

Spencerville Adventist Academy

*Love to Learn
Live to Serve
All for Christ*



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Serving Youth Since 1943

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Our Mission

To provide a distinctly Seventh-day Adventist Christian education preparing the whole person for service to God and man, and for eternal life

Our Vision

We want to be chosen by constituents and community for our strong spiritual emphasis, outstanding academics, deep commitment to service, and sound physical plant, and because we are convicted of our mission and true to our values, we will **BROADEN** our reach by:

- **B**eing spiritually focused on transforming and converting hearts, making spiritual connections in every class and taking advantage of teachable moments to convey spiritual concepts.
- **R**eaching out and serving as a light to those around us in the community.
- **O**ffering an outstanding academic program, challenging our students and stimulating a genuine love of learning.
- **A**dhering to a sound financial basis of operations, with additional funds available each year to fund future contingencies.
- **D**eveloping a student body that is friendly and accepting and demonstrates respectfulness of each other and adults.
- **E**ducating the “whole person” (physical, mental, and spiritual), by offering a variety of extracurricular activities while teaching the importance of balance.
- **N**ever losing our focus on mission and on the need to make all major decisions with an awareness of their long-range impact on our mission

and values.

Our Values

Spirituality-----We believe students should be nurtured in a vibrant spiritual environment where Christ’s character is emulated.

Excellence-----We strive for excellence, not only in academics but in the education of the “whole person” through the harmonious development of all physical, mental, and spiritual powers.

Service-----We encourage our students to develop an attitude of compassionate service toward their community in a manner that expresses their love for Christ.

Our Philosophy

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Through the guidance of the Holy Spirit, God’s character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God’s ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others’ thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual’s potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

Our History

Spencerville Adventist Academy (SAA) was built on a foundation of love and sacrifice by parents desiring a Christian education for their children. In 1943, two years after the Spencerville Seventh-day Adventist Church was organized, a single classroom school opened with six students and one teacher, Miss Ruby Ingle. Every church member worked to get the classroom ready.

In 1947, church members were saving money to build a new church. However they soon realized how important the school was and voted instead to use that money for a two-room cinder block school. Those classrooms were built through hours of labor by the church members—particularly Edward Reifsnyder. Those two rooms continued to serve the students of Spencerville Adventist Academy through the Spring of 2011.

By 1953, the enrollment had grown, and parents rallied together to add a third classroom and a third teacher. In 1956 the gymnasium was built and finally, in 1964 the three-story brick structure, housing the library, offices, and ten classrooms was constructed. In the fall of 1997 the parsonage on the adjoining property was renovated, renamed Vandeman Hall, and became part of the educational facilities. The interior of the school underwent extensive remodeling to accommodate the student increases over the years.

From its very humble beginning, SAA has been in continuous operation since 1943. At the beginning of the 2011/2012 school year, SAA opened the doors of its current state of the art facility which was built on 33 acres just one mile east of the original school. SAA offers 14 grades from pre-kindergarten through grade 12 to over 300 students. It is accredited both by the General Conference of Seventh-day Adventists and the Middle States Accrediting Association (MSA).

Admission Procedures

Application Process

SAA strives to maintain reasonable student-teacher ratios in order to offer quality instruction. Acceptance into any class is dependent upon whether or not the class size has reached capacity. Admission to SAA is a privilege and not a right, and may be withheld or withdrawn by the academy at its discretion. Spencerville Adventist Academy (SAA) does not discriminate on the basis of race, color, national or ethnic origin in the admission of students.

A prospective student must submit a formal application online. All PK*- 8 applicants are thoroughly reviewed by the Admissions Committee for approval. A transfer student must submit satisfactory character and academic recommendations, and in some cases, be interviewed by the principal and/or the Admissions Committee before action will be taken on the application. The applicant will be notified by the Admissions Committee to confirm his or her status.

Students who express an interest in a Christian education at SAA must submit evidence of a successful completion of the previous grade or its equivalent. There must be evidence that there is no outstanding financial obligation to any previous school. Membership in the Seventh-day Adventist (SDA) church is not a requirement for admission; however only those students who have a sincere desire to grow spiritually, academically, and physically, and who are willing to abide by school policies should apply. Placement testing may be requested upon review of the student's academic record.

Applicants must complete the following before the application is **processed**:

1. Completion of online application (submitted with current application fee).
2. Receipt of two letters of recommendation from present educators.
3. Submission of any applicable individual education plans, or specialized learning diagnosis.
4. Submit current medical and immunization records.
5. Complete a physical examination by a physician. Complete any placement screening or testing (upon request).
6. Copy of latest report card.
- * In addition, *Pre-K through 1st grade* applicants need to submit copy of birth certificate and completed lead-testing form.
-- Then --
7. Admissions Committee approves or denies the application.

After an applicant has been approved by the Admissions Committee, and before **enrollment**, the applicant must:

1. Receive financial clearance. Complete all required forms
2. **Pay the registration fee** as this final step completes the process and **secures your seat in class.**

All students entering SAA are given a nine-week probationary status. Further testing may be required upon review of the student's performance.

Student acceptance for a given school year does not guarantee acceptance for following school years. Current constituent students in good standing will have priority over non-constituent or non-SDA students in determining acceptance for any given school year.

Pre-kindergarten, Kindergarten, and First Grade Enrollment

Spencerville Adventist Academy embraces the philosophy of developmental readiness for school entrance and follows the regulations set by the state of Maryland which state the age of eligibility for each of those grades. A student admitted to pre-kindergarten must be four years old or older on/by **September 1** of the school year in which the student applies for entrance. Similarly, a student must be five years of age by September 1 to be eligible for entry into kindergarten, and six years of age by September 1 to be eligible for entry into first grade. All new students enrolling in kindergarten will be assessed (using the Brigance Early Childhood Screening assessment) to help determine their developmental readiness.

Financial Information

Application Fee

An online application must be submitted for each **new** student. A non-refundable fee of \$75.00 must be paid when the application is submitted.

Pre-Registration

In January, current students may pre-register for the upcoming school year. A discount will be provided for those who complete registration during the pre-registration session. Students (new and current) may continue to register after pre-registration but will not be eligible to receive the discount. A current student who does not pre-register may risk losing their seat to a student on the waiting list.

Registration Fee

The non-refundable registration fee is a single payment made at the time of registration. A discount is given for early registration in January. Paying this fee is what secures your child's spot in his/her class.

Late Enrollment

Students enrolling after Labor Day will be charged a pro-rated tuition rate based on the number of days of school remaining. Registration fees are to be paid in full regardless of when the student enrolls.

Tuition

Tuition may be paid by the year (in advance) or in 2 to 12 payments with SAA's automatic payment processor, FACTS Tuition Management (a yearly administrative fee will be charged for using this service). Payments will be automatically deducted from your checking or savings account (Credit Cards are also accepted for an additional fee) on the selected day of each month. Any failed payment attempts will result in late fees.

If you elect to have more than 10 monthly payments, the first payment will begin in July.

The family is ultimately responsible for the full amount of tuition and fees. If any amount of alternative funding falls through, the amount will be charged back to the family.

A 5% tuition discount will be given for a Tuition Agreement with two (2) students. A 10% discount will be given for a Tuition Agreement with three (3) or more students.

A 3% discount is given for a full year's tuition paid in advance by August 1.

Fees and Charges

Various organizations and services may have additional fees and charges attached to them. Please see the Fees Schedule for a current list.

Textbooks

Textbooks are rented by the student from the school for grades pre-kindergarten through eight. The textbook rental fee is included as part of the Registration Fee. A parent understands that if a textbook assigned to his/her child becomes damaged, misused beyond normal wear and tear, or is lost that he/she will pay the school for the replacement cost of the book.

Eighth grade students taking a high school math course will need to purchase their own textbook.

Withdrawals and Suspensions

If a student withdraws from school at any time during the school year prior to the beginning of May, there will be a refund of tuition on a pro-rated basis daily. The Registration Fee is non-refundable. Payment of the remaining balance must be received or arranged before final transcripts are released. A promissory note may be required to be signed.

Students who are suspended will not receive any refund of school fees. No refund will be given for any regular school vacations or emergency closings. Refunds other than those stated above will be made only at the discretion of the Spencerville Adventist Academy Finance Committee. Please allow thirty days (30) for any refunds due after withdrawing from SAA.

Financial Responsibility

A student's status in school will be reviewed when an account is more than thirty (30) days past due. If an account is more than fifty (50) days past due, the student will be required to withdraw unless: a) the account is paid to less than 30 days past due, b) a guaranteed assignment of funds necessary to bring and keep the account to less than 30 days past due is arranged. A student will not be allowed to participate in extracurricular activities unless his/her account is current or satisfactory arrangements have been made. A student's account must be current or arrangement for payment made by semester test time in order for the student to take semester exams for high school classes.

All final grades, quarterly report cards, student information, and transcripts will be held by the school until the balance due on the account has been paid in full. Participation will not be permitted on class trips, outdoor education camps, and end-of-the year activities; and eighth graders will not be permitted to participate in graduation if the account is not paid.

A student who has an unpaid balance from the previous school year will not be permitted to re-enroll until satisfactory arrangements for payment have been made. Students with outstanding accounts in another school will not be admitted to Spencerville Adventist Academy until

the account has been paid or until satisfactory arrangements have been made with the previous school.

Family Service Program

SAA believes that family service is an important part of the success of this school. Because we expect all SAA families to fully participate in this service program, SAA maintains a 20-hour service requirement for the families of all students. Single-parent families are only required to complete 10 hours. In order to ensure that all families meet this requirement, each family will be asked to pay a fee that will be refunded at the end of the school year if the service hours have been completed. This fee will be evenly distributed over the installments of your payment plan.

Medical Care and Accident Insurance

Spencerville Adventist Academy has purchased Christian Educator's Insurance Trust coverage which provides coverage for the hours and days when school is in session, and while attending school sponsored and supervised activities.

Financial Aid-Worthy Student Fund

Financial aid is available through the local churches for qualifying worthy students. Parents seeking assistance from the Worthy Student Fund should make their requests through their local church board or worthy student committee. In addition, SAA has a modest Worthy Student Fund. These funds are granted based on a third-party assessment: www.FACTSTuitionAid.com. A parent/guardian who wishes to apply for Worthy Student funds must submit an application for each school year.

Please contact the Business Office for more information.

Scholastic Information

Academic Standard of Excellence

The PK-8 curriculum, in cooperation with home and church, prepares students for progressively higher-level academics, leadership, service, and successful Christian living.

It is the goal of our Teachers to:

- *Infuse Seventh-day Adventist beliefs into daily school life*
- *Cultivate a nurturing environment for learning*
- *Integrate faith-based learning throughout the curriculum*
- *Teach with a focus on learning by designing lessons that accommodate and appeal to a variety of learning styles, readiness levels, and interests*
- *Encourage higher level thinking using Bloom's Taxonomy*
- *Promote academic excellence through real world experiences*
- *Emphasize literacy (reading and writing) across the curriculum*
- *Promote academic honor and integrity*
- *Communicate effectively with parents and students*
- *Evaluate student progress based on meaningful assignments, learning experiences, assessments, and observations*
- *Grant meaningful grades*

Academic Progress Reports

The elementary school year is divided into four quarters of approximately nine weeks each. At the end of each quarter, a report card will be sent or given to each parent or guardian. Grades are also available to be viewed through our online grade report program (Renweb).

Occasionally, eighth grade students may be eligible to take a high school class. For high school classes, only the semester grade will be recorded on the student’s transcript.

Parent-Teacher Conference

Two parent-teacher conferences are scheduled during the school year. These conferences are an essential part of our cooperative relationship with parents in the education of their child/ren. The FIRST conference is scheduled in the middle of the first quarter; the SECOND after the end of the second quarter. Please refer to the calendar for the specific dates for these conferences. Parents schedule their appointments using Pick-a-Time, an online scheduling facilitator. If a parent is unable to attend their scheduled conference(s), it is their responsibility to reschedule with the classroom teacher(s).

We believe communication between home and school promotes spiritual, academic, and social well-being for each student. Naturally, parents are encouraged to contact the teacher to schedule additional conferences as needed. Teachers may be unaware of certain problems and appreciate being the first to know if a student might be experiencing difficulty at home. Those appointments are not to be scheduled to take place during school hours.

Grading System

Pre-Kindergarten

Student assessment cards are sent home each quarter.

Kindergarten

Student assessment cards are sent home each quarter.

Grades 1 and 2

The following letter system is used: E (Excellent), S (Satisfactory) and N (Needs improvement).

Grades 3 through 8

The letter system of grading is used in grades three through eight:

		B+	88-89%	C+	78-79%	D+	68-69%	F	0-59%
A	92-100%	B	82-87%	C	72-77%	D	62-67%		
A-	90-91%	B-	80-81%	C-	70-71%	D-	60-61%		

Grade Point Average (GPA)

Grade point average is a numerical value that expresses a student’s academic standing. The points for each letter grade are:

		B+	3.333	C+	2.333	D+	1.333	F	0.00
A	4.00	B	3.00	C	2.00	D	1.00		
A-	3.667	B-	2.667	C-	1.667	D-	.667		

GPA Calculation Grades 3-8

When calculating students' GPAs, the following core classes each receive one (1) unit of credit: Bible, language arts, mathematics, science, and social studies.

The following classes will receive one half (.5) of a unit of credit: art, drama, music, physical education, technology, and yearbook.

Unit of credit is based on instruction time.

Incompletes for Term Grades

If, because of illness or other extenuating circumstances, a student has not completed sufficient class work or mastered an adequate number of concepts to earn a grade, he/she may receive an incomplete (Inc.) upon obtaining approval of the teacher. Incompletes must be made-up during the two weeks immediately following the end of the grading period. No late work will be accepted after the two-week grace period. Any missing work not submitted by the end of the two-week deadline will be recorded as zero and the grade will be calculated.

Academic Awards

Each quarter all students in grades 3-8 who have earned a GPA of 3.5 to 3.74 will be posted on the Honor Roll list and those students who have earned a GPA of 3.75 to 4.0 will be posted on the Principal's List. (See above for GPA calculations). At the end of the school year, student academic and attendance success will be acknowledged during a special ceremony in May.

Acceleration

For the intellectual, physical, social, and spiritual development of young people, it is usually in the best interest of the student to attend nine (9) years of elementary school (grades K-8). Individual exceptions will be considered. The Columbia Union Conference of Seventh-day Adventist's Board of Education has established specific guidelines for acceleration. Please talk to the elementary principal for more information.

Differentiated Instruction

One of the key components of the curriculum structure at SAA is the inclusion of Differentiated Instruction (DI) in our curriculum planning and teaching.

Characteristics of Differentiated Instruction (DI):

Mastery
 Intentional Teaching
 Meaningful Feedback on Assessments
 Meeting Students' Individual Learning Needs
 Standards-based Curriculum, Instruction, and Assessment
 Classrooms that Include a Variety of Educational "Best Practices"
 Increased and Improved Communication Regarding Student Learning

Objectives for Students:

Increased Motivation
 Increased Understanding of How the Student Learns
 Increased Mastery in Subject Areas
 Increased Responsibility for Own Learning

Objectives for Teachers:

Meet the Needs of More Students
 Increase the Number of Students who Achieve Mastery
 Challenge More Students

Field Trips

Philosophy: Field trips are meant to stimulate growth in the students' personal, spiritual, and/or academic life. The trips that each teacher plans throughout the school year are meant to be experiences where the students will feel and be safe. The school and faculty are liable for each student in their care throughout the school day. In order to most effectively achieve these goals and the specific goals set forth for every experience, the staff has set the following guidelines:

- All students must use school sanctioned transportation throughout the field trip experience.
- Trips are only for eligible students, faculty, administrators, and invited chaperones.
- There will be a male and/or female sponsor for all field trips as well as chaperones so that students will be properly supervised. All chaperones must be cleared through our background screening process.
- There will be an administrator when possible, as well as male and/or female faculty sponsors for all overnight trips.

Reduced rates and discounts available on field trips are available only to the eligible students, faculty, administrators, and invited sponsors.

Resource Department

The Resource Department at SAA is designed to support teachers and parents with additional academic resources for students. This is mainly accomplished via teacher and parent conferences, and dialogue between staff and the Resource department. If concerns that impact the academic progress of a student continue, the next level of conversation between the school and home is an SST meeting (School Services Team). One day a month is set aside for scheduling these daytime meetings. The SST group is made up of Resource, the classroom teacher(s), parents and administration and/or their designee, and is a collaborative platform to address questions surrounding education, behavior, the social/emotional and spiritual. The Resource Department communicates with all stakeholders and provides transparency through documentation and ongoing conversations.

For students who enroll at SAA who present needs, the flow process is tailored to each individual student, and what SAA can reasonably provide in terms of interventions, accommodations, etc. Resource works in a Response-to-Intervention (RTI) model where classroom teachers provide baseline intervention (Tier 1) and if progress is insufficient, Resource provides supplementary support in addition to classroom instruction (Tier 2). Tier 3 support occurs directly with the student, outside of the classroom, with pulled-out Resource instruction. This tends to occur in cases where a student is not achieving in spite of systematically increased academic support. SAA also works with local school systems and private providers should the need to explore outside instructional options and/or additional information via psycho-educational testing becomes evident. Should social-emotional and behavioral concerns be the dominant area of need, Resource works under the direction of the SAA Guidance office to provide reasonable supports when possible.

For the student who enters SAA with public school 504 plans or IEPs (Individualized Education Plan), SAA determines during the admissions process what supports can be offered based on the present, individual situation. For those applying to SAA as a first-time student with an IEP or Section 504 plan, a copy of the complete document(s) and any supporting testing reports will be requested as part of that admissions process.

Monitoring of Student Progress

Teachers use formal and informal assessment to gauge a student's level of achievement. This information will be used to influence instruction and provide intervention. It is also used to determine if exploration of the Resource support process would benefit the student as well as to determine which level of support is most appropriate for the student.

Testing (IOWA)

Standardized Achievement Tests are administered to students in grades 3 through 8 during the fall quarter to determine the level of academic learning. The results are analyzed by classroom teachers to help evaluate and improve the instructional practices for classes and individual students.

Eighth Grade Graduation Requirements*Certificate of Graduation*

To receive a *Certificate of Graduation* from the eighth grade, a student must have passing grades in Religion, Mathematics, Language Arts (English and Reading), Physical Education, Science and Health, Social Studies, Fine Arts, and Computer Education.

Certificate of Completion

A *Certificate of Completion* is given when a student has satisfactorily completed most of the subject areas with only one or two failing grades.

Certificate of Attendance

A student who receives failing grades in most core subjects and/or who is working significantly below grade level will be given a *Certificate of Attendance*, which verifies that he/she has attended school but has not met the scholastic requirements.

Participation in Public Graduation Exercises

A student is not automatically granted the privilege of participating in the public graduation exercises. Occasionally, a student will, by the following behaviors, forfeit participation in graduation exercises: choosing not to meet scholastic requirements or behaving in a manner which reflects poorly on a student, his/her parents, and/or the school.

Families with outstanding accounts are expected to make satisfactory arrangements for payment before their student participates in graduation or receives a diploma.

Academic Integrity

Academic honesty and integrity are nationwide issues that institutions have struggled with continually. With advances in technology, the accessibility of information, and the pressure from all avenues to do well academically, students are often tempted to cheat or plagiarize. Optimum learning occurs only when each student does his/her own work. Critical thinking skills are only developed when students think for themselves. SAA is dedicated to helping our students learn the value of integrity in education and in life. Teachers address issues of honesty and integrity in their classrooms throughout the year in developmentally appropriate ways.

Library Facility

The SAA Library/Media Center strives to be an integral part of the school's total instructional program. The Media Center is designed to provide comprehensive support and materials to all SAA students and faculty. Our mission is to make students independent and effective users of information.

Class & Course Descriptions

Spencerville Adventist Academy follows the Curriculum Guidelines from the North American Division of Seventh-day Adventists which meet or exceed Maryland state requirements.

Pre-Kindergarten

The pre-kindergarten program addresses the developmental differences and learning styles of emergent learners by providing planned learning activities that are developmentally appropriate. This, combined with providing a safe, loving, caring, and intellectually stimulating environment promotes the physical, social, emotional, spiritual, and cognitive development for each student.

The classroom is under the direct supervision and instruction of one teacher and a classroom aide for all subjects. We maintain a teacher to student ratio of 1:10. The curriculum, *Opening the World of Learning* and *Creative Curriculum*, is presented in thematic units where students participate in Bible, math, language arts, science, social studies, art, and dramatic play. It is designed to provide optimal growth for each child.

The pre-kindergarten program is licensed to operate through the Maryland State Department of Education, Division of Early Childhood Development.

Elementary School (Grades K-5)

Each classroom is under the direct supervision and instruction of one homeroom teacher for Bible, language-arts, math, science, social studies and art. Other classes such as music, technology, and physical education are taught by other teachers.

Stepping Stones (Kindergarten) is an integrated program that includes all subject areas with developmentally-appropriate activities designed to meet each individual child's needs. The curriculum is organized into 10 thematic units with strong spiritual connections. A rich children's literature base is incorporated into each theme, which are aligned with the elementary Pathways program. Individual units include inquiry-based activities which encourage exploration and discovery.

Bible Instruction (Encounters Program grades 1-5)

Because we are a faith-based educational institution, Bible classes are part of our regular daily schedule. Teachings from the Bible as well as Seventh-day Adventist history and doctrine make up the curriculum for each class. The Encounters program uses the Bible as the textbook and Jesus as the guide for transforming student's relationship with Him. Class activities are designed to lead students to a closer relationship with Jesus Christ, and to develop independent thinking. Students are encouraged to apply Biblical principles in their daily lives. In addition to the regular Bible instruction, each teacher is intentional about integrating into other curriculum

areas the principles of creation, God's awesome power, and the plan of salvation. Daily morning classroom worship is a part of the school schedule.

Language Arts (Reading, Writing)

Pathways: A Journey to Excellence through Literacy is a comprehensive, balanced literacy program that integrates language arts components that are used in each classroom. This approach allows students to follow a variety of avenues to become readers, writers, thinkers, and learners.

Guided Reading is a framework for structuring literacy time so that students may become fluent, skilled readers and develop strategies for developing strong reading and comprehension habits. Using the guided reading model, teachers supply assistance or guidance students need for them to read leveled text selections successfully. Students develop independence, stamina and accountability. It allows students to work towards personalized goals while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.

The Writing Workshop by Lucy Calkins is a Common Core K-5 writing program that fuses best practices in writing pedagogy into a comprehensive program giving students everything they need to develop their craft as 'authors' with confidence. Each grade level has specific units of study tailored to meet developmental and curricular student need. Visual aids such as authentic student writing samples, graphic organizers, and Common Core rubrics give students of all learning styles effective habits that foster clear written expression. Each writing workshop ends with students sharing their written work.

Saxons Phonics is a structured phonics program shown to develop foundational skills for reading comprehension by directly teaching spelling/sound patterns in a sequenced fashion. Phonics instruction is an integral part of the reading curriculum in kindergarten through second grade to help students develop strong reading and spelling skills. After learning to read, students are taught to read to learn and continue developing skills to be able to effectively process and communicate through written language. The curriculum also includes the study of handwriting, spelling, and vocabulary. *Wordly Wise* is used in grades 3-5 to support spelling and vocabulary by providing academic vocabulary instruction that develops the connection between vocabulary and reading comprehension.

Handwriting is explicitly taught through grade five. Beginning in pre-kindergarten and kindergarten, students learn to correctly hold a pencil and the proper formation of letters. In first and second grade legibility is stressed. Cursive begins in third grade and is practiced through fifth grade.

Math

Go Math, published by Houghton Mifflin Harcourt, is the adopted series used from first through fifth grade. It is a comprehensive, balanced approach that addresses the rigors of common core standards. Students focus on fewer concepts and skills each year, but they learn in greater

depth, while simultaneously building a foundation for the next grade. Essential Questions are utilized throughout the lessons. Students interact with manipulatives, technology, activities, and daily practice to learn and reinforce mathematical concepts.

Science/Social Studies

By Design science curriculum is built on a foundation of inquiry that encourages wonderment, questioning, exploration of multiple resources to conduct research & investigations, and collaboration. The study of our earth and the world we live in, nature and how things work are essential in the understanding of God. Science instruction is presented from a biblical basis that acknowledges that God is our Creator. Students are taught to develop scientific values and attitudes essential to the belief in God as our Creator.

Social Studies lessons help students learn about communities, geography, countries, culture and other factors contributing to our world. *McGraw-Hill* is the publisher of the textbooks used for social studies in Kindergarten through 5th grade, offering online student-teacher access to textbook and additional features.

STEM focus:

Fun Fab Lab- grades PreK through 5. This is a space to explore, design, create and solve problems. Students utilize exciting kits on engineering, electricity, magnetism, chemistry, 3-dimensional learning, robotics and other assorted STEM areas.

Middle School (Grades 6-8)

The instructional staff at the middle school level teach in a departmentalized system, adding depth to each discipline. In middle school, students can make selections from a robust offering of specials to help ‘find their voice.’ Each grade is assigned a homeroom teacher.

Bible (Encounters Program grades 6-8)

It is the desire of the staff at SAA that all students make a personal commitment to Jesus Christ. Having a personal relationship with Jesus Christ is personal and does not influence the academic grade for Bible class. Because SAA is a Seventh-day Adventist faith-based school, its doctrinal teachings are a part of the Bible curriculum. The *Encounters* program uses the Bible as the textbook and Jesus as the guide for transforming student’s relationship with Him at the heart level.

Students meet four times a week for Bible class. The students learn about life through Bible stories and character-building stories. They learn about the lives of Bible characters as well as of Jesus, Adventist history, the gift of salvation, and the controversy between good and evil. Once a week, students come together for a chapel service that incorporates student leadership in music, the audio/visual team and the SAA chaplain or invited guest as speaker.

Language Arts (Reading, Writing, Vocabulary)

As students reach the middle school years, the ability to “read to learn” is essential and instruction in effectively reading textbooks continues. Students also learn about literature and how authors use stories to convey life lessons. The *Pathways* language arts series which uses biographies, historical fiction, true stories, and other genre, to teach literature is used through grade eight. As students experience life through literature, they gain an understanding of the world around them. Vocabulary study is supported through the *Wordly Wise* language arts program, and is grammar is supplemented through textbook as well as digital supports as needed.

The Writing Workshop by Lucy Calkins is a Common Core K-8 writing program that fuses best practices in writing pedagogy into a comprehensive program giving students everything they need to develop their craft as ‘authors’ with confidence. Each grade level has specific units of study tailored to meet developmental and curricular student need. The writing process is intentionally stressed throughout the middle school years. A wide variety of writing styles and genres are explored such as: poetry, short stories, “how to”, persuasive, comparison/contrast expository and research. Students are taught about proper researching techniques, use of information, and documentation of sources in their writing.

Math

The text for grades six through eight is *Big Ideas Math: A Common Core Curriculum*, published by Big Ideas Learning, LLC. This narrower and deeper program is a combination of the discovery and direct instruction approaches. Students gain deeper understanding of math concepts by narrowing their focus to fewer topics. Students also gain a deeper understanding of topics through inductive reasoning and exploration. The Essential Questions help students develop communication and problem-solving skills. Online resources are provided with the math text. Advanced students have the option to complete middle school math in two years and take Algebra I during their eighth grade year. At the end of seventh grade, those students may request testing to determine eligibility to enroll in Algebra I their eighth grade year. The results of the test, along with Iowa Assessments scores and current grades will be used to determine math placement.

Social Studies

McGraw-Hill is the publisher of the textbooks used for social studies in grades six through eight. The program offers online student-teacher access to textbook and additional features to support learning. Students in middle school learn about World History from ancient civilizations onward, and United States history from the Industrial Revolution to the present. They are led to an understanding of the working out of God’s purpose in history. Students also learn how to consider multiple perspectives as they think critically about events, places, people and problems. Field trips to various locations in the Washington metropolitan area are utilized to enrich the learning experience.

Science/STEM

By Design science curriculum is built on a foundation of inquiry that encourages wonderment, questioning, exploration of multiple resources to conduct research & investigations, and collaboration. The study of our earth and the world we live in, nature and how things work are essential in the understanding of God. Science instruction is presented from a biblical basis that acknowledges that God is our Creator. Rational and creative thinking is encouraged and used through scientific inquiry. The students are exposed to a more in-depth study of topics such as the earth and its processes, cell theory, heredity, animals, physics, and an introduction to chemistry. Hands-on experiments, projects, class activities, and assessments are used to guide the students through the curriculum.

STEM FOCUS: Students with strong technology skills have an advantage in the future in virtually every industry. A STEM curriculum helps students develop the 21st century skills which value the learning of Science, Technology, engineering and Math.

Fun Fab Lab—is a space where students can engage in full-scale innovation labs and maker spaces, empowering students to create inventions using robotics and engineering tools, coding devices, circuitry kits, experiments and more...

Robotics- is a middle school elective where grades 6-8 explore various areas of robotics using the Lego Mindstorms EV3. Using Programming EV3 Curriculum, students develop 21st century skills such as reasoning skills, programming logic as they build robotic solutions to real-world problems using sequence of commands, through teamwork and higher-order problem-solving strategies. The skills the students acquire may be applied directly to careers of the future. This program aligns to the Next Generation Standards.

Additional policies specifically pertaining to the Middle School are furnished to students at Back to School Night. These include policies on tardiness, dress code, make up work and retakes.

Fine Arts (K-8)

Art

The main objective is to help students to be more conscious of their surroundings from an aesthetic point of view. Art instruction focuses on basic art principles using the color wheel and various media. Instruction for grades 6-8 includes an overview of art history and appreciation with a concentration on 20th century art and artist's lives, methods, and contributions. Projects and assignments may include, but are not limited to:

Drawing: Principles and elements of design, nature, still life, pencil techniques, three-dimensional, one-point and/or 2 point perspective using a variety of drawing medium. Mediums include pencil, charcoal, oil pastel, and block printing.

Molding: Clay-coil, slab, and pinch pots

Painting: Introduction to painting, color wheel and technique

Collage or Mosaic: Uses a variety of materials to express a point of view in an abstract way

Other: Art is incorporated in cross curricular areas as appropriate.

Drama

Drama allows our grades 3-8th students to explore their God-given creative and vocal talents, as well as to learn how to communicate more proficiently. It prepares them to be comfortable speaking in public, allows them to work as an individual member within a team, enables them to value the individual contributions of others, and to understand that there may be more than one interpretation of a character or event. Students emerge from the program more confident, more articulate, and more understanding of individual perspectives.

Music

The mission of the music program at Spencerville Adventist Academy is to point students to service and love for God through learning and performing music in churches, school, home and community. Annual Christmas and Spring Concerts showcase what the students work on throughout the year. The following programs are offered to encourage students in the appreciation and performance of music:

Pre-kindergarten – Grade 4 General Music

- Classes for grades Pre-k through grade 4 twice each week
- Instruction in soprano recorders and rhythm instruments (Grades 3-4)
- Instruction in music history and appreciation
- Learning about music instruments
- Singing and drama programs
- Instruction in choir, chimes, rhythm, and Orff instruments.

Grades 5-8 At the end of the previous school year, students in grades 5-8 choose band and/or choir as their music class. The other music programs (bells and guitars) are optional for students in grades sixth through eighth.

Band: Beginner Band or Performance (Grades 5-8)

Music Exploration: Beginner Guitars or Advanced Guitars

Choir: ACC-Adventist Children's Chorus (Grades 4-8 by audition)

Handbells/Chimes (Grades 6-7-8) Optional

Procedures for Dropping or Changing a Music Class

Permission to enter or discontinue a music class must be requested in writing to the elementary principal and the school registrar.

Physical Education (K-8)

Philosophy

Physical Education is an integral part of the education of all students and should be enjoyable and success oriented, consisting of planned experiences that challenge and encourage physical and creative abilities in harmony with God's ultimate plan.

Description

Physical education for students from kindergarten to eighth grade is the process of learning to control your own body in relationship to your environment, as well as developing your muscles for everyday activities. Physical education is also the process of learning rules and strategy of some sports including flag football, soccer, basketball, floor hockey, volleyball, badminton, track and field and softball, as well as practicing skills involved in playing these sports. Assessment of physical strength and endurance will be tested during each quarter.

Goals

It is the goal of the Physical Education program to develop and maintain the highest level of physical fitness and wellness required for high level performance during work, play, and emergency situations. The Physical Education program also strives to develop and maintain positive self-worth, a positive attitude, and maximum personal potential through planned physical activities.

STEM-Robotics (7 & 8)

Robotics offers students hands-on learning experience as it supports all the areas of STEM. By coupling technology and learning, students learn to engineer and program robots to encourage problem-solving, creative thinking and to drive innovative thinking. Students also develop 'soft skills' such as determination, perseverance, problem solving and how to plan and process with the use of technology.

Technology Education

Students experience an interactive and diverse learning environment through the multiple methods of teaching with technology in their grade level classrooms. Each activity focuses on using the internet responsibly and safely. Technology classes for grades 6-8 are scheduled twice per week in the computer lab with a technology educator. Elementary classroom teachers work cooperatively with the technology coordinator to create authentic learning opportunities that integrate learning about computer science with the curriculum of the

classroom. Learners construct knowledge from multiple information sources and experiences. Creative thinking is encouraged along with collaborating with peers. The students are energized by technology use as they acquire and enhance their technical skills.

Technology Integration Curriculum

Spencerville Adventist Academy recognizes the need to equip students with the skills necessary to function as digital citizens in an emerging technological society. Our students must develop skills in problem solving, collaboration, converging information, design and management. By integrating technology into the enriched learning environment of the classroom, we strive to provide our students with the means to increase both technology proficiency and academic achievement. This is attained by adopting a Computer Science curriculum aligned with the Computer Science Teachers Association and the North American Division of Seventh-day Adventist Curriculum Guidelines.

SAA promotes daily use of technology by equipping classrooms with digital devices such as i-pads, desktop computers and computer carts with laptops, AV equipment and interactive Smart boards. A state-of-the-art computer lab is available for scheduled technology classes or classroom use.

A variety of software is employed that enriches the subject areas of language arts, mathematics, social studies and science. We also subscribe to several online educational resources, to further support our learners.

As technology conquers the boundaries of the classroom walls, it requires schools to become gatekeepers to filter online content and block unwanted solicitations. SAA secures its internet access with Sonic Wall Firewall and Cisco Umbrella Internet Web filter. We also educate students to discern between safe and hazardous content while online. Students are expected to be responsible and use Christian values as a measure for appropriate usage. All students will sign an Appropriate Usage Agreement prior to technology use. The combined effort of school and student is the best guard for a safe learning environment. Any attempt to avoid not adhering to the Technology Acceptable Use Policy (TAUP), may result in loss of privilege of computer use and possible disciplinary action.

One-to-One Computing

SAA provides one-to-one computing to grades 6-8. The devices are school owned and stored in carts to be charged overnight and used in class during the day. The devices are assigned and labeled for each individual student. Students are expected to transport their device between classes with care in their provided case. If the device is damaged, the IT dept and Administration will investigate and decide on the recourse to be taken.

School Climate

Christ at School

Service Outreach Activities

Students take part in a variety of age-appropriate missionary activities/projects during each year such as nursing home visitation, neighborhood projects, card ministry, chapel activities, fundraising for charitable causes, etc. We aim to address needs of family, school, church, community, and the world.

Weeks of Spiritual Emphasis

Two weeks are set aside each school year for special spiritual emphasis. They feature guest speakers and student participants. The focus of those weeks are on individual student's spiritual growth.

Chapels

Pre-kindergarten, grades K-4 and grades 5-8 meet regularly for a special worship service. The Spencerville Seventh-day Adventist Church associate pastor for children's ministries, along with the middle school chaplain, other faculty and students work together to arrange and conduct enthusiastic Christ-centered services. Our chapel time encourages student participation and leadership. Students look forward to this worship time together.

Morning Worships

Teachers and students begin each day in their classroom with Jesus. This worship, consisting of a spiritual devotional and prayer time helps to grow the student's relationship with their God and Savior and sets a positive atmosphere at Spencerville Adventist Academy. The pastors from the Spencerville Seventh-day Adventist Church periodically meet with the students in their classrooms for morning worship.

Daily Classes

It is our goal to make Christ a part of all our classes. We want to help maintain each student's relationship with their God and Savior.

Olweus is the most researched and best-known bullying prevention program, designed to create safer schools and communities by improving peer relations and making schools a more positive place for students to learn and develop. The goals of the program include preventing and/or reducing bullying problems among students by intentionally rolling out class meeting times to foster healthy peer relations. This program is also coupled with our biblical-world view and understanding of how Jesus Christ would want us to treat each with love and kindness.

Attendance

Compulsory education laws require students to attend school. Punctual attendance at all appointments is vitally important. The attendance policy of Spencerville Adventist Academy is designed to encourage all students to develop habits of punctuality and responsibility. A continued pattern of poor attendance limits academic achievement and results in decreased mastery levels.

Absences

Parents are to report all unplanned absences to the school office by telephone on the day of the absence. In addition, upon returning to school after an absence, a written excuse note should be submitted to the elementary office on the day the student returns to school. The note must contain the student's name, the date/s of the absence, the reason for the absence, and the parent's signature. Notes may be emailed to the office as well. More than three (3) consecutive days of school missed for illness or injury must be verified by a physician's note. Teachers will assist students in making up missed work for excused absences.

Excused absences and tardiness will be granted for the following reasons:

1. Illness
2. Death in the family
3. Medical or dental appointments
4. Court appointments
5. School Trips

The student will be responsible for completing and turning in any missed assignments, projects, and tests when he/she returns. Students will complete and turn in for full credit work missed due to an excused absence, school trip or pre-approved planned leave. The formula will be (2) business days of deadline extension for every (1) missed day due to an approved absence.

Unexcused Absences

We realize parents do take their children out of school for reasons other than those stated above. Please realize this is an unexcused absence and policies will be followed.

Prearranged Leave of Absence

Spencerville Adventist Academy supports quality family time and encourages families to plan their family vacations during scheduled school vacations. Missing multiple days of school has a negative impact on a student's education experience. Valuable class interaction is missed when absences occur. When planning vacations, parents need to consider the following policy:

A Pre-Arranged Absence request form (available from the office) must be submitted to the office at least one week in advance of the planned absence/s. Students will be granted no more than five (5) pre-arranged absences each year. Upon approval from administration, the student will be responsible to collect, complete, and turn in any assignments, projects, and tests before leaving, or when he/she returns per classroom policy. Full credit is given

only if the above criterion is met. When a student misses school due to a pre-arranged absence, the parent is responsible for providing instruction in all missed class work. Teacher directed activities such as presentations, debates, experiments, etc. cannot be made up. Absences in excess of the approved five day limit will be subject to attendance and late work policies.

Note: In accordance with Maryland State Law these planned leave absences will not be excused, but no penalties will be incurred. Teachers are not expected to repeat class work/instruction for unexcused absences.

Tardiness

Parents are requested to have students arrive at school early enough so that they can be in their seats and ready for morning worship at 8:15 a.m. When students enter the classroom after 8:15, the morning routine, including worship, is interrupted and valuable instruction is compromised for all students in the class.

Excessive Absences/Tardies

Students who are consistently tardy/absent will have their records reviewed by Administration, Discipline Committee action may occur. Parents can check their child's attendance records through Renweb.

School Hours

Monday - Thursday: 8:15 a.m. to 3:15 p.m. Friday: 8:15 a.m. to 1:45 p.m.

Before and After School Supervision

A student whose parent's schedule requires them to arrive before 8:00 a.m. must wait in the designated area under teacher supervision. Supervision will be available beginning at 7:45 a.m. in the MPR (Multi Purpose Room).

***There is no provision to care for a student prior to 7:45 a.m.**

Parents are to pick up their children within twenty-five (25) minutes after school is dismissed. Students will not be permitted to leave the premises with anyone other than the parents without written permission on the appropriate form on file in the elementary office. Students waiting for rides must wait in the designated area until their ride arrives. Dismissal occurs between 3:15 p.m. and 3:40. Parents who need to speak with a teacher please wait until after 3:45 p.m. to do so. **ALL** pre-kindergarten through eighth grade students (PK-8) not picked up within 25 minutes after dismissal begins will be escorted to After School Care.

–See the online current Tuition and Fee Schedule for rates.

Those who participate in after-school approved programs are to be picked up promptly or they will be escorted to After School Care.

It may become necessary to keep a student after dismissal to complete class work/tests or to receive additional help or to serve a detention. Parents will be notified in advance when a student is to be detained. Please be prompt in picking up your child. He/she will be sent to After School Care if not picked up at the arranged time.

Leaving School Premises during the School Day

A student who must leave the school premises during school hours must check out at the office when leaving. Parental permission must be submitted to administrative personnel. If a student returns to the school building before dismissal time, he or she must check in at the office. Students who leave the school premises without permission from administration and parents or legal guardian will be subject to disciplinary action.

Philosophy of Discipline

We believe that students should be guided and expected to solve the problems they create without creating problems for anyone else.

We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.

We believe that students should see a reasonable logical connection between their actions and the consequences that follow.

We believe that students and teacher relationships are built on the principle of mutual respect.

We believe that students should be given the opportunity to make decisions and to live with the consequences, be they good or bad.

We believe that students should have an opportunity to invoke a simple "I am not sure this is fair" discussion, if they believe the consequences are unfair.

Student Pledge

"As a student at Spencerville Adventist Academy, I commit to do my personal best academic work and conduct myself in such a manner that supports the Christian principles and school policies of Spencerville Adventist Academy. Whether on or off the campus I will portray Christ to the community in such a way as to 'Let my light so shine before men that they will see our good works and glorify God who is in Heaven.'"

Discipline Process

Due Process

Student violations of the standards of behavior will result in disciplinary measures. Self-control, self-government, and acceptance of responsibility for one's behavior will be emphasized in each situation. Every effort is made to help the student take ownership for the problems they have created and to help come up with solutions. The discipline approach will vary depending on the circumstances of the misconduct, the individual student, and the school community. The first desire of the school is for discipline to be an opportunity for growth. The following steps may be taken when corrective discipline is needed:

1. Conference between student and teacher involved.
2. Conference with student, teacher, and parent.
3. Conference with student, teacher, parent, and administrator.
4. Discipline Committee session called by the school principal or acting administrator. Suspension or other disciplinary measures may be voted at such a meeting. A student and parent or guardian will be asked to attend the session. After all information has been gathered the Discipline Committee will make a decision. The parent(s) or guardian(s) will be informed of that decision. Expulsion may be recommended, to be acted upon by the SAA Board. The school follows the discipline guidelines found in the Columbia Union Education Code: Section 3500 entitled Student Discipline and Safety.
5. School Board action.

Serious Misconduct

A student who violates the basic principles of the school by engaging in certain disapproved practices may receive serious discipline, a fine, or dismissal from school. Among the disapproved practices are the following:

1. General ongoing unsatisfactory progress or conduct, displaying a detrimental influence or spirit out of harmony with the standards of the school.
2. Willfully defying the authority of school officials
3. Failure on the part of a student to conform to the stipulations of any discipline which has been administered.
4. Using profane language, using God's name in vain, or the possession of or displaying obscene literature or pictures, or indulging in lewd conduct or suggestions.
5. Bullying or threatening behavior of any form.
6. Participating in dishonesty including theft, cheating, lying, and willful deception regarding violation of school regulations in any phase of school work, or business.
7. Unlawful entry to any school facility.
8. Copying or unauthorized use of school keys.
9. Tampering with the doors, fire alarms, security systems, or fire-fighting equipment.

10. Meeting persons at any unauthorized time or place, or engaging in improper social or sexual conduct.
11. The use, handling, or possession of air pistols, firearms, knives, lighters, matches, firecrackers, or explosives, (or toy facsimiles).
12. Engaging in willful destruction or vandalism of school property or property of others on or off the campus.
13. Using tobacco; the misuse or illegal possession of drugs or narcotics in any form.
14. Drinking or possessing alcoholic beverages.
15. Gambling and/or betting.
16. Any student who becomes a clear and present danger to the life or safety of school personnel or students.

Legal Considerations

The laws of the state and local government are to be respected and obeyed. Possession of weapons, dangerous objects, or explosive devices is not permitted and will result in immediate suspension and possible expulsion. Imitation or toy weapons are not permitted and may result in suspension or expulsion. We adhere to Montgomery County zero tolerance policy and therefore will immediately contact the Montgomery County police when weapons are found on any student. The use, possession, or distribution of tobacco, alcoholic beverages, non-prescribed drugs, narcotics, and controlled dangerous substances by SAA students is prohibited and is cause for immediate suspension and possible expulsion.

Probation

Students may be put on probation for academic failure, poor attendance, or serious and continued misconduct. Probation gives students a period of time in which to improve grades, and/or cooperate with school regulations or policies. Failure to successfully complete a probationary period may be grounds for dismissal. If necessary, students' participation in extracurricular activities may be suspended. Students who are on probation will automatically be denied the privilege of holding office or positions of leadership.

Uniform Information

Spencerville Adventist Academy maintains a uniform dress code for all students. The school reserves the right to determine what is appropriate and/or acceptable in clothing, facial hair, hairstyle, and accessories.

Hair: Hairstyles must reflect the tone of the dress code; namely, neat, clean, and out of the eyes. Non-traditional hairstyles, including but not limited to spiked hair, Mohawks, shaved heads and unnatural color dyes are unacceptable.

Skirt/Short Length: Skirts and shorts should be no shorter than 3 inches above the knee.

Tucked in: Shirts must be tucked in while in the school building. Girls wearing a uniform skirt/skort may leave their shirt un-tucked.

Other Accessories: Tattoos or body piercing of any kind may not be visible at any time. No jewelry of any kind to include leather, rubber, or cloth bracelets may be worn. Sunglasses, hats, or head gear are not allowed to be worn inside the school building.

T-Shirts: Shirts worn underneath the uniform must not extend beyond the length of the uniform shirt (including sleeves).

Field Trips: Uniforms are to be worn on educational field trips unless otherwise stated. The polo is preferred for safety reasons.

After school: Students who remain on campus after their last class must remain in uniform until 3:30 p.m.

Outer Wear: Only SAA approved outerwear may be worn in the school building and classrooms. All other outerwear should be placed in the student's locker and not worn during the school day unless going outside.

P.E. Uniforms: All students are to wear athletic shoes when attending a physical education class. In addition, students in grades 6-12 are required to wear an SAA P.E. uniform when attending a physical education class.

Dress Code Enforcement Procedures

When the student is missing items required by the dress code, they will be asked to resolve the issue immediately by one of the procedures outlined below:

Quick compliance – Student is able to resolve the issue on the spot without argument or discussion.

Confiscation – Student surrenders offending article of clothing or accessory. The item is held on the first offense for 24-hours, on second offense, 48-hours, on third offense, a meeting with the principal.

Dress Code Enforcement Procedures: If the problem is ongoing, a detention may be served and parents will be contacted to help be part of the resolution.

NOTE: Students should wear the following items in order to be in dress code. ALL uniform pieces including shirts, pants, skirts, skorts, and outer wear must be purchased directly from the school uniform provider, Flynn & O’Hara. See the school website for store locations and ordering information. (www.spaac.net)

Dress Code

Uniform Item	Elementary (PK -5)	Middle School (6-8)	High School (9-12)
Jumper: plaid	✓		
Shirt, Peter Pan collar: white, no logo, worn w/jumper only	✓		
Skort: navy or khaki	✓	✓	
Skirt/Kilt: navy, khaki, & plaid (girls only)	✓	✓	✓
Polo shirt w/logo: white, long or short sleeved (<i>we strongly urge parents with young children not to purchase white polos</i>)	✓	✓	✓
Polo shirt w/logo: blue, long or short sleeved	✓	✓	✓
Boys pants or shorts: navy or khaki	✓	✓	✓
Girls pants or shorts: navy or khaki	✓	✓	✓
Belt: simple black or brown, woven or solid	✓	✓	✓
Shoes: closed, dress, leather, or athletic	✓	✓	✓
Sweatshirt w/logo: navy or gray	✓	✓	✓
Fleece w/logo	✓	✓	✓
Navy V Neck Sweater Vest	✓	✓	✓
Oxford shirt w/logo: long or short sleeve, white		✓	✓
Oxford shirt w/logo: long or short sleeve, light blue		✓	✓
Polo shirt w/logo: long or short sleeve, hunter green	✓	✓	✓
Polo shirt w/logo: long or short sleeve, maroon	✓	✓	✓
Shoes: dress, leather, athletic, sandals w/heel strap			✓
School tie (optional)			✓
Middle School Formal dress uniform: is required for all 6-8 th graders for music performances. Boys: Khaki pants and white oxford with logo. Girls: plaid skirt, white oxford shirt with logo. Remember these items can also be worn during school as it is a uniform option. Adventist Children’s Chorus uniform items may be worn during school as a uniform option.			

Leadership Organizations

Middle School Association (Grades 6-8)

The SAA Middle School Association (MSA) is an organization of elected student officers that plan various activities for the middle school student body during the school year. The officers of the MSA are elected by the students each school year.

Grades 7-8 Class Officers

A student seeking class office must meet and maintain the same criteria as a student seeking an office in the Middle School Association.

Officer Eligibility

Candidates for any office must be approved by the Administrative Committee on the basis of grade point average, citizenship, and attendance.

To qualify for an office a student must meet the following requirements:

1. Demonstrate a Christian lifestyle that is in harmony with the philosophy and goals of Spencerville Adventist Academy.
2. Have a C average or above for the preceding nine (9) weeks. Eligibility will be determined mid-term and/or at the end of the quarter. Once elected, these qualifications must be maintained. An average of C or above must be maintained in each class to continue in office.
3. Have a good attendance record.
4. Uses appropriate Christian behavior/values in all they do.

Athletic Organizations

The Hornets: Middle School Soccer and Basketball Sports Program

Middle School boys' and girls' soccer and basketball are available to students in grades 5-8. Fifth graders participating on teams will be as "taxi" or practice squad and then based upon the needs of the team. Tryouts for soccer will be announced soon after the beginning of the school year. Tryouts for basketball will be announced within the first quarter grading period. Students whose grades meet the minimum requirements established below will be eligible to try out for the teams. Teams will consist of players who the coaches determine are qualified spiritually, scholastically, mentally and physically. Practices occur two afternoons per week and on Sundays. Schedules will be announced after tryouts conclude. Uniforms must be purchased from the school designated supplier.

Spectators at SAA athletic events will be expected to demonstrate good sportsmanship, respect and cooperation with game officials and school supervisors, and demonstrate behavior in harmony with school philosophy and policies or they may be asked to leave. Parents must understand that a commitment to the team for games and practices is a large undertaking for

middle school students. Often, the academic load in conjunction with athletics, requires close parental supervision. Please recognize that if your child is selected for a team, we expect them to be committed for the duration of the season. Please counsel your child regarding this commitment.

Middle school soccer/basketball games are league driven and are Ad Hoc scheduled after varsity game schedules are made. League games can be some distance away from school resulting in late evenings. Typically, games begin between 4pm-6:30pm and last approximately 1¼ hours.

- Parents are highly encouraged to come to games. Volunteers are always needed to operate clocks, keep score, or drive busses. Please be respectful of coaches' practice time and schedule time outside of practice to discuss issues with coaches. Game time is not equitably spread across players, instead utilized by each coach based upon team needs and capability of each player.

Eligibility for Athletic Groups

A student seeking to join an athletic group must be approved by the Administrative Committee and must meet and maintain the following criteria on a weekly basis:

- Demonstrate a Christian lifestyle that is in harmony with the philosophy and goals of Spencerville Adventist Academy
- Academic Achievement: maintain all passing grades, with no more than one D.
- Good Attendance: no unexcused absences and three or less unexcused tardies (including class attendance)
- Positive Citizenship: not involved in major discipline of serious misconduct

Eligibility will be determined using the above criteria. A weekly eligibility list will be posted at the end of each week. Athletes not eligible will be limited to practices for one week. Eligibility for each sport is considered separately.

All athletes must possess a current (within a calendar year) sports physical due by July 1 of the upcoming school year as directed by Maryland State standards. Student athletes may not try out nor participate in any sporting event unless they have a current physical on file in the school nurse's office.

A student is ineligible to participate in a game and practice if he/she was unable to attend school the day of the game/activity because of illness or an unexcused absence.

Students should not participate in extracurricular activities that may have schedules that conflict with each other. Extracurricular activities may cause some absence from class, which is excused. It is the athlete's responsibility to ensure their work is current with their respective teachers.

General Information

After School Care

Spencerville Adventist Academy's After School Care Program (ASC) operates under the same guidelines that govern Spencerville Adventist Academy during school hours. It is expected that students in After School Care will comply with all guidelines pertaining to full cooperation with the supervising staff. Failure to cooperate with staff and/or to comply with After School Care regulations may result in asking such individuals to withdraw from the After School Care program.

All students in grades PK-8 who remain at school after the dismissal process must attend the After School Care Program.

After School Care Schedule

Monday-Thursday	Until 6:00 pm
Friday	Until 5:00 pm
Friday: From November-March	Until 4:00 pm

*After School Care will be available on half days except prior to Breaks.

*See ASC price schedule on the current Tuition and Fees Schedule.

Back Packs

Middle school students' backpacks must be put into the middle school closet during school hours.

Cell Phones/Electronics

Electronics not specifically designed for scholastic use should not be used or seen on campus during school hours. Teachers have the right to confiscate a student's electronic device if seen or heard during the school day. The device will be given to the office where it can be retrieved at the end of the school day on the first offense. The parent can retrieve the device from the office on the second offense. The classrooms and office have telephones for students to use if needed.

Computers

Computers may be used only with teacher supervision and permission. Any violation of this will result in disciplinary measures. Students may use the internet only with teacher supervision and permission and may only visit sites instructed by the supervising teacher.

Damage to School Property

When accidental damage to school property occurs and is reported immediately there will be no penalty other than restitution. (Accidental damage is often covered by personal liability

insurance.) Willful damage or destruction of school property will call for restitution and additional discipline.

Emergency Closings

Spencerville Adventist Academy follows the Montgomery County Public School System delays and closings due to inclement weather. The school utilizes parent alert through Renweb to inform parents. **No after school care is provided on early dismissal days that are due to inclement weather.**

Fire and Other Safety Drills

Fire drills and other emergency drills will be conducted in accordance with county and state regulations. During a fire drill all students are expected to exit the building to the designated area in an orderly fashion, proceed to the location directed by the teacher, and remain there silently until the signal is given to return.

Grievance Policy

Most conflicts will be resolved through a student and/or parent-teacher conversation. Should further discussion be needed, the administration will facilitate conflict resolution.

Health Services

The school nurse provides aid for injuries, communicates with the staff regarding student concerns, and facilitates parent communication in order to keep the health records up to date. When she is not on campus each teacher will provide care for minor injuries. Serious injuries and illnesses will be handled through the office. An effort will be made to notify parents before taking a student to the emergency room (usually Montgomery General Hospital).

Legal Considerations

The laws of the state and local government are to be respected and obeyed. Possession of weapons, dangerous objects, or explosive devices is not permitted and will result in immediate suspension and possible expulsion. Imitation or toy weapons are not permitted and may result in suspension or expulsion. We adhere to Montgomery County zero tolerance policy and therefore will immediately contact the Montgomery County police when weapons are found on any student. The use, possession, or distribution of tobacco, alcoholic beverages, non-prescribed drugs, narcotics, and controlled dangerous substances by SAA students is prohibited and is cause for immediate suspension and possible expulsion.

Lockers/Locks

Each student is assigned a locker. It is expected that lockers will be maintained in a clean and orderly fashion. SAA has the right to inspect any locker at any time. No stickers, writing, posters, or other items are to be placed on the outside of the lockers, unless approved by the administration. All items outside of lockers will be removed by the staff. The school is not

responsible for personal possessions. Students in grades 6-8 are advised to keep their lockers locked and to not bring valuable possessions to school or take them on school outings.

Posted Notices

All notices to be posted or distributed at school must be approved by the administration.

Probation

Students may be put on probation for academic failure, poor attendance, or serious and continued misconduct. Probation gives students a period of time in which to improve grades and cooperate with school regulations or policies. Failure to successfully complete a probationary period may be grounds for dismissal. If necessary, students' participation in extracurricular activities may be suspended.

Publications

The *Buzz* is the school's weekly newsletter. Its purpose is to facilitate communication between parents, administration, and students. Information to be published is to be submitted to the office no later than 9:00 a.m. on Thursdays. The *Buzz* is posted to our website weekly and sent via email to parents and students.

Middle School publishes a weekly newsletter (*MiniBuzz*), and other teachers publish weekly newsletters that are sent via email to parents.

Saturday Night Programs

The Home and School Association sponsors various games and activities for families.

Social Invitations

Due to the sensitive nature of students, invitations to family-sponsored social events should be mailed directly from the home, not delivered at school.

Teacher Conferences

Two formal parent teacher conferences are scheduled during the year. However, if you wish to conference with your student's teacher on some other date, during normal business hours, you may email or call to make an appointment. Teachers are unable to conference with parents during the school day.

Telephone Use

A telephone is located in every classroom. The supervising teacher will dial the telephone number if a child needs to call home during the day or send them to the office.

Toys

Students should not bring toys from home to school unless it is part of an assignment.

Transportation of Students

No student is allowed to leave campus during the school day unaccompanied by a parent or guardian, unless written parental permission is provided and approved by the administration. If a student leaves by vehicle with someone other than their parent/guardian, a written waiver must be on file in the school office. SAA discourages students leaving campus for reasons other than medical/dental appointments.

Visitors

Communication between parents and teachers and parental visits to the school are encouraged. To make these encounters positive and productive, please conduct all school hour (8:00 a.m. to 3:20 p.m.) business through the office. Enter through the front entrance, sign in at the office and make sure office personnel are aware of your presence within the building. Visits to the classroom during school hours should be pre-arranged with the teacher administrators and generally not last longer than one hour. Working with parents on a personal basis is important to us. We ask that parents cooperate in a way that does not interfere with the classroom learning environment. Conferences with the teacher need to be prearranged to take place outside of school hours and after dismissal. To contact the teacher, email is the preferred communication method during school hours.

Volunteer Activities

Traditionally, volunteerism has been a strong part of the program at Spencerville Adventist Academy. Parents, friends, and church members working together are a vital aspect of a church school program. Volunteerism helps to create understanding, build relationships, provide programs, and complete projects. Anyone interested in becoming involved is encouraged to contact the principal, classroom teachers, or the Home and School president. All activities are to be conducted in harmony with the philosophy and principles of Spencerville Adventist Academy.

SAA Home and School Association

The Home and School Association is an organization of parents who form a support group for the school. The purpose of the Association is to:

1. Promote the welfare of children and youth in the home, school, church, and community through prayerful systematic study.
2. Bring into closer relation the home and the school, so that parents and teachers may cooperate intelligently in the Christian education of children and youth.
3. Raise the standards of home life.
4. Develop between faculty and parents united efforts that will provide for all children and youth the highest advantages of physical mental, social, and spiritual education.

To support and enhance our children's Christian education experience, the Home and School Association has many practical volunteer opportunities in which parents can be involved. The following is a general list and description of these projects:

Fundraisers

The Home & School Association has on-going fundraisers that support classroom improvement, student assembly programs and events, capital improvement projects, staff development, purchase of equipment, and teacher appreciation gifts. These fundraisers include: The Fall Festival and the fruit sales program.

Room Parent Network

This is an organization of room parents. The committee is headed by the Volunteer Resource Coordinator, who is also a Home & School officer. Each classroom has a team of volunteer room parents whose goal is to involve as many parents possible to help in enhancing their child's class by volunteering for projects, special activities, and field trips as requested by the teacher. Each classroom's room parent team consists of one head room parent and assistant room parents.

To become involved at SAA, please contact a Home and School officer or your head room parent to see where you are needed and which opportunities are available.

Spencerville Adventist Academy

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Handbook revised 2020.

Information in this bulletin may be revised at any time by the administration or school board. New procedures when printed in the BUZZ and announced by the principal to the student body will become effective immediately and take precedence over statements made in this bulletin. New policies enacted by the school board and communicated as outlined above will also become effective immediately and replace policies stated in this bulletin.