



Spencerville Adventist Academy

STUDENT HANDBOOK



The Spencerville Adventist Academy (SAA) Handbook provides information regarding school policies as well as the consequences if these policies are violated. Parents/guardians and students are expected to review all the information contained in this document before electronically signing a statement indicating that the Handbook has been received and that the expectations are understood.

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

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Introduction

Welcome to Spencerville Adventist Academy (SAA). We are a Seventh-day Adventist co-educational PreK to 12th school and a member of the world-wide Seventh-day Adventist school system.

Accreditation

- Accreditation Association of Seventh-day Adventist Schools, Colleges, and Universities
- Middle States Association of Colleges and Schools

Leadership

School Board, voted members

Chair	German Rodriguez
Personnel Chair	Amanda Perry
Representative.....	Amanda Ambrose
Representative	Christine David
Representative.....	Melissa Reinhardt
Representative	Tony Touma
Finance Chair	Walt Fennell
Representative	Eugene Korff
Representative.....	Julia Holm
Representative.....	Rohan David
Representative	Tony Zappia
Governance Chair	Seelan Abraham
Representative.....	Tom Evans
Representative	Hetty Khan
Representative	Leighton Kennedy
Representative	Doug Zinke

School Board, ex-officio members

Columbia Union Rep.....	Jacqueline Messenger
Chesapeake Conference Rep.....	Janesta Walker
Spencerville Pastor.....	Chad Stuart
Spencerville Pastor.....	John Gonzalez
Spencerville Pastor.....	Lerone Carson
Principal.....	Robert Martinez
Elementary VP.....	Paul Bragaw
Secondary VP.....	Dr. D. Frederick
Business Manager	Daniel Miongo
Home & School Designee.....	Kelly Carvalho

SCOPE OF AUTHORITY

The information in this handbook applies to all students enrolled in SAA. It applies in all situations in which students are involved, including school-sponsored activities both on-site and off-site and while being transported on all school sponsored travel.

Organizational Leadership Structure

Administration

Robert Martinez, M.M.....	Principal
Paul Bragaw, M.S. Ed.....	Elementary Vice Principal
Dr. Danaran Frederick.	Secondary Vice Principal
Daniel Miongo	Business Manager

Executive Council

The Executive Council is composed of the principal, vice-principals, business manager, and the principal's executive administrative assistant. Together they oversee the operations of Spencerville Adventist Academy.

Administrative Council

Ad Council is comprised of the principal, vice-principals, business manager, lead chaplain, athletic director, music department chair, the Spencerville Adventist Church youth pastor, and the principal's executive administrative assistant. The committee's function is to review student and faculty requests to ensure that extracurricular activities are within policy and to minimize schedule conflicts.

Discipline Committee

The Discipline Committee is comprised of the principal, vice-principals, and a faculty member. Its function is to review and decide disciplinary consequences for major behavioral actions.

Academic Committee

The Academic Committee is comprised of three smaller teams, Administrative, Curriculum, and Literature. The Administrative team reviews academic policies and exception requests. The Curriculum team runs an annual audit on the school curricula to ensure it follows North American Division of Seventh-day Adventist curriculum standards. The Literature team is responsible for reviewing and approving tradebooks and literature used in grades 6-12 that are not specifically part of the NAD curriculum.

About Us

Mission Statement

To provide a distinctly Seventh-day Adventist education preparing the whole person to serve God and humankind.

Vision Statement

To be a community of students empowered to be Christian leaders rooted in faith, embracing lifelong learning, and committed to sacrificial service.

Core Values

Faith

We nurture a loving spiritual community that knows, reflects, and shares Jesus.

Growth

We provide an education that inspires and empowers students to reach their full physical, mental, and spiritual potential.

Service

We instill a desire for sacrificial service reflecting the character of Christ.

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 one-classroom school opened with seven students and one teacher, Miss Ruby Ingle. Every church member worked to get the classroom ready.

In 1947, the 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.

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 property was renovated, renamed Vandeman Hall, and became a part of the educational facility.

The church built a new state-of-the-art, green building and in 2011, the school was relocated to the current location at 2502 Spencerville Rd, Spencerville, MD 20868.

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 other's 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. (Ellen G. White, *Education*, p.17)

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.

Christ on Campus

The mission of Seventh-day Adventist Education is:

- To bring our students into a saving relationship with Jesus Christ, with a lifelong sense of worth, purpose, and mission.
- To provide students with opportunities to worship and invest in a loving relationship with God, individually and as a community, on campus and off with the broader church family.
- To invite students to create a redemptive environment for their communities, utilizing their individual talents, interests, and skills.
- To enable each believer to develop a servant's heart for God's children here and around the world.

Our Process:

Spencerville Adventist Academy believes in a three-step spiritual education process. Step one happens in Bible class where students learn about God's plan to reconcile with and save humanity through His Son, Jesus Christ, and how to live reflecting that saving relationship. Step two is through worship where students share and respond to God's love and forgiveness. Step three is through service where students do something that benefits others, beginning on our own campus and extending into the community.

Standards of Excellence

SAA classes are rigorous, relevant, and real world, preparing students for academic progression, leadership, service, and a Christian lifestyle. Our teachers strive to use the following guidelines to ensure academic excellence:

- Teach with a focus on learning
- Integrate faith-based learning
- Value and encourage higher level thinking using Bloom's Taxonomy
- Emphasize writing across the curriculum
- Value integrity and honor in learning
- Maintain consistency by following the standards set forth in the handbook
- Promote academic excellence through real world experiences
- Create a nurturing academic environment in which to grow
- Grant meaningful grades

Admissions

Spencerville Adventist Academy does not discriminate based on race, color, national, or ethnic origin in the admission of students. To be considered for enrollment a student must complete the application process, meet eligibility requirements, and after review, be accepted by the Admissions Committee. Admission to SAA is a privilege and not a right and may be withheld or withdrawn by SAA at its discretion. All new students are automatically placed on a nine-week probationary status for the duration of their first quarter enrolled. Student acceptance for a given school year does not guarantee acceptance for subsequent school year(s).

Age of Entrance

A child* must be:

- Four years old by September 1 to attend prekindergarten.
- Five years old by September 1 to attend kindergarten.
- Six years old by September 1 to attend first grade.

**All students enrolled at SAA must be fully toilet trained.*

Proof of Eligibility

All applicants are reviewed by the Admissions Committee for approval and in some cases, additional information may be requested, an interview scheduled, or testing required before action will be taken on the application. Prospective students must submit:

- a completed, formal application
- a copy of the most recent report card
- two satisfactory recommendations
- a current, signed physical examination form and notification of any temporary or chronic health conditions
- immunization records
- lead test certificate (preK-1st)
- birth certificate (preK-1st)
- IEP/504 Plan, if applicable
- court custody agreement, if applicable

Membership in the Seventh-day Adventist (SDA) Church is not a requirement for admission; however only those students with a sincere desire to grow spiritually, academically, and physically should apply. Evidence of an outstanding financial obligation to a previous school may disqualify an applicant. The applicant can monitor the application status from their application portal and will receive status update notifications from the Registrar.

Application Process

1. Parent - completes and submits the online application, including the current application fee.
2. Parent - submits all admissions documentation.
3. Admissions Committee - reviews the application (only after steps 1 and 2 are completed).
4. Registrar - sends an updated status notification letter.
5. Parent - creates a FACTS account.
6. Parent - completes and submits the enrollment packet, including the current registration fee.
7. Registrar – secures student enrollment (all prior steps must be completed).
8. Parent – finalizes tuition and payment agreement with the Business Manager (must be completed before student is permitted to attend class).

Gifted/Learning Needs Students

SAA has a Resource Department to assist in providing an environment that meet students' learning needs. Applicants indicating, or found to have, learning needs are evaluated by the Resource Department. If the student's needs are not able to be met at SAA other academic environments that are better equipped to help the student achieve success will be recommended.

High School Grade Placement

Grade placement is part of the admissions process. To make consistent progress toward meeting graduation requirements, a student should earn an average of 6 credits per year. High school classification is as follows:

- Freshman (9th grade) – Students with less than five (5) credits
- Sophomore (10th grade) – Students with a minimum of five (5) credits, including one (1) credit of English*
- Junior (11th grade) – Students with a minimum of eleven (11) credits, including two (2) credits of English*
- Senior (12th grade) – Student with a minimum of sixteen (16) credits, including three (3) credits of English*

*Students who have been enrolled in a Seventh-day Adventist school are also required to have a religion credit for every year of completion

Financial Information

Application Fee

A non-refundable application fee of \$75 per new student must be paid when the application is submitted.

Family Service Fee

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. To ensure that all families meet this requirement, each family is asked to pay a \$450.00/\$225.00 single parent family fee that is refunded at the end of the school year if the service hours are completed. If the full number of hours are not completed, a pro-rated refund of \$22.50 per volunteer hour will be given according to the number of hours completed.

Fees and Charges

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

Financial Aid

SAA offers needs-based financial assistance to any family who qualifies, and according to available funding. Funds are granted based on a third-party assessment, and distributed on a first come, first served basis. A family who wishes to apply for financial aid must complete the full requirements of the application and the student must be admitted for acceptance to SAA prior to an award amount being determined by the business office.

Visit <https://online.factsmgt.com/aid> to begin a financial aid application.

Financial Responsibility

A student's status in school is 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 unable to attend school until the account is brought current. A student is not 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 for the student to take semester exams.

All final grades, quarterly progress reports, student information, and transcripts will be held by the school until the balance due on the account has been paid in full: academy students will not be permitted to participate in graduation, class trips, or end-of-the-year activities if the account is not paid or arrangements made with the Finance Committee.

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.

High School Class Funds

Any undesignated class agency balance remaining two years after a class graduates will be allocated for other use by a school administrative committee.

Late Enrollment

Students transferring from another school mid-year are charged a pro-rated tuition rate based on the number of remaining school days. Registration fees are to be paid in full, regardless of the time of enrollment. Late enrollment is not available after the first two weeks of a semester have been completed.

Pre-Registration

In January pre-registration opens, allowing current students to hold their place for the upcoming school. Students who do not pre-register before registration opens to the public are at risk of losing their seat to an incoming student.

Refunds

If a student withdraws from school at any time during the school year, there will be a refund of tuition on a daily pro-rated basis. The registration fee is non-refundable. 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 (30) days for any refunds due after withdrawing from SAA.

Registration Fee

The non-refundable registration fee is a single payment made at the time of registration. A discount is given families who pre-register in January.

Returned Checks

A \$25 service fee is charged to the student's account for any check returned due to insufficient funds. Occasionally, it may be necessary to ask that future payments be made by certified check, by money order, or by cash.

Scholarships

SAA also offers merit-based scholarships for high school students and a small number of other discount options. More information can be found on our [website](#) or by contacting the business office.

Secondary Student Laptops

High school tuition includes a new computer for each student. If you already own a laptop, a \$100 credit will be placed on your account every year for two years. You will make this selection for your student during the summer prior to his/her first year of enrollment in SAA's high school program.

Textbooks

For grades PK-8, textbooks are provided in class by the teacher. No additional charges are applicable.

For grades 9-12, students/parents are responsible for acquiring all required textbook materials for the student's registered classes. Textbook lists will be provided by email after the student's class schedule has been approved and finalized by the registrar.

Electronic, used, or new books are acceptable unless otherwise indicated on the textbook list. It is the students'/parents' responsibility to purchase the correct textbooks (must be the same ISBN and edition as indicated on the textbook list). All costs of acquiring textbooks and necessary materials are the responsibility of the student/parent.

Tuition

Tuition may be paid by the year (in advance) or on an automated payment schedule (either monthly or bi-weekly) through SAA's third-party payment processor. Any failed payment attempts will result in late fees. A 3% discount is given for a full year's tuition paid in advance by the assigned full-payment due date.

Uniforms

Uniforms are the responsibility of the parent/guardian. Used uniforms are available throughout the year in SAA's used uniform store. Inquire in the office. New uniforms can be ordered at any time during the school year by going to the Tommy Hilfiger [School Uniforms website](#). Find the school page, enter either our Partner School Code: SPEN01 or search by school name and location. Select your student's grade, gender, and program type. For all customer service questions, please call 1-877-825-2860. Customer Service is available in English and Spanish.

Student Citizenship

The rights and responsibility of individuals are preserved through the protection and preservation of the rights of others. Students have a responsibility for their own learning, for their personal conduct, and the way they exercise their rights. Students' carry the responsibility of understanding and accepting that their choices and actions have consequences.

Student Pledge

I have carefully read the school policies and procedures and I understand that by being a student of Spencerville Adventist Academy pledge to observe the Christian principles and commitment to scholarly work upon which this academy is operated, whether on or off campus. I also understand that if this pledge is broken, I risk forfeiting being a part of the SAA program.

Academic Integrity

Academic integrity is a critical aspect of education. Students are expected to always do their own work. Copying a classmate's work, allowing someone to copy work, having someone else do your work or provide you with the answers, obtaining answers to quizzes or tests by any dishonest means, and plagiarism are examples of academic dishonesty and are not acceptable. SAA categorizes AI as a reference tool and expects it to be used appropriately. AI generated essays or homework answers are classified as a form of plagiarism and will be treated as academic dishonesty.

Alcohol, Drugs, Tobacco

The possession, use, or distribution of alcoholic beverages, tobacco, nicotine, prescription medication, over-the-counter medication, drugs, and other controlled substances or related paraphernalia by SAA students is prohibited and is cause for immediate suspension and possible expulsion. Prescription medication and over-the-counter products require written medication orders and must be administered by the school nurse.

Asbestos Policy

SAA is an asbestos free facility. A copy of the Asbestos-Containing Building Materials inspection and management plan is on file with the facilities office.

Attendance

Regular daily attendance is vital to the continuity of classroom instruction and participation in school activities. Compulsory education laws require students to attend school. SAA attendance is reviewed on a weekly basis. Absences are defined as missing a class and tardies are defined as arriving to class after the official start time. When tracking attendance, three unexcused tardies equal an unexcused absence. In the high school program attendance is tracked per class but calculated daily for the purpose of unexcused absences. For example, high school students who are late for more than one class period in a day will have one tardy calculated for that day toward an unexcused absence. High school students who have an unexcused absence for one class period but attend the rest of the classes that day will have an unexcused absence recorded for that day.

Excused Absences

Parents are expected to send written notification to the school office within three days of the student's return to school. Medical absences exceeding three (3) school days may require a written doctor's note. The following are considered legitimate reasons for absences:

- Student Illness
- Death in the family
- Medical or dental appointments
- Court summons
- Hazardous weather conditions which would endanger the health or safety of the student during transit
- State emergency
- School trips

Pre-arranged Leave of Absence

Leave of Absence requests require the submission of a completed Pre-arranged Leave of Absence Request Form to the office for review. Student attendance is a critical aspect that maximizes student learning. Missing multiple days of school has a negative impact on a student's educational experience. Approval is at the discretion of the administration who will take into consideration the feedback of teachers on possible impact of the requested absence on the student's academic progress, the current attendance record, the purpose of the absence, and the duration of the absence. Normally, requests for family travel are not considered lawful excused absences.

When planning trips such as church mission trips or outside conferences, parents need to consider the following:

- A Pre-arranged Leave of Absence Form must be submitted to the office a week before the requested date of absence.
- The maximum number of days approved for a Leave of Absence is five (5) pre-arranged days per year.
- Seniors may request an additional three (3) days of planned absence for college visits and college tours. Juniors may request an additional two (2) days of planned absence for college visits and college tours.
- School-sponsored trips do not require a Leave of Absence Form. If approved, the student is responsible for completing and submitting any missed assignments, projects, and tests when he/she returns. Each student is allowed two (2) school days of deadline extension for every missed school day during an excused absence. Unexcused absences are subject to attendance and late work policies.

Unexcused Tardies/Absences

- Three (3) unexcused absences - Parents will receive a status notification regarding unexcused absences after the third unexcused absence (calculated cumulatively per semester).
- Five (5) unexcused absences - Parents will receive a status notification after the fifth unexcused absence (calculated cumulatively per semester). The administration will review the student's attendance record and speak with the student's teachers before scheduling an administrator/parent/student conference.
- Eight (8) unexcused absences - Parents will receive a status notification after the eighth unexcused absence (calculated cumulatively per semester). Per Maryland's State Policy on Attendance, students missing 20% or more of a class's total meeting time loses credit for that semester, resulting in an F.

Bullying, Cyberbullying, Harassment, or Intimidation

SAA prohibits acts of bullying, cyberbullying, harassment, or intimidation as these behaviors compromise the learning environment and well-being of students, staff, and community.

Bullying uses a real or perceived power imbalance between individuals, displaying repeated behaviors that targets an individual/group by actions such as:

- Hitting, kicking, shoving, spitting, hair pulling, throwing something at someone
- Getting another student to harm someone
- Teasing, name-calling, critical remarks, threatening (in person and/or in writing)
- Demeaning comments and derogatory jokes
- Rude and/or threatening gestures
- Intimidation, extortion, or exploitation
- Spreading rumors or harmful gossip
- Hazing

Students, parents, employees, and service providers are responsible for reporting these behaviors on school property, school transportation, and at school-sponsored activities. Cyberbullying occurring from a student outside school hours and off school premises still impacts another student's well-being at school and should be reported.

Cell Phones/Electronics/Computers

Electronics not specifically designated for scholastic use, including cell phones, are not to be used or seen on campus during school hours or at school sponsored academic activities. Cell phones should not be seen or heard during the school day. Earpieces (headphones, earphones, earbuds, etc.) are not permitted. Unapproved devices that are seen during the day will be taken from the student and turned in to the office where it can be retrieved at the end of the school day. If a student needs to contact parents, they may call from the school office.

Child Abuse

As mandated by Maryland Law, administrators, counselors, teachers, and staff members who have reasonable cause to suspect child abuse or neglect are required by law to report immediately to Child Protective Services.

Civility

SAA community members, faculty, staff, students, and parents are responsible for behaving in a civil manner to support a safe, engaging, and supportive environment. Unacceptable behaviors include but are not limited to:

- Rude, insulting, or demeaning language and/or actions
- Persistently unreasonable demands
- Repeatedly interruptive behavior
- Displays of temper
- Threatening and/or abusive gestures and behavior
- Profane and/or lewd language and/or actions

Closed Campus

SAA is a closed campus. After arriving to school students are not to leave campus without approval until the end of the school day. This includes walking off campus to nearby businesses. Students who need to leave campus before their regular school day is over must get permission from an authorized person in the office and a parent before signing out and exiting the building.

Damage to School Property

When accidental damage to school property occurs and is reported immediately there will be no penalty other than restitution. Willful damage or destruction of school property will call for restitution and additional discipline.

Discrimination

SAA values diversity and commonality and is committed to providing an environment that is free from discrimination based on race, color, national origin, or gender. Employees and students are responsible for contributing to an environment free from discrimination.

Dress Code

SAA requires students to wear the SAA school uniform. Students who are not in uniform will be asked to make an adjustment to be within policy. Students who are not able to meet the request will be sent to the office and parents will be contacted. Resulting tardies and/or absences will not be excused.

Accessories

No jewelry (including non-traditional materials such as leather, rubber, or cloth). Accessories such as sunglasses and hats are not to be worn inside the school building. Tattoos or body piercings of any kind may not be visible. Medical accessories may be worn with nurse approval. Clear ear-piercing retainers may be worn.

Friday Dress Down Days

Students may choose to wear SAA spirit wear t-shirts, class hoodies, and non-uniform pants if they are not tight fitting and have no tears, holes, etc. Only uniform shorts are permitted.

Hair

Styles must reflect the tone of the dress code by being natural, neat, clean, and out of the eyes. Non-traditional hairstyles such as spiked hair, unnatural colors, and mohawks are not permitted.

Outer Wear

SAA uniform or SAA athletic outerwear may be worn inside. Other outerwear should be kept in lockers unless the class is going outside. SAA hoodies are not approved for indoor use.

PE Uniforms

Athletic shoes and SAA PE uniforms are to be worn during PE classes. Athletic uniforms for sports programs may be worn after lunch on days with a scheduled away game. Girls' volleyball players should have warm up or sweat pants on over the shorts.

Shoes

Dress, leather, and tennis shoes are permitted, including sandals and crocs IF they have a heel strap that is being used. Elementary shoes must be closed-toed.

Shorts/Skirts

Shorts and skirts should be modest. A general rule of thumb for shorts is to have an inseam of 5+ inches and skirts should allow student movement (i.e., be able to pick a book up off the floor modestly).

Underclothes

Solid tights or leggings may be worn under skirts, but they must be black or school uniform colors. Shirts worn under uniform tops should not extend beyond the length of the shirt (including the sleeves).

Uniforms

Uniform Item	Elementary (PK -5)	Middle School (6-8)	High School (9-12)
All uniforms must be purchased through our online uniform store (www.globalschoolwear.com) or on campus in our used uniform store.			
Oxford shirt: long or short sleeve – white, light blue	✓	✓	✓
Polo shirt: long or short sleeve - white, navy, burgundy, hunter	✓	✓	✓
Jumper: plaid	✓		
Pants or Shorts: navy or khaki	✓	✓	✓
Skirt/Skort: navy, khaki, & plaid	✓	✓	✓
Blazer: navy	✓	✓	✓
Fleece Jacket: navy	✓	✓	✓
Sweater: navy	✓	✓	✓
Belt: simple black, brown, or blue - woven or solid	✓	✓	✓
Layering Legging: navy, black	✓	✓	✓
School Tie: available in used uniform store		✓	✓
Shoes: closed toe and heel strap - dress, leather, athletic	✓	✓	
Shoes: dress, leather, athletic or sandals with a heel strap			✓
PE Uniform: short sleeve grey t-shirt, navy shorts, navy sweatshirt		✓	✓
Music performance attire will be specified by the individual teacher.			

Hands Off Policy

Students are to show respect for themselves, each other, and the school environment by keeping their hands to themselves. Behaviors that compromise a safe, engaging, and supportive school environment are not tolerated.

Fighting

Hitting, kicking, shoving, spitting, hair pulling, throwing something, and other behaviors that compromise the well-being of students, staff, and/or community are not allowed.

Public Displays of Affection

Displays of affection such as holding hands, kissing, snuggling, etc. are not allowed.

Sexual Harassment or Misconduct

Spencerville Adventist Academy, at its sole discretion, may not admit or retain individuals who engage in sexual misconduct, which includes non-marital sexual conduct and the encouragement or advocacy of any form of behavior

that would undermine the Christian identity or faith mission of Spencerville Adventist Academy and the Seventh-day Adventist Church.

Trespassing and Willful Disturbance

SAA does not permit willful disturbance or prevention of the orderly conduct of instruction and administration including bodily harm, threats of bodily harm to an individual who is lawfully on school property, threats to a student or employee, willful damage or defacing of school property, or trespassing.

Vehicles

Driving a motorized vehicle on campus is a privilege, not a right. Students are not to loiter in or around cars. SAA has the right to inspect student vehicles at any time. A student is not permitted to bring a motorized vehicle to school at any time unless satisfactory arrangements are made. A student must:

- Complete an information sheet with signature from parent(s)/guardian(s) and student.
- Park in the student designated area (left hand lot).
- Provide the office with written permission from the parent/guardian of the student driver as well as from the parent/guardian of any student(s) being driven by the student driver.

Walk-Outs

SAA takes the position that we should, as an institution be neutral and not promote any political agenda. If a parent/guardian takes a student out of the classroom for any planned or unplanned walk-out on SAA's campus, normal attendance policies will be applied.

Weapons

The possession or use of weapons, dangerous objects, explosive devices, or any instrument, including imitation and toy weapons, used for the purpose of causing someone injury on Spencerville Adventist Academy grounds or at any school-sponsored activity is a violation of school policy and state law.

Student Consequences

Student behavior is the shared responsibility of the school, student, and parents/guardians. With any incident of misbehavior school faculty and administration will provide logical consequences that teach or motivate students to change their behaviors. If a student's misbehavior is also a violation of the law, as determined by local authorities, there may be legal consequences for the student in addition to the school consequences.

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 connection between their actions and the consequences that follow.
- We believe that student 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 misbehavior should be handled with natural and logical consequences.
- 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.

Consequence Matrix

This chart provides examples of behavior and the probable level of response for a first-time behavior. It is important to note that a teacher can deem it necessary to involve an administrator and an administrator may move an item to a different response level based on contributing factors such as age, repeated behaviors, prior discipline history, number of students involved, effect on other students and/or community, etc. SAA faculty will document incidents in FACTS (RenWeb).

ACADEMIC DISHONESTY, DECEPTION, THEFT	Teacher-Led Response ↔ Teacher/Program Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
	<ul style="list-style-type: none"> Cheating Plagiarism Lying 	<ul style="list-style-type: none"> Willful deception regarding violation of school policy Theft 	
ARSON, FIRE, EXPLOSIVES	Teacher-Led Response ↔ Teacher/Program Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
		<ul style="list-style-type: none"> The use, handling, or possession of lighters, matches, firecrackers Tampering with doors, fire alarms, security system, or fire-fighting equipment Fire alarm/false fire report 	<ul style="list-style-type: none"> Arson Bomb threat Detonation of an incendiary device or explosive material
ALCOHOL, DRUGS, OTHER CONTROLLED SUBSTANCES	Teacher-Led Response ↔ Teacher/Program Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
		<ul style="list-style-type: none"> Carrying or using non-prescription medications, failing to have medications administered by the school nurse or delegated personnel Possession or consumption of alcoholic beverages Possession or use of tobacco or imitation tobacco products 	<ul style="list-style-type: none"> Possession or misuse of prescription drugs Possession, use, or distribution of drug paraphernalia, illegal drugs, or narcotics in any form
ATTACKS, THREATS, FIGHTING	Teacher-Led Response ↔ Teacher/Program Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
			<ul style="list-style-type: none"> Fighting Bullying Presenting a danger to the safety of school personnel, other students, or oneself
ATTENDANCE	Teacher-Led Response ↔ Teacher/Program Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
		<ul style="list-style-type: none"> Parental Notification Parental Support Failing Semester Grade(s) 	<ul style="list-style-type: none"> Truancy reported to state office

DISRESPECT, INSUBORDINATION	Teacher/Program Teacher-Led Response ↔ Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
		<ul style="list-style-type: none"> • Failure to comply to the stipulations of behavioral consequences • Willfully defying the authority of school officials 	
OTHER	Teacher/Program Teacher-Led Response ↔ Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
	<ul style="list-style-type: none"> • Using profanity • Inappropriate use of electronic devices • Dress code noncompliance 	<ul style="list-style-type: none"> • Exchange of money for an illegal purpose • Leaving campus without permission 	<ul style="list-style-type: none"> • Meeting persons at any unauthorized time or place • Copying/unauthorized use of school keys • Unlawful entry to the school facility • Willful destruction of school property or property of others • Vandalism of school property or property of others
SEXUAL MISCONDUCT	Teacher/Program Teacher-Led Response ↔ Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
	<ul style="list-style-type: none"> • Public display of affection 	<ul style="list-style-type: none"> • Possession or sharing obscene literature or pictures • Lewd conduct • Advocacy of behaviors that do not align with the SDA Church 	<ul style="list-style-type: none"> • Indecent exposure • Inappropriate behaviors of a sexual nature • Sexual harassment • Sexual assault
WEAPONS	Teacher/Program Teacher-Led Response ↔ Administrator-Led Response ↔ Administrator/Discipline Committee-Led Response		
		<ul style="list-style-type: none"> • Possession or use toy or look-alike weapons • Possession of a pocketknife 	<ul style="list-style-type: none"> • Possession or use of any weapon including, but not limited to, air pistols, firearms, knives, tasers, tear gas, pepper spray, razors, or explosives

Consequence Examples

This chart contains examples that represent the types of faculty responses that may be used in each category.

Examples of Classroom, Support, and Teacher-Led Responses	
TEACHER-LED RESPONSES	<ul style="list-style-type: none"> • Classroom-based responses (e.g. verbal correction, written reflection/apology, daily progress sheet) • Check in with school counselor or resource specialist • Community circle • Restorative practices • Parental support – contact with parent requesting assistance • Temporary loss of privileges • Referral to appropriate services • Confiscation • Quick compliance redirection • Teacher/Parent/Student Conference
Examples of Teacher and/or Program Administrator-Led Responses	
TEACHER AND/OR PROGRAM ADMINISTRATOR-LED RESPONSES	<ul style="list-style-type: none"> • Behavioral contract • Community service • Restricted status • Restorative conferencing • School-based mentoring • Loss of privileges • Peer mediation • Temporary removal from class • Removal from extracurricular activities • Restitution • Administrator/Parent/Student Conference (may include teacher) • Suspension
Examples of Administrator and/or Discipline Committee-Led Responses	
ADMINISTRATOR AND/OR DISCIPLINE COMMITTEE-LED RESPONSES	<ul style="list-style-type: none"> • Discipline Committee Review – parent/student conference with committee • Restricted status - removal from extracurricular activities • Expulsion (which is also reviewed and approved by the school board)

Description of Consequence Responses

The definitions below are intended to provide clarity around possible intervention responses available when responding to student behavior.

Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialist	Prompting students to have an informal check-in with the school counselor or the resource teacher.
Classroom-Based Responses	Prompting students to reflect on their behaviors using classroom strategies such as time-out, teacher-student conference, reflection chair, redirection, seat change, call home, loss of classroom privilege, or apology letter.
Conferences	A meeting between a group of people (e.g., parents, students, teachers, and/or administrators) to discuss the topic, resolve issues, and propose solutions. This can be done at a classroom level and/or an administrative level.
Confiscation	Student surrenders item that is outside of policy.
Conflict Resolution	Using strategies to assist students in taking responsibility for peacefully resolving conflicts. During conflict resolution students, parents/guardians, teachers, school staff, and administration may engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	The placement of a student in a supervised school setting outside of the student's regular course schedule.
Expulsion	The process of unenrolling a student when deemed necessary by the school.
Mentoring	Pairing students with mentors (e.g., school counselor, teacher, fellow student) who help their personal, academic, and social development.
Parental Support	Informing parents/guardians of their child's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Probation	Students who are on academic and/or behavioral probation are not permitted to participate in extracurricular and afterschool programs (e.g. sports/SA/nonacademic field trips/etc.). Students on academic and/or behavioral probation will not be permitted to enroll in any extracurricular classes for the duration of their time on probation. Academic and Behavioral probation runs a full nine-week period and is reviewed at the end of the nine-week period. Students must have all grades of a C or above at the end of the designated time to be removed from Academic Probation. Students who have satisfactorily met the requirements outlined in their behavior contract at the end of the semester will be removed from Behavior Probation. Failure to successfully complete a probationary period may be grounds for dismissal. All probations are reviewed by administration.
Quick Compliance	Student resolves the issue on the spot without argument or discussion.
Restricted Status	Restricted status makes a student ineligible to participate in extracurricular and afterschool programs (e.g. Athletics/SA/nonacademic field trips/etc.).
Return Home	Students are sent home to correct an out-of-policy issue.
Suspension	The denial of a student's right to attend regular classes or school for a specified period of time. Suspension can be in-school, short-term, or long-term.

Discipline Committee

The discipline committee is comprised of the principal, vice-principals, and a faculty member. Its function is to review and decide disciplinary consequences for major behavioral actions. The committee will strive to be fair and consistent. However, fairness always demands that the individual circumstances surrounding the actions of students be considered along with many other factors. Therefore, fairness may at times appear inconsistent. Students, parents, or faculty should not expect the committee to always mete out the same discipline in every case involving like behavior. At no time will attorneys, their representatives, or a court reporter be allowed to be present during disciplinary proceedings or during an appeal. Nor may a recording be made of the proceedings without permission. As a private school, Spencerville Adventist Academy has the right to make disciplinary decisions it deems appropriate without the involvement of these individuals.

Student Intellectual Property

SAA may publish and/or display a student's intellectual property and/or student-created materials that were created during school-sponsored activities and/or educational program. Student-created works may be displayed in school, at school-sponsored events, published and/or shared through digital and print media. Parents may request that their child's intellectual property not be published or displayed by submitting a written request to the registrar.

Student Search and Seizure

Authorized school officials have the right to search students, their possessions, desks, lockers, cubbies, electronic devices, and automobiles at any time during the school day and at school-sponsored activities when the school official has a reasonable belief that the student possesses an impermissible item.

Student Life

Before and After School Care

The After School Care program operates under school policies and procedures. Students are not to arrive before the school doors open at 7:45 a.m. as there is no provision to care for and/or supervise students prior to opening.

All elementary students, PK-8th grades, who have not been picked up during dismissal will automatically be moved into the After School Care Program and all usual fees will apply. All secondary students, 9th-12th grades, who have not been picked up during dismissal will automatically be moved into The Study, located in the library.

All students (PK-12th) must be picked up by: 6:00pm (M-TH) 5:00pm (F)/4:00pm (F – Nov to Mar)

Campus Ministries

Developing a relationship with Christ and actively serving others in response to His love is foundational at SAA. The Campus Ministries office, under the direction of the school chaplains, work with all grade levels to develop spiritual activities in line with the SAA Spiritual Master Plan. In high school the Student Association Pastor works with other student ministry leaders to develop opportunities for worship and service, both on and off campus.

Worship Chapel Program

Weekly worship (chapel) programs are conducted as an opportunity to worship God. Students are required to attend all scheduled chapels and are encouraged to develop and use their talents in worship to praise God. One week of special spiritual emphasis is set aside each semester as a "Week of Worship". Attendance will be taken and counts as part of the school attendance policy.

Service Program

Students take part in a variety of age-appropriate service projects during the year, as outlined in the SAA Spiritual Master Plan.

Directory Information

SAA has the right to disclose basic biographical information from academic records, which is designated as directory information and includes:

- Name
- Address
- Telephone listing
- Date and place of birth
- Grade level
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Enrollment status and dates of attendance
- Degrees and awards received
- Most recent previous educational agency or institution attended

Emergency Preparedness

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.

Emergency School Closings

SAA follows the Montgomery County Public School System for inclement weather delays, closings, and early dismissals. Parent alerts will be sent through FACTS(RenWeb) to announce the change. After school care is not provided during emergency closings.

Extra-Curricular Activities

SAA does not sponsor post-graduation activities or activities in facilities where alcohol, tobacco, inappropriate music, dancing, and other questionable activities are prevalent.

Field Trips/Study Tours

Field trips and class tours are meant to be safe, learning experiences that take place off campus. Field trips should stimulate growth in the students' personal, spiritual, and/or academic life. The following guidelines apply to off-campus trips:

- All students must use school sanctioned transportation throughout the field trip.
- All students must adhere to SAA electronic device policies during field trips.
- Trips are only for eligible students, faculty, administrators, and invited sponsors. Eligibility requirements for each trip will be outlined by the faculty and administrators organizing the trip. The administration will approve extra sponsors as needed.
- There will be a male and female sponsor for all field trips.
- There will be an administrator in attendance for overnight trips when available.
- Faculty sponsors will be utilized as much as possible before inviting outside sponsors.
- Reduced rates and discounts available on field trips or study tours are available only to the eligible students, faculty, administrators, and invited sponsors.
- Students and sponsors are not to invite or bring other people, including students in other classes, to attend field trips or study tours.

Health Services

A full-time registered nurse is on staff during regular school hours providing a comprehensive health service program to students and staff. In addition to the school nurse, faculty and staff members are certified in First Aid and CPR. AED and first aid kits are located throughout the facility. Vision and hearing screening programs are conducted in PreK and/or K, 1st, 4th, and 8th grades. Parents who do not want their children to participate in these screenings should notify the school nurse in writing.

If there is a medical concern that requires a child to carry emergency medication such as inhalers or an Epi-Pen, the school nurse should be contacted. Injuries and illnesses are reported to the health room and parents will be contacted if further care is needed. If you have a medical concern, please contact the school nurse.

Accident Insurance

Spencerville Adventist Academy has purchased Christian Educators Trust coverage which provides coverage for the hours and days when school is in session and while attending school-sponsored and supervised activities. Limitations and exclusions do exist. If there is an accidental injury the school nurse will work directly with the family to get the claim filed.

Medication

Prescription and Non-Prescription Students who require medication during the school day must provide the school nurse with an order from a licensed health care provider and deliver the medication to the school nurse in the original prescription container labeled with the student's name, dose/strength, and specific administration directions. All medication must be administered by the school nurse or a trained staff person. Written permission from the school nurse, parent, and health care provider is required before a student may carry or self-administer any specialized medical treatments including, but not limited to, use of EpiPen, inhalers and insulin. School nurses may administer certain nonprescription medications for certain conditions (e.g., headache) with parent permission.

Library

The Library and Media Center are part of the instructional program, designed to provide support and materials to students and faculty. The school librarian is available to assist students and works with lower elementary teachers to offer a weekly story time.

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 or on top of lockers will be removed by the staff. The school is not responsible for personal possessions. Students are advised to keep their lockers locked and not to bring valuable possessions to campus or on school-sponsored trip/activities.

Lost and Found

Lost and found items are kept in a central location for students. Parents may check in at the office if they would like to look through the lost and found items. Items will be disposed of at the end of each year.

Posted Notices

All notices must be approved by Administration before being posted or distributed.

Publications

The Buzz is the school's weekly newsletter. Its purpose is to facilitate communication between school and home. Information to be published in the newsletter is to be submitted to the office no later than 9:00 am on Thursdays. *The Buzz* is sent via email to parents and students on Thursday.

Resource Services

The Resource Department works with students who have specific areas of need that impact academic performance. The nature and extent of academic support services is proportional to the student's educational situation and responsiveness to accommodations and interventions. Resource often works in conjunction with the Registrar and Guidance offices to provide a layered approach of support. The Resource Department also supports teachers and parents with additional academic resources for students.

Each qualified-student situation is evaluated on a case-by-case basis, both for initial admission and ongoing to ensure that students' needs are met in the most beneficial environment possible. The resource team will work with Montgomery County Public Schools (MCPS) as a starting point for exploring options of educational instruction for SAA students who need more than what our private system is equipped to provide.

School Counselor

The school counselor is a resource for students, faculty, staff, and parents. The counselor works with students individually and in small groups to build conflict management and communication skills, provides resources, and organizes the Career Fair. Counseling sessions are available for students needing support dealing with large issues.

For 9th-12th grades the school counselor handles AP Coordination, NAD College Fair Coordination, CARE Club sponsorship, test coordination, mental health chapels, and facilitates career counseling. Students needing assistance with college applications can also schedule an appointment with the school counselor.

School Hours

Students remaining in the building after school hours are expected to be in After School Care (PK-8th grade students), The Study (9th-12th grade students), a school-sponsored event (such as sports, club or organization meetings - 6th-12th grade students) or given permission to be a spectator at a sports event held on campus (9th-12th grade students). Students are required to be picked up by the time the building closes (6:00 pm M-TH and 5:00 pm F or 4:00 pm F during daylight savings time).

• Elementary PK-5 th Grades	8:15-3:30 (M-TH)	8:15-1:30 (F)
• Elementary 6 th -8 th Grades	8:15-3:40 (M-TH)	8:15-1:40 (F)
• Secondary 9 th -12 th Grades	8:00-3:40 (M-TH)	8:00-1:40 (F)
• Office Hours, School Year	8:00-4:00 (M-TH)	8:00-2:00 (F)
• Office Hours, Summer	9:00-3:00 (T-TH)	Closed (M/F)

Student Records

Student records are accumulated and maintained by teachers and administration. Student records will not be released without written parental consent. A noncustodial parent has the same rights as a custodial parent unless the custodial parent has presented evidence of a binding, legal instrument which specifically states that the noncustodial parent is not informed of or has access to the student's educational records.

Middle School Specific

Athletic Organizations

Eligibility for Athletic Groups

A student seeking to join an athletic group must meet and maintain the following criteria:

- Demonstrate a Christian lifestyle that is in harmony with the philosophy and goals of Spencerville Adventist Academy.
- Have a good attendance record.
- Maintain grades C- and above.
- Not be involved in major discipline.

A student with a D or F grade at mid-semester or as a final semester grade will be placed on academic

probation and will be considered ineligible to participate in any athletic group. Academic probation runs a full nine-week period and is reviewed at the end of the nine-week period. Students must have all grades of a C or above at the end of the designated time to be removed from Academic Probation.

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 tryout nor participate in any sporting event unless they have a current physical on file with the school nurse's office.

A student is ineligible to participate in a game and practice if he/she was unable to attend all his/her classes or meet his/her school appointments the day of the game/activity unless the absence is excused. If a student is sick and does not attend school, they are not to participate in that day's sporting events.

Guidelines for Management of Sports-Related Concussion:

- Any student athlete suspected of suffering from a concussion or other head injury will be removed from activity and not allowed to return in the same 24-hour period after the injury.
- Evaluation by a medical doctor will be required for all student athletes suffering a concussion or other head injury before they will be allowed to return to play.
- Any student athlete with a witnessed loss of consciousness (LOC) should be immobilized and EMS (911) called for evaluation. The student should **not** be moved from the playing field.
- All injuries must be reported to the School Nurse and documented in FACTS (RenWeb).
- Students diagnosed with a concussion must have a "Return to Play" form or other documentation detailing a plan for returning to a school team.

Any student who participates in a sport tryout, subsequently makes the team, and attends one practice will be considered part of the team. Accounts for all team related fees will thereafter be assessed and not refundable. If a student-athlete makes the team, they may prohibit another from the benefit of participating in that sport due to size limited of the team as determined by the coach and therefore should forfeit repayment of fees.

Students should not participate in extracurricular activities that may have schedules that conflict with each other. Some sports require more time away from studies and classroom. Students who desire to play basketball will not be allowed to participate in ACRO. Due to the numerous practice/game conflicts, the two sports demand far too much of a student athlete to participate in both sports at the same time. If a student has a desire to participate in both, they must stipulate in a letter to the Athletic Committee prior to the first tryout of ACRO outlining their desire and abilities to compete in both sports. The decision for that student will be evaluated on a case-by-case basis.

Extracurricular activities may cause some absence from class. It is the athlete's responsibility to ensure their work is current with their respective teachers.

Playing time is not guaranteed in any sport. Players are continually evaluated by a highly competent coaching staff that has the individual player's and team's interest at heart. Players will be given an opportunity to succeed when the coaches determine they are ready for the task. Parents are highly encouraged to attend all sporting events. If a student athlete has any issue with a coach, they should approach the coach during practice or afterward to discuss any issue related to that sport. During or immediately after a game is not a time for an athlete or parent to discuss issues with a coach. Issues should proceed in a logical manner with, coach, athletic director, and principal until the issue is resolved.

Interscholastic Athletic Program

The options for extracurricular sports are based on student interest and coach availability.

Fall	Winter	Spring
MS Cross Country	MS Boys' Basketball	MS Boys' Baseball
MS Boys' Soccer	MS Girls' Basketball	MS Boys' Volleyball
MS Girls' Soccer	MS Track and Field	MS Girls' Fast-pitch Softball
MS Girls' Volleyball		MS Track & Field

Student Leadership

A student seeking a leadership position must meet eligibility requirements, campaign, be elected, and maintain eligibility status for the duration of their time in office. A student may not hold more than one major office.

The candidates for any office must be approved by Ad Council. Candidates' academic, behavior, and attendance records are evaluated. The following qualifications must be met for candidacy:

- Demonstrate a Christian lifestyle that is in harmony with the philosophy and goals of SAA.
- Demonstrate good citizenship including attendance record, discipline record, and dress code compliance.
- Must have a C average or above for the preceding nine (9) weeks with no failing grades for the current grading period.
- Students may hold only one major office at a time.

Class Officers (7th-8th grades)

Class officers work together with their sponsors to organize and lead their class. They plan activities, firesides, and fundraisers. Class officers are elected annually.

Middle School Association (6th-8th grades)

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

Secondary School Specific**Athletic Organizations****Eligibility for Athletic Groups**

A student seeking to join an athletic group must meet and maintain the following criteria:

- Demonstrate a Christian lifestyle that is in harmony with the philosophy and goals of Spencerville Adventist Academy.
- Have a good attendance record.
- Maintain grades C- and above.
- Not be involved in major discipline.

A student with a D or F grade at mid-semester or as a final semester grade will be placed on academic probation and will be considered ineligible to participate in any athletic group. Academic probation runs a full nine-week period and is reviewed at the end of the nine-week period. Students must have all grades of a C or above at the end of the designated time to be removed from Academic Probation. Furthermore, in quarters where students meet the eligibility criteria, they will still be placed on **restricted status** if they receive grades below a C on a consecutive weekly basis (see pg. 19 for a definition of restricted status).

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 tryout nor participate in any sporting event unless they have a current physical on file with the school nurse's office.

A student is ineligible to participate in a game and practice if he/she was unable to attend all his/her classes or meet his/her school appointments the day of the game/activity unless the absence is excused. If a student is

sick and does not attend school, they are not to participate in that day's sporting events.

Guidelines for Management of Sports-Related Concussion:

- Any student athlete suspected of suffering from a concussion or other head injury will be removed from activity and not allowed to return in the same 24-hour period after the injury.
- Evaluation by a medical doctor will be required for all student athletes suffering a concussion or other head injury before they will be allowed to return to play.
- Any student athlete with a witnessed loss of consciousness (LOC) should be immobilized and EMS (911) called for evaluation. The student should **not** be moved from the playing field.
- All injuries must be reported to the School Nurse and documented in FACTS (RenWeb).
- Students diagnosed with a concussion must have a "Return to Play" form to return to a schoolteam.

Any student who participates in a sport tryout, subsequently makes the team, and attends one practice will be considered part of the team. Accounts for all team-related fees will thereafter be assessed and not refundable. If a student-athlete makes the team, they may prohibit another from the benefit of participating in that sport due to size limited of the team as determined by the coach and therefore should forfeit repayment of fees.

Students should not participate in extracurricular activities that may have schedules that conflict with each other. Some sports require more time away from studies and classroom. Students who desire to play basketball will not be allowed to participate in ACRO. Due to the numerous practice/game conflicts, the two sports demand far too much of a student athlete to participate in both sports at the same time. If a student has a desire to participate in both, they must stipulate in a letter to the Athletic Committee prior to the first tryout of ACRO outlining their desire and abilities to compete in both sports. The decision for that student will be evaluated on a case-by-case basis.

Extracurricular activities may cause some absence from class. It is the athlete's responsibility to ensure their work is current with their respective teachers.

Playing time is not guaranteed in any varsity sport. Players are continually evaluated by a highly competent coaching staff that has the individual player's and team's interest at heart. Players will be given an opportunity to succeed when the coaches determine they are ready for the task. Parents are highly encouraged to attend all sporting events. If a student athlete has any issue with a coach, they should approach the coach during practice or afterward to discuss any issue related to that sport. During or immediately after a game is not a time for an athlete or parent to discuss issues with a coach. Issues should proceed in a logical manner with, coach, athletic director, and principal until the issue is resolved.

Sports offered at SAA

Tournament trips out of state may occur but typically trips are only approved every other year for a team. Trips need approval by Ad Council and the School Board.

Interscholastic Athletic Program

The options for extracurricular sports are based on student interest and coach availability.

Fall	Winter	Spring
Cross Country	Boys' Basketball, JV/Varsity	Boys' Baseball
Boys' Soccer	Girls' Basketball, JV/Varsity	Boys' Volleyball
Girls' Soccer		Girls' Fast-pitch Softball
Girls' Volleyball		Golf
		Tennis
		Track & Field

Banquets

Students wanting to bring a non-SAA student to a banquet must obtain and complete the Banquet Guest Request Form from the office. Permission by parents, both the SAA student and non-SAA student, and the vice-principal must be given. Guests will be held to the same standards as SAA students. Students who have more than one write-up for PDA within the 9 weeks prior to a banquet may not be eligible to attend.

Student Clubs/Memberships

Each year students present proposals for beginning a club. These clubs change annually based on student interest and engagement. The following clubs and memberships are sponsored by the school.

Cultural Appreciation Society (CAS)

Cultural Appreciation Society educates and honors the cultural diversity of SAA. Through chapels, festivals, programs, and celebrations a variety of cultures are shared and recognized.

CARE Club

The CARE Club is a high school organization committed to cultivating positivity and promoting mental health awareness here at SAA. The club meets weekly to discuss and plan events for the student body.

National Honor Society (NHS)

The National Honor Society offers membership to high school students who meet eligibility standards. Scholarship, service, leadership, and character form the foundation upon which the organization and its activities are built.

- **Scholarship:** Students who have a cumulative grade point average of 3.50 (on a 4.00 scale) meet the scholarship requirement for membership. These students are then eligible for consideration based on service, leadership, and character.
- **Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.
- **Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.
- **Character:** The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

NHS Eligibility

Membership in the National Honor Society is a privilege, not a right. After the student's scholastic eligibility has been determined, students will be sent an invitation to indicate an interest in joining NHS. Other areas of membership eligibility include:

- being a current SAA student in 10th-12th grade (9th grade students are not eligible)
- having attended SAA the equivalent of one semester (Exception can be requested for students whose parents moved due to a work transfer. A recommendation from the student's prior principal is required for consideration.)
- submission of the required Student Activity Form and essay by the posted deadline

The Faculty Council comprised of the NHS Chapter Advisor and five faculty members chosen by the Chapter Advisor, meet to review each candidate's qualifications in character, service, and leadership. The Council uses the Student Activity Form and essay to help in the selection process. The Council may also call the student for a personal interview. A majority vote by the Faculty Council, not including the Chapter Advisor, selects the

students for membership. The students and parents/guardians will be notified in writing of their membership status. The selected students are officially inducted as members of the SAA chapter of the NHS in February. Completing these materials does not ensure selection for membership.

Student Leadership

A student seeking a leadership position must meet eligibility requirements, campaign, be elected, and maintain eligibility status for the duration of their time in office. A student may not hold more than one major office.

Class Officers

Class officers work together with their sponsors to organize and lead their class. They plan activities, firesides, and fundraisers. Class officers are elected annually.

Student Association

The SAA Student Association (SA) is an organization of elected student officers that plan various activities for the student body during the school year. SA officers are elected by the students each school year. The Student Association plans, requests Ad Council approval, and organizes activities such as banquets, school picnics, and spirit weeks.

Student Campaigning Guidelines

All advertisements that are posted by candidates at SAA must be approved and signed by their sponsor.

- SA Sponsors approve students running for SA.
- Class Sponsors approve students running for their class.

Students are to run a positive campaign that does not reflect negatively on other candidates and does not interfere with another candidate's campaign. Students are not allowed to hand out, or have others hand out on their behalf, any incentives such as food, pins, pens, money, etc.

Student Leadership Eligibility

The candidates for any office must be approved by Ad Council. Candidates' academic, behavior, and attendance records are evaluated. The following qualifications must be met for candidacy:

- Demonstrate a Christian lifestyle that is in harmony with the philosophy and goals of SAA.
- Demonstrate good citizenship including attendance record, discipline record, and dress code compliance.
- The major office positions (i.e., president, vice-president, and spiritual vice-president) must have a GPA of 3.0 or above with no failing grades for the current or preceding grading period. Other officers must have a GPA of 2.5 or above with no failing grades for the current grading period.
- Students may hold only one major office at a time.
- Candidates must have attended SAA from the beginning of the school year during which the office is held. The Senior Class President must have attended SAA for at least one semester of his/her junior year.
- Candidates running for SA President, or SA Vice-President must have held a prior SA office for a minimum of one year.

Voting Procedures

Only the students and sponsors who are present may cast a vote. Head sponsors vote only in the case of a tie. If there is a single student running for an office, then the voting style (secret ballot, heads down and raised hands, voice vote, etc.) may be chosen by the sponsors. If there are two or more students running for an office, the voting style shall be by secret ballot and votes calculated as follows:

- a student receiving more than 50% of the votes shall be declared the winner
- in the case of a tie, the two students receiving the most votes shall have a runoff vote
- in the case that all candidates are voted below 50% and the second and third place students receive the

- same number of votes, then there is a runoff vote between the top three candidates
- If in the second round of voting all candidates are voted below 50%, the candidate with the most votes wins

Study Tours

In the spring of each year the Freshman-Junior classes participate in curriculum-centered study tours and the Senior class takes their class trip. To participate students must not be on probation and must have met all financial obligations. Final approval for students to attend class trip is at the discretion of administration.

Social Invitations

Invitations to family-sponsored social events should be mailed directly from the home, not delivered at school.

School Academics – Elementary

Acceleration

SAA does not recommend early graduation. For the intellectual, physical, social, and spiritual development of young people, it is usually in the best interest of the student to attend four (4) years of high school. Individual exceptions will be considered according to the Columbia Union Conference of Seventh-day Adventist's Education Code. Please meet with the registrar for more information.

Graduation

A student does not automatically receive the privilege of participating the graduation ceremony. Students may forfeit participation when choosing not to meet scholastic requirements or having major discipline issues.

Graduation Requirements – 8th Grade

Certificate of Graduation

A Certificate of Graduation is given when an eighth grade student finishes with passing grades in all subjects.

Certificate of Completion

A Certificate of Completion is given when a student has satisfactorily completed most of the subject areas.

Certificate of Attendance

A Certificate of Attendance is given to a student who receives failing grades in most of the core subjects and/or who is working significantly below grade level. This certificate acts as verification that the student has attended school but not met the academic requirements.

Valedictorian/Salutatorian

The student with the highest cumulative GPA is the valedictorian of the class and is recognized at commencement. The student placing second is the salutatorian of the class and is so honored at commencement. When determining the valedictorian, first higher-level courses (ex. dual enrollment, AP), then grade percentage resolves any ties. If both students are co-valedictorians, there will not be a salutatorian. If a tie persists, there may be one valedictorian and two salutatorians. (pg. 30)

Withdrawal from School

Before a student can officially withdraw from SAA, the parents and student must have an interview with an administrator and complete a Withdrawal Form. Tuition will be charged through the 20th for the month the student is withdrawn.

School Academics - Secondary

Academic Honors

Highest Honors

A student will graduate with high honors if they have a cumulative GPA of 3.90 or higher. A gold stole and purple cord are earned and provided for graduation.

High Honors

A student will graduate with high honors if they have a cumulative GPA of 3.5-3.89 or higher. A gold stole and gold cord are earned and provided for graduation.

Honors

A student will graduate with honors if they have a cumulative GPA of 3.0 to 3.49. A gold stole is earned and provided for graduation.

National Honor Society

Members of the Spencerville Adventist Academy Chapter of the National Honor Society will be specifically honored at commencement. An NHS stole is earned and provided for graduation.

Valedictorian/Salutatorian

The student with the highest cumulative GPA is the valedictorian of the class and is recognized at commencement. The student placing second is the salutatorian of the class and is so honored at commencement. When determining the valedictorian, first higher-level courses (ex. dual enrollment, AP), then grade percentage resolves any ties. If both students are co-valedictorians, there will not be a salutatorian. If a tie persists, there may be one valedictorian and two salutatorians.

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AP Courses

SAA offers a selection of advanced placement courses. All AP classes are approved and cleared through the College Board under the coordination of the AP coordinator. Upon completion of an AP course, a student is encouraged to take the AP exam which is offered on site.

Class Load

Students must be registered for a minimum of four (4) credits per semester and no more than eight (8) credits per year.

Course Work Deadline

All course work must be completed by the close of the last day of classes prior to graduation. Students must also complete any correspondence courses by May 1 with a final grade received by the registrar at least 48 hours prior to graduation.

Credit By Challenge Examination

Challenge tests are available in high school for Algebra 1, Spanish, and French for a nominal fee. Students wishing to challenge a high school class must obtain permission from the Academic Committee. The student must arrange to take the examination with the appropriate instructor before the start of school each fall and may only be attempted before a class is taken. If successfully completed, the grade issued will be a Pass and does not figure into the GPA.

Correspondence or Outside Courses

Students must receive approval from the Academic Committee before registering for any courses taken from another institution. All correspondence and online schools must be properly accredited to issue high school credit. The school information needs to be submitted to the Academic Committee for accreditation review. Approval will only be considered for credit recovery, classes not offered at SAA, and unavoidable schedule conflicts. These courses will be counted as part of the regular class load when taken during the school year.

A senior taking any courses from another institution must complete the course by May 1. The transcript must be received before the student may participate in graduation exercises.

Dropping or Adding Courses

Permission to add or drop a course after school begins must be obtained from the registrar, the parents, and the teacher(s) concerned. The add/drop period closes two weeks from the start of a semester and requires a completed add/drop form. Students dropping a course after the add/drop period will receive a WF (withdraw fail) that factors into the cumulative GPA. Students may petition to join a music performance course after the add/drop period closes, but credit will not be issued for that semester.

To change a schedule, the student must follow the procedure outlined below:

1. Request a add/drop form from the office
2. Get the parents'/guardians' signature
3. Get the teacher's signature
4. Submit the completed form to the registrar

Dual Enrollment Courses

Dual enrollment courses through Seventh-day Adventist universities are available at reduced rate. Juniors and Seniors with a 3.5 GPA are eligible. Additional costs of these courses may vary from year to year and are the responsibility of the family.

Final Exams

Exams should be taken during the regularly scheduled exam times unless prior arrangements have been made with the teacher.

Final Exam Exemption

At the teacher's discretion students can be exempt from a final exam if students have:

- maintained an average of 95% or above in that subject
- no unexcused absences
- no disciplinary actions
- not been referred to the discipline committee

Graduation Requirements – 12th Grade

Spencerville Adventist Academy offers a College Preparatory Diploma and a General Diploma.

College Preparatory Diploma

The College Preparatory Diploma is granted to graduates who have earned credit in the required curricula areas as listed in this handbook and have earned the minimum twenty-four (24) credits with a minimum 2.50 cumulative GPA. Pre-algebra, consumer math, and other general math or non-lab science courses do not meet the mathematics and science course requirements of this diploma. Even though this diploma is the basis on which a student will seek enrollment in the college of his/her choice, it is necessary for the student to be fully aware of the specific entrance requirements for the institution(s) selected. Entrance requirements vary with some more unique or rigorous than others. It is the student's responsibility to select the courses and earn the GPA that will support future educational choices.

General Diploma

A student qualifying for a General Diploma will earn a minimum twenty-two (22) credits and meet the stated course requirements for this diploma as listed in this handbook. The General Diploma verifies the student's completion of his/her secondary experience without regard to eligibility for college acceptance.

Certificate of Attendance

Upon the recommendation of the Academic Committee, a certificate of attendance may be issued if a student does not meet the requirements for the General Diploma. The student must have attended SAA for a full four years or an equivalent school with the last full year at SAA.

	College Preparatory Diploma	General Diploma
Bible	4 credits – 1 per year of SDA secondary school attendance	4 credits – 1 per year of SDA secondary school attendance
English	4 credits	4 credits
Fine Arts	1 credit	1 credit
Foreign Languages	2 credits	0 credits
History/Social Sciences	3 credits (must include American Government and U.S. History)	2 credits (must include American Government and U.S. History)
Mathematics	3 credits (Algebra 1 or higher)	2 credits
Physical Education	1.5 credits	1.5 credits
Health	0.5 credit	0.5 credit
Science (Laboratory)	3 credits	2 credits
Technology	1 credit	1 credit
Electives	1 credit	4 credits
TOTAL	24 credits	22 credits

Eligibility

Graduating students must meet these requirements to participate in commencement services:

- Be a full-time student during the final semester of the senior year.
- Complete all graduation requirements by the specified deadline.
- Complete pre-approved alternative courses by May 1 with a final passing grade received by the registrar 48 hours prior to graduation.
- Complete all community service by specified deadline.
- Pay all school accounts by May 15.

Service Requirements

SAA requires students to complete 20 hours of community service for every year enrolled in the high school program, grades 9-12.

STEM Certificate Program

Students are prepared for college and beyond by exposure to our STEM Program where science, technology, engineering, and mathematics are taught as an integrated learning model based on real world applications and by utilizing problem-based learning. This approach engages and motivates students to learn so that they will be prepared

for the challenges and demands of a highly technological society.

STEM Entrance Requirements

Students can apply to be considered for the program at the end of their freshman year. Students will be accepted into the program if they have a B average in science and mathematics classes at the end of their freshman year. They must also write a 250-word essay as to why they would like to be in the program.

STEM High School Certification Program incurs an annual fee of \$250.00

STEM Certificate Completion Requirements

Students maintaining grades of B or higher in all STEM courses will receive an honors STEM certificate. A high school STEM Certificate will be awarded to students who have completed the following requirements:

- One (1) credit of STEM electives offered at SAA or any pre-approved and acceptable alternative from an accredited institution
- A minimum of eighty (80) hours internship at a university, STEM industry, or a STEM enrichment program
- Half (0.5) credit of an approved fine arts (such as visual arts, graphics design)
- One (1) credit of STEM Project-Based Learning classes taken over two years
- Maintain a B average in all STEM classes
- Completion of core requirements for college prep diploma
- Twenty (20) hours of STEM-related community service credits (which can count as part of the hours required for graduation)
- Complete four (4) math credits
- Complete four (4) science credits

Physical Education Waiver

Students are required to take two (2) credits of physical education, 1 ½ credits for PE and ½ for health. Varsity sports may qualify for up to a ½ PE credit. SAA strongly encourages students to take physical education in their freshman year (1 credit). If a student cannot meet this requirement for medical reasons, a waiver, written by a medical doctor, must be submitted. The waiver does not reduce the total number of credits required for graduation. Health class will still be required.

Testing

Sophomores and Juniors may take the PSAT. Juniors and seniors are encouraged to take the SAT and ACT tests on designated national testing dates. Standardized achievement tests are administered during the first nine weeks to determine the level of academic learning. These tests are taken by students in grades nine through eleven (9-11) to evaluate and improve current instructional practices.

Transcripts

To request a transcript, official or unofficial, you must file a request through [Parchment](#). Transcripts are only available for 9th-12th grade students. Any parent wanting an official report card for a K-8th grade student needs to contact the registrar directly. Report cards, transcripts, and diplomas are only released for accounts that have been paid in full.

Withdrawal from School

Before a student can officially withdraw from SAA, the parents and student must have an interview with an administrator and complete a withdrawal voucher. Tuition will be charged through the 20th of the month.

Courses of Instruction – Elementary

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

Pre-Kindergarten (PK)

This program is licensed through the Maryland State Department of Education, Division of Early Childhood Development.

Opening the World of Learning and Creative Curriculum

The PK program addresses developmental differences and learning styles of emergent learners by providing planned learning activities that are developmentally appropriate. Thematic units are used for students to learn more in Bible, math, language arts, science, social studies, art, and dramatic play.

Elementary, K-5th Grades

- Stepping Stones, K
- Encounters Bible
- Pathways: A Journey to Excellence through Literacy
- Guided Reading
- Saxon Phonics, 1st and 2nd
- Handwriting
- Big Ideas Math
- By Design Science
- McGraw-Hill Social Studies

Elementary Middle School, 6th-8th Grades

- Encounters Bible
- Pathways: A Journey to Excellence through Literacy
- Wordly Wise Vocabulary
- Big Ideas Math
- By Design Science
- McGraw-Hill Social Studies

Courses of Instruction – Secondary

Availability

SAA offers a variety of elective courses each year. Availability changes based on teachers, student interest, and program structure.

Credit—Defined

One Carnegie Credit is equal to 200 minutes of seat time per week over 36 weeks. This standard is not to preclude flexible scheduling and varying time modules.

Fine Arts

Art I—1 credit

This class covers the basic elements and principles of art and design. A variety of techniques are introduced and practiced throughout the year using the following mediums: graphite pencil, charcoal, oil pastel, mixed media, tempera paint, watercolor paint, and clay. *Prerequisite: Art 1 second semester requires completion of Art 1 first semester.*

Academy Bell Choir—0.5 credit

Academy Bell Choir, specifically for freshmen and sophomores, performs occasionally throughout the year. Rhythm, performance skills and musical interpretation are emphasized. Attendance is required at all rehearsals and performances. No prior bell experience is necessary.

Concert Winds—1.0 credit

The band performs regularly throughout the year. Rhythm, articulation, dynamics, and other performance techniques

are emphasized. Auditions for new members determine seating and placement. Attendance is required at all rehearsals and performances. *Prerequisite: Admission by audition and director's permission.*

Cantares—1.0 credit

This choir is a select choir and is open to qualified students by audition only. Advanced vocal, musical and performance techniques are explored. All performances and traveling are obligatory once accepted. Private voice lessons recommended. *Prerequisite: Admission by audition. Choir trip is scheduled on alternate years.*

Musical Drama—1.0 credit

This class focuses on the various aspects of stage performance, technical production, character development, voice projection, and movement. The class performs a full-scale musical in the spring. *Prerequisite: Admission by audition.*

Spencerville Ringers—0.5 credit

The bell choir is a select group of students involved in traveling performances. *Prerequisite: Bell Choir experience, audition only.*

Strings—0.5 credit

The string ensemble is open to any student who has experience playing the violin, viola, cello, or double bass. Piano, harp, woodwind, and brass instruments are also accepted when needed. Rhythm, articulation, dynamics, and other performance techniques are emphasized. Auditions for new members determine seating and placement. Attendance is required at all rehearsals and performances. *Prerequisite: Admission by audition and director's permission.*

Yearbook—1 credit

The students involved in the production of the annual school yearbook will receive extensive experience in the areas of journalism, graphic design, editing, photography, etc. This is a time intensive course but extremely rewarding for those involved. *Elective*

Foreign Languages

Spanish I—1 credit

This course offers an introduction to basic conversational skills in Spanish stressing beginning grammar and vocabulary development.

Spanish II—1 credit

This course is a continuation of Spanish I with emphasis on continued vocabulary building, listening comprehension, pronunciation, conversation skills, and proficiency in reading and writing. *Prerequisite: Spanish I or permission from the instructor.*

Spanish III—1 credit

This course is designed for students who have already reached a mid-high level of proficiency in speaking, reading, writing and comprehension of the Spanish language. Class members experience an extended look into various cultural aspects and complete a variety of projects designed to provide them with authentic learning and first-hand experiences. Upon completion of this course, students will have enough preparation to take the College Advanced Placement Spanish exam if they choose.

French I—1 credit

The goal of this course is to help students discover more about themselves and the world around them while acquiring proficiency in French through linguistic, communicative, and cultural approaches to language learning. With a project-based learning focus, students will acquire linguistic skills in French using an authentic context.

American Sign Language—1 credit – Not available for 2022-2023

This course introduces the basics of American Sign Language (ASL). This course is designed for students with no or minimal sign language skills to develop basic skills in use of ASL. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features.

Health and Physical Education**Health Education—0.5 credit**

The four aspects of health are carefully studied: Physical, Mental/Emotional, Social and Spiritual health. An emphasis is given to Biblical guidelines, as well as Ellen G. White's writings in reference to wellness and health. *Required.*

Physical Education—0.5 credit

This class emphasizes team sports. Physical fitness and basic skills are parts of the program. *Required.*

Personal Fitness Education—1.0 credit

This course focuses on helping the students establish habits of life-long physical fitness.

History, Political Science, and Social Science**World History—1 credit**

This course examines the events and direction of humanity. Emphasis is given to exploring the fascinating connections between geography, technology, ideas, and global human development. Themes of this course include struggle and conquest; social, agricultural, and technological innovation; the role of weapons and disease in conquest; the development of religious ideas. *Required.*

American History—1 credit

This course introduces students to the formation of American values and institutions from creation to 20th century. Emphasis is given to the tension between local and central authority during the struggle for independence, the establishment of the Constitution, economic and social change, our nation in times of war, civil war, reconstruction, Great Depression, and World War 1 and 2. *Required.*

Twentieth Century History—0.5 credit

This course takes a closer look at history in the United States and Europe from 1900 to the present time. Topics include globalization, the Cold War, social changes, and other such topics. Outside reading and classroom discussions are required. *Required.*

American Government—0.5 credit

The course begins with a detailed look at the Credited States Constitution and its impact on American Heritage. Students will then explore the three branches of US government, the establishment of the US government, and civic participation. *Required.*

Language Arts**Freshman English—1 credit**

English I is designed as an introduction to the study of literature and writing. This course examines vocabulary, journaling, writing, grammar, poetry and select literary works. The curriculum is designed to address reading comprehension, literary knowledge, proper written expression, and dramatic presentation in a variety of learning activities. This course will prepare students for mastery of English material appropriate for high school and further pursuit of literary studies. *Required.*

Sophomore English—1 credit

This course is designed to strengthen vocabulary, writing, and reading skills through the study of select literary works. This course will continue to build upon developed reading and writing skills with the goal of subject mastery. The curriculum is designed to address reading comprehension, literary knowledge, proper written expression, and literary interpretation in a variety of learning activities. *Required.*

Junior English—1 credit

The Junior English course is essential in providing the foundation for advanced English studies. This comprehensive course examines the writing process for narrative, argument, synthesis, and analysis writing. Students will read a variety of non-fiction and fiction texts focusing on the development and progress of American Literature. Additionally, students will acquire a repertoire of new vocabulary and grammar skills in preparation for standardized college admissions tests and academic writing. The goal of this course is to develop students' reading, writing, speaking, and listening skills to achieve college and career readiness. *Required.*

Senior English—1 credit

This course is designed as the capstone of the high school English program. This course will continue to build upon developed reading and writing skills with the goal of subject mastery in preparation for university-level literature and writing courses. The curriculum is designed to address reading comprehension, literary knowledge, proper written expression, and literary interpretation through a variety of learning activities. While the selection of material for this class spans centuries in scope and concern, we will approach each work with a modern, relevant perspective. *Required.*

AP Literature and Composition—1 credit

This course is designed as the capstone of the high school English program. This course will continue to build upon developed reading and writing skills with the goal of subject mastery in preparation for the AP Literature and Composition exam. The curriculum is designed to address reading comprehension, literary knowledge, proper written expression, and literary interpretation through a variety of learning activities from a modern, relevant perspective. This is treated as a college-level course, and as such both the workload and general expectations are high. It is expected that all students electing to take AP Literature and Composition have maintained a 93% or higher in Freshman, Sophomore, and Junior English. *Elective. Prerequisite: A in FR, SO, & JR English.*

Introduction to Creative Writing—1 credit

This is designed as an introductory course to the art and act of creative writing. As such, the course revolves around short writing samples as well as long-form storytelling. The goal of this course is to fully explore the art of writing by undertaking numerous assignments and writing activities that will approach the creative arts by practicing various methods of writing. While the first semester focuses on the examination and creation of Fiction, the second semester sees the addition of Creative Non- Fiction. Combined, these two halves provide a complete introduction to the recursive act of writing, while allowing students the freedom of expression and creative thought. Writing will be analyzed based on peer-review and in-class critique with the goal of creating a well-developed portfolio.

Broadcast Journalism/TV News—0.5 credit – Not Available for 2022-2023

This class is reserved for students interested in a communications type field. This is a technology class and gives the student hands on training in video editing, camera technique, on camera reporting, news writing, and directing. Students will participate in daily reading, writing, analyzing, and discussion activities. They will also complete exercises to stretch their creativity. Students will create a news program/magazine that will inform the student body about events, issues, and interesting topics for bi-weekly viewing on SmartBoards in all classrooms. Some students will participate in an end of the year project that can be a five-minute original movie or documentary film. Students will also develop on-camera speaking skills. *Elective.*

Mathematics

Algebra I—1 credit

A basic course designed to develop algebraic concepts through examples and real-life problems. The concepts taught include linear equations and inequalities, systems of equations, polynomials, exponents, square roots and quadratic equations. This provides a foundation for further study both in algebra and geometry. *Prerequisite: Sufficient Algebra Readiness Test Results.*

Geometry—1 credit

This course is a study of Euclidean geometry. Students will explore logical thinking and the development of mathematical systems. Topics will include classification and analysis of figures, geometric proofs, and trigonometry. *Prerequisite: Algebra I with a minimum grade of C or permission of the instructor.*

Algebra II—1 credit

An extension of algebra that builds on the skills of solving equations, systems of equations and inequalities. This course focuses on connecting concepts algebraically and graphically. Students will develop a thorough understanding of linear, quadratic, polynomial, exponential, logarithmic, rational, and radical functions. *Prerequisite: Algebra I with a minimum grade of C.*

Pre-Calculus—1 credit

this course covers a collection of topics designed to prepare students for an AP or college calculus course with an emphasis on technology integration. Topics will include advanced algebra, functions, and trigonometry. *Prerequisite: Algebra II with a minimum grade of B.*

AP Calculus—1 credit

Calculus is an advanced mathematics course that focuses on the two fundamental concepts of calculus— differentiation and integration. In this course, we will explore meaningful problems using appropriate technology to develop concepts and applications related to these concepts. *Prerequisite: Pre- calculus with a minimum grade of B-.*

Statistics – 1 Credit

This course will introduce algebra-based statistics to prepare students for a college-level statistics course. Students will learn to generate and interpret statistics to better understand data. Emphasis will be on real-world application and decision-making. *Elective. Prerequisite: Algebra II with a minimum grade of C.*

Other

Introduction to Flight—1 credit – Not Available 2022-2023

This course offers students pursuing the pilot and UAS tracks a closer look at the aircraft they may one day operate. Students will begin with an exploration of the types of aircraft in use today before going on to learn how aircraft are made and how they fly. Students will understand how aircraft are categorized, be able to identify their parts, and learn about aircraft construction techniques and materials. They will gain an in-depth understanding of the forces of flight—lift, weight, thrust, drag—including how to make key calculations. They will then touch on aircraft design, looking at stability, aircraft controls, and maneuvering flight. The course will conclude with a focus on career skills related to these topics.

Launching into Aviation —1 credit – Not Available 2022-2023

This core aerospace and aviation course provides the foundation for both pathways. It is designed to give students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the aviation system. Students will also begin to drill down into the various sectors of aviation and the elements that make up the aviation and aerospace ecosystem. They will discover how advances in aviation created a need for regulation and will learn about the promulgation of civil aviation oversight. Students will explore modern innovations and develop their

own innovative ideas to address real-world challenges facing the aviation industry. They will be exposed to a variety of career options in aviation and aerospace and take an in-depth look at the opportunities available. For schools offering multiple pathways, this course will allow students to begin to define their individual interest.

Personal Finance —0.5 credit – TBD

This is a one-semester course focused on introducing students to financial matters of adulthood.

Religion

Religion I—1 credit

This course pursues answers to meaningful questions about God: His existence and character; His response to the problems of sin; the revelation of Himself through the life and ministry of Jesus incarnate; His creative authority and gift of the Sabbath; and His gift of grace and its implications in our personal relationships with Him. The Old Testament book of Genesis and the Gospels provide the basis for this course. *Required.*

Religion II—1 credit

This course is a survey of the history of God's chosen people from the covenants in the Old Testament to the Christian church of today. Attention is given to individuals such as David and Hosea who lived their lives after God's own heart and what this means for our own lives. Studies of Jesus' instructions in the Sermon on the Mount and the subsequent activities of the early Christian church in Acts are followed by an exploration of the Protestant Reformation through the birth and formation of the Seventh-day Adventist Church. *Required.*

Religion III—1 credit

This course focuses on the trustworthiness and truth of scripture and the transformative power it has in our lives. Studying through the books of Daniel and Revelation builds confidence in the accuracy of God's Word, trust in His sovereignty, and assurance of His final victory. The course also focuses on developing a relationship with God through His Word and the impact this relationship has on choices we make in life. *Required.*

Religion IV—1 credit

The primary focus of this course is the application of the biblical worldview and principles to the activities and decisions of daily life through an in-depth analysis of worldviews, comparative religions, philosophy, and ethics. A study of relationships (friendships, dating, marriage, family, and conflict resolution) and a study through the gospel of John provide further opportunities for "real world" application of scriptural principles. *Required.*

Science

AP Biology – 1 credit

This is an introductory college-level Biology course. Through inquiry-based investigations students build an understanding of living things as they explore topics like cell structure, heredity, gene expression, cellular energetics, cell communication, natural selection, and ecology. This is a lab course. *Prerequisite: iSTEM, Algebra I, Geometry with a minimum grade of B-.*

Biology—1 credit

This is an inquiry-based course which deals with the fundamental principles of living things. Areas of study include cell structure and processes, genetics, taxonomy, ecology, and interdependence. While exploring science in this course students also connect science concepts to Biblical truths and a Christian worldview. This is a lab course.

Chemistry—1 credit

This course is a study of the characteristics, classification, and interactions of matter. Students will study the atom, elements, compounds, and chemical reactions. This is a lab course. Personal protective equipment and safety training is provided. *Prerequisite: Algebra II (or take concurrently) with a minimum grade of C.*

DE Anatomy and Physiology—1 credit

This dual enrollment college course is a two-semester sequence that covers the macroscopic and microscopic structure and function of the organ systems of the human body. Some applications to pathology and health are made, but the emphasis is on the understanding of “normal” functions of cell types, tissues, and organs, and how organ systems are integrated. All the major systems of the body will be covered (muscular, nervous, cardiovascular, etc.) *Prerequisite: Seniors only, unless arranged with instructor.*

DE Microbiology – 1 credit

This is a dual enrollment college course that introduces students to the fundamental concepts of microbial physiology, classification, ecology, genetics, and pathogenesis. This course explores bacterial, fungal, parasitic, viral diseases and their causes. This is a lab course. *Prerequisite: Juniors and Seniors only*

Physics—1 credit

This class studies the fundamental laws of physics as related to mechanics in one or two dimensions, momentum, energy, waves, optics, electricity, and magnetism. This is a lab course. *Prerequisite: Algebra I, Geometry, and Algebra II either completed or taken concurrently with minimum grades of C.*

PBL I and II—0.5 credit

Project Based Learning (PBL) is a class that is required for our STEM Certification. PBL helps students gain knowledge and skills by working for an extended period of time investigating and responding to an authentic, engaging, and complex question, problem, or challenge. Students demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as success skills such as critical thinking, collaboration, creativity, and communication skills in the context of doing an authentic, meaningful project. PBL unleashes a contagious, creative energy among students and teachers. The students will investigate problems in the areas of Physics, Life Science, Earth Science, Ecology, Engineering, Chemistry, and many other areas. They will learn to think and act like a scientist as they work to solve their challenge.

iSTEM—1 credit

This course is designed to introduce students to various STEM (Science, Technology, Engineering, and Mathematics) disciplines, and integrate the disciplines in projects and assignments with authentic problems and experiences. The topics covered in this class include ecology/environmental science, physical science, space/earth science, and engineering.

Technology**Computer Science in the Modern World—1 credit**

This year long course will establish the student’s data processing skills. Students will become proficient users of the Office suite. The students will also be introduced to Corel Graphics web design and other relevant computer technology.

Microsoft Certification – 1 Credit

This course will improve the students’ proficiency using Microsoft Office productivity applications (Word, Excel and PowerPoint). Upon completion of the course, students have an opportunity to test for Desktop Pro Certification.

Grade System – Elementary**Academic Progress Reports**

The school is divided into four quarters. Weekly progress reports and quarter report cards are emailed to parents and students. Final annual grades are calculated based on all assignments throughout the year.

PreK

The following system is used for PreK student assessment: Not Yet Emerging, Emerging, and Meeting Expectations.

Grades, 1st - 2nd

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

Grades, 3rd – 8th

The following letter system is used for grading in 3rd-8th grade.

Letter	Percentage (rounded to the nearest whole number)	GPA Points
	93-100	4.00
A-	90-92	3.75
B+	87-89	3.50
B	83-86	3.00
B-	80-82	2.75
C+	77-79	2.50
C	73-76	2.00
C-	70-72	1.75
D+	67-69	1.50
D	63-66	1.00
D-	60-62	0.75
F	59 and below	0.00

Grade Point Average (GPA)

Grade Point Average is a numerical value that expresses the student's average academic standing. The GPA is figured by dividing the total number of GPA points attained by the total number of credits attempted. In the elementary program this figure is used to provide a ranking order of student progress in 8th grade.

Percentage Points

Grades are calculated using percentage points and are then converted into letter grades for the official grade reports.

Grade System - Secondary**Academic Progress Reports**

The school year is divided into two semesters. Weekly progress reports are emailed to parents and students. Only semester grades will be recorded on the student's transcript. Hard copy report cards are available upon request from the registrar.

Auditing Classes

Permission to take a course without credit, audit, must be obtained from the registrar, parents, and course teacher. An audited course receives a grade of AU and is not figured in the GPA.

Grades**Grade Codes - FACTS (RenWeb)**

A*	Absent	Weighted	Student responsibility to provide documentation regarding doctor's notes, etc.
AE	Absent Excused	Not weighted	Used when proper documentation is provided by student and/or parent
M*	Missing	Weighted	Work is not submitted
E	Excused	Not Weighted	Used at teacher's discretion
P	Pending	Not Weighted	Turned in, but not graded
O*		Weighted	Graded; student has received a zero for work not submitted by due date
I*	Incomplete	Weighted	Returned to student for correction/completion

*Codes that are **weighted** are equivalent to a zero until updated.

Grade Point Average (GPA)

Grade Point Average is a numerical value that expresses the student's average academic standing. The GPA is figured by dividing the total number of GPA points attained by the total number of credits attempted. This figure is used to provide a ranking order of student progress. Many colleges and universities consider the GPA a key statistic in admission selections.

Percentage Points

Grades are calculated using percentage points and are then converted into letter grades for the official grade reports.

Incompletes

If, because of illness or other extenuating circumstances, a student has not completed sufficient class work to earn a grade, he/she may receive an incomplete upon obtaining approval from the teacher. Incompletes must be removed during the two (2) weeks immediately following the end of the grading period. No late work will be accepted after the two-week grace period. Any missing work, which is designated by M in the grade book, not submitted by the end of the two-week deadline will be entered at 0%, and the grade will be calculated.

Letter	Percentage (rounded to the nearest whole number)	GPA Points
A	93-100	4.00
A-	90-92	3.75
B+	87-89	3.50
B	83-86	3.00
B-	80-82	2.75
C+	77-79	2.50
C	73-76	2.00
C-	70-72	1.75
D+	67-69	1.50
D	63-66	1.00
D-	60-62	0.75
F	59 and below	0.00
P	No percentage	No points
WP	No percentage	No points
WF	0	0.00
AU	No percentage	No points

Make-Up Policies for Assignments

- Work missed due to an absence will receive an absent or absent excused code.
- It is the student's responsibility to coordinate with their teacher(s) for missed assignments.
- For each day absent a student has two days to complete and submit all make-up work.
- Make up tests cannot be taken during periods where the student is scheduled to be in another class.
- Once missing work is submitted, students receive a "pending" status which does not impact their final grade.
- Retakes, make-ups, and missed work will be graded within two weeks (10 school days) of submission.

Monitoring of Student Progress

Teachers use formal and informal assessment to gauge a student's level of academic achievement. This information will be issued to influence instruction and provide intervention. It is also used to determine if the student should begin exploring the Resource support process and diagnose which level of support is most appropriate for the student.

Repeating Courses

Courses may not be repeated thus duplicating credit previously earned. Music courses are exceptions to this policy. Music courses may be repeated on an unrestricted basis.

A further exception exists where a student desires to repeat a course in which the first attempt resulted in an unsatisfactory grade. When the course is repeated for this reason, the better of the two grades will be included in the

cumulative GPA and credit for only one course will be included in the accumulated transcript total, but the original course grades will still be reflected on the transcript. In order to repeat a course, the student should:

1. Submit a request to repeat a course in writing to the registrar.
2. Complete the form including signatures of student and parent.
3. Return the form to the registrar.

The registrar will submit the request to the Academic Committee for processing.

Retake Philosophy

Spencerville Adventist Academy believes that students may master material at different times. As a high school we try to offer our students the opportunity to retake formative and summative assessments. The process to qualify for a retake is outlined in each teacher's syllabus. Please note there are times where the nature of assessments makes it impossible to offer a retake opportunity (i.e. semester exams, final exams, public performances, etc.).

Family Engagement**Event Spectators**

Spectators at SAA athletic events are expected to demonstrate good sportsmanship, to respect and cooperate with game officials and school supervisors, and to demonstrate behavior in harmony with school philosophy and policies, or they may be asked to leave.

Grievance Policy

While the faculty and staff of SAA strive to maintain a cohesive atmosphere, it is only natural that at times there may be a conflict between parents and teachers. The following is a guideline of the steps to take should such a situation arise. First talk directly to the teacher with whom you are having a conflict. If satisfaction is not obtained after this conference, please contact the school administration, and arrange for a time to speak with them in person. It may be necessary to meet with the teacher and administrator in some circumstances. If a concern remains after following the preceding steps, contact the SAASchool Board Chair for further assistance in resolving the matter.

Spencerville Athletic Booster Club

The Spencerville Athletic Booster Club is an agency of SAA which is a non-profit organization and consists of parents who form a support group primarily focused on the athletic department. The purpose of the SABC is to:

- Contribute to the needs and advancement of the Spencerville Adventist Academy (SAA) middle school and high school athletic programs
- Motivate our Christian athletes to be of high moral character, display good sportsmanship, and give back to the community-at-large
- Encourage enthusiastic support of SAA athletics
- Support the Athletic Director

The Spencerville Athletic Booster Club has many volunteer opportunities in which parents and students can be involved. We provide a variety of opportunities to support and enhance our Christian student's athletic experience while attending SAA.

We encourage each parent and student to get involved with the multiple fundraisers we offer. These events are an excellent way for parents to earn family service hours and a great way for students to earn mentorship hours. To sign up for volunteer hours, please send an email with your interest to sabchornets@gmail.com.

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:

- Promote the welfare of children and youth in the home, school, church, and community through prayerful and systematic study.
- 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.
- Raise the standards of home life.
- Develop between faculty and parents credited 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 educational experience, the Home and School Association has many practical volunteer opportunities in which parents can be involved.

Fundraisers

The Home and School Association has on-going fundraisers that support classroom improvement, student assembly programs and events, capital improvement projects, staff development, equipment purchases, and teacher appreciation gifts.

Room Parent Network

This is an organization of Room Parents. The committee is headed by the Volunteer Resource Coordinator, who is also a Home and School officer. Each classroom has a team of volunteer 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.

Parent-Teacher Conferences

We believe communication between home and school promotes the spiritual, the academic, and the social well-being of each student. Naturally, parents are encouraged to contact the teacher at any time 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 having trouble.

Teachers are unable to conference with parents during the school day, so plans are in place for formal parent teacher conferences throughout 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 leave a voicemail for the teacher to make an appointment.

Student-Parent-Teacher Conferences

Two student-parent-teacher conferences take place during the school year. These conferences are an essential part of the process in a cooperative relationship among the students, parents, and teachers. It is essential that students be involved in working with their parents and teachers as they become self-directed learners. Please refer to the calendar for the specific dates for these conferences. Parents schedule their appointments using Pick-a-Time, an online scheduling facilitator.

Visitors

All visitors should enter through one of the front entrances. For safety purposes, all other entrances are off limits during the school day. Please stop by the office, sign in and get a visitor pass. Please sign out before you leave and then exit through the main entrances. Please do not encourage or ask a student, even one you know, to open the door.

Prospective students need to make an appointment to shadow a student for the day. Former students and friends of current students must make an appointment to visit school and may only visit during the lunch period.

Volunteer Activities

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, to build relationships, to provide programs, and to complete projects. All volunteers 18 years of age and older who have direct interaction with students at school or on field trips will need to complete online training with the Adventist Screening Verification/Sterling Volunteers and complete a background screening. Instructions are available on the school website. For more information or clarification please contact the main office.