for our deeds, we are more than our deeds and are always capable of *tshuvah* (repentance).
- Finally, Rabbi Ile'a taught in the name of Rabbi Eleazar: Just as one is commanded to say that which will be heard, so too is one commanded not to say that which will not be heard. This challenges us to ponder under what conditions caring criticism can be heard both by ourselves and by others.

### Step 2: *Tshuvah* (repentance)

We learn from Judaism that through the process of *tshuvah*, people can learn from their mistakes, can grow and can change. We are committed to working with students who have made mistakes. By creating a meaningful *tshuvah* process for them, they can reflect on how they missed the mark and what can be done to make amends and restore relationships harmed by their actions. Maimonides teaches that the basic steps of *tshuvah* are:

1. Admitting wrong and taking full responsibility for one's actions.
2. Feeling regret for one's actions and the genuine desire to do better in the future.
3. Apologizing and asking forgiveness from the wronged parties.
4. Committing oneself to acting differently in the future, and thinking through what changes will be necessary in order for that to happen, and striving to make those changes.
5. Facing the same or a similar situation as the one in which one transgressed and acting differently.

In order to be most meaningful and effective, the *tshuvah* process must be shaped to the individual student and the nature of his or her transgression. For years, studies have shown that simple punishment does not produce the results of changed behavior one would hope for. Often the person's focus shifts from any consideration of their wrongful behavior and the pain it caused, to their anger about the punishment itself. Instead of simple punishment, through the *tshuvah* process, we try to create the opportunity for reflection and change that will challenge the students to consider their choices and the reasons for them, so that they can make better choices in the future.

### Step 3: Consequences

Occasionally, even after the interventions of *tochecha* and *tshuvah*, a student's behavior is so removed from the community standards that it warrants a discussion of whether the student needs to be separated from the community. Under these exceptional circumstances, some of the consequences may include academic probation, detention, suspension, or

expulsion. In all cases, the school will work with the student and his or her family to develop an appropriate process of reflection and *tshuvah* so that the focus of the disciplinary action is about community values and standards and how to engage in a process of *tshuvah* which will hopefully allow them to return to the community in a positive way.

**H**onoring

**J**udaism

# Jewish Traditions

## **Kippot (Head Coverings)**

Wearing *Kippot* reflects a sense of humility and an awareness of sacredness when engaged in holy tasks. Male students are strongly recommended (but not required) to wear a *Kippa* during prayer and other religious ceremonies.

## **Tefilla (Prayer) and Holidays**

Shabbat celebrations and holiday observances are part of the culture of our school. The spiritual development of each student is nurtured through practice as well as study. The Adelson Educational Campus does not hold classes on Shabbat or Jewish holidays, and does not sponsor student activities on those days.

## **Tikkun Olam**

*Tikkun Olam*, literally “Repair of the World,” is the Jewish concept of commitment to social action and justice. We are committed to a serious and thoughtful *Tikkun Olam* program for our students.

## **Kashrut**

All lunches and snacks are provided by our Kosher kitchens, which are under the *Kashrut* advisement of the campus *Mashgiach*. **No one is permitted to bring any food or drinks onto the campus at any time without first talking to the school *Mashgiach*.**

# Respect For Learning

Academic integrity, in or out of the classroom, is the foundation of learning. The Rabbinic term *G'neivat Da'at* literally means "stealing another's thought," implying deception with undeserved benefit. Education and learning is the cornerstone of our mission and values. Cheating and plagiarism are not allowed. Such behavior is detrimental to the individual and to the school itself. We all seek to do our best work at all times and any shortcuts toward that goal only serve to shortchange the student.

The use of someone else's thoughts, words, or work as if they are your own is a kind of theft called plagiarism, and is strictly prohibited. In some cases, plagiarism is the result of academic dishonesty, while in others it may be a consequence of carelessness rather than any plan to cheat. This includes, but is not limited to: failure to cite the source when copying word for word or paraphrasing (from publications, websites, a parent, tutor or friend's work, etc.) It is always important to check with the teacher about the standards expected for each assignment.

Plagiarism or cheating is a serious offense which, based on the severity of the infraction, may result in disciplinary action up to and including expulsion from school.

# Sportsmanship

The core of the athletic philosophy on our campus is that students can pursue athletic and academic excellence simultaneously, demonstrating the commitment and dedication to work diligently at both. Sportsmanship plays an important role in cultivating the development of character during athletic competition.

Respect towards teammates, opponents, coaches, officials and spectators strengthens our school pride and our identity with other school communities. Student athletes and members of our community are required to exemplify good sportsmanship at all athletic events. Student athletes and coaches are expected to be humble in victory and gracious in defeat, character traits that define the athletic program at The Adelson Educational Campus.

The well being of each child is the cornerstone of our school.

More information can be found on our website  
[www.adelsoncampus.org](http://www.adelsoncampus.org) - or just ask anyone  
associated with our school!