



Handbook

6520 Martin Road
Columbia, MD 21044
410-740-2425
410-740-2545 (FAX)
office@atholton.us

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ATHOLTON ADVENTIST ACADEMY

History

On Monday, September 8, 1958, Atholton Adventist Academy opened its doors. The school was founded by a group of dedicated parents and church members who wanted to provide a Christian education for their children. Its initial 1 teacher and 13 students have grown to 16 full-time teachers, auxiliary staff, and approximately 190 students. Today, Atholton Adventist Academy continues to provide Christian educational opportunities for students in the Columbia area.

Atholton Adventist Academy is accredited by the North American Division of Seventh-day Adventists, the National Council of Private School Accreditation, and the Middle States Association of Colleges and Schools.

Mission Statement

To provide a safe, learning-focused environment that challenges students to excel as

- Active, engaged Christians
- Enthusiastic, lifelong learners
- Productive, responsible citizens
- Independent thinkers.

Vision Statement

Atholton Adventist Academy is part of the globally recognized Seventh-day Adventist school system. Biblical Christian values of the Seventh-day Adventist Church form its foundation.

Our families choose Atholton because of its spiritual climate; its family-centered, welcoming culture; and its professionally trained teachers. First and foremost, we believe that having a strong relationship with God is essential to achieving the high standards of behavior and academics that our students exemplify.

Our school is accredited by Middle States Association, Adventist Accrediting Association, and the National Council of Private Schools. All of our teachers are credentialed and the majority have advanced degrees. They commit to ongoing personal and professional growth in order to provide the best student learning experience possible in their respective teaching fields. Our classroom settings provide low teacher-to-student ratios that promote academic achievement and lasting friendships.

Our faculty adheres to the belief that every child can learn. Student assessments and outcomes support this belief. Our students score well above the national average on standardized testing. Teachers use differentiated instruction and positive behavior management strategies to encourage student achievement.

Our students grow and develop in a learning environment that fosters mutual respect and acceptance and incorporates a curriculum that is meaningful and compelling. Students are challenged, regardless of their ability level or background, to think critically, to problem-solve, to work cooperatively, to master essential skills, and to serve others.

Our campus is a vibrant hub of networking and collaboration with a global emphasis. Our international student body brings a global flavor to our school, and all of our students acquire the technological skills and talents they need in order to achieve in an ever-changing, expanding world

environment. Atholton students are prepared to meet the challenges of their chosen path—spiritually, academically, and professionally.

Our commitment and determination to excel makes Atholton Adventist Academy a symbol of spiritual and academic excellence in the Baltimore-Washington area.

Core Values

Driving the mission of Atholton Adventist Academy are these values by which we operate:

Christ-Centered—having the life and teachings of Jesus Christ permeate every aspect of the school program.

Character—having teachers and students who reflect a Christ-like character, including the characteristics of love, self-sacrifice, compassion, grace, honesty, and integrity.

Commitment—having a school community that accepts and demonstrates commitment to Jesus Christ, the church, and humanity.

Excellence—having the highest level of quality inherent into every aspect of the school program.

Knowledge—having educators committed to infusing spiritual development with knowledge to allow students to reach their maximum potential.

Accessibility—being accessible and affordable to all who are willing to make Christian education a sacrificial priority.

Diversity—promoting and nurturing respect for the diversity found in God's creation, including differences in ethnicity, economic status, capabilities, social backgrounds, physical attributes, gender, and religion.

Relationships—developing positive relationships with all members of God's family by living a caring, loving lifestyle.

Service—following Christ's example, with administrators, teachers, students and the larger school family modeling a pattern of lifelong service to God and humanity.

Holistic—providing students an education that emphasizes development of spiritual, mental, physical, and social abilities in preparation for living a positive, happy life on this earth and throughout eternity in heaven.

ADMISSIONS

Atholton Adventist Academy is a Christ-centered learning community that welcomes all those whose behavior and lifestyles are consistent with the beliefs of the Seventh-day Adventist Church. Students of any race, color, nationality, or ethnic origin who have a keen desire to grow spiritually, academically, physically, and socially may apply.

All students gaining admission will commit to cheerfully follow all requirements, as outlined in this *Handbook*. Parents will also pledge themselves to be in harmony with the principles and objectives of the school and will commit to assist in every way possible in supporting the school's philosophy and its program.

Admission to Atholton Adventist Academy is a privilege and not a right, and that privilege may be withheld or withdrawn by the school at its discretion and in harmony with its philosophy.

Criteria for Admission

Final acceptance to Atholton Adventist Academy is granted based on completion of the following criteria:

- All required forms, including transcripts and other pertinent documents, have been completed and submitted to the school office.
- Age requirements have been met, as applicable:
 - By September 1, Pre-K students must be age 4, Kindergartners must be age 5, and Grade 1 students must be age 6.
 - Pre-K3 students must be age 3 by September 1 and must be toilet trained.
 - Early admission requirements for Pre-K3 and Kindergarten mirror those of Howard County Public Schools.
- Interview has been completed.
- Two student recommendation forms completed.
- Financial arrangements have been completed.
- Voted acceptance by the Admissions Committee is completed.
- Enrollment in FACTS is completed.

Application Request

An online application to Atholton Adventist Academy can be completed at www.atholtonadventistacademy.org. Applications are accepted on a first-come, first-serve basis. If a class is full, additional applicant names can be put on a waiting list.

Pre-Admission Process

New students may be tested prior to entering Atholton Adventist Academy. Testing assists in planning the educational program and/or grade placement for new students. Transcripts and other official documents from previous schools must be submitted prior to admission.

Financial Responsibility

Students with an unpaid balance from a previous school, whether from Atholton Adventist Academy or any other school, will not knowingly be admitted for enrollment until satisfactory financial arrangements for payment have been made with the Finance Committee.

Special Admissions

Atholton Adventist Academy is not equipped to deal with consistently disruptive students or students with serious academic challenges and needs. Students who fall into either category will not

knowingly be accepted. When a student with behavioral problems or special academic needs applies for admission, the School Board may choose to grant admission on a probationary/contract basis. Under this special admission, a contract will be drawn up between the school, student, and parents. It will outline specific expectations for performance and the results for failure to follow contract guidelines. The probationary contract status will be for a specific length of time, such time period to be expressly communicated to the student and parents and stated in the contract.

Medical Records

New students are required to present evidence of a current physical examination and an up-to-date Maryland State immunization record within 20 days of enrollment. Forms are available at www.atholtonadventistacademy.org or in the school office. Returning students are also required to have an up-to-date Maryland State Immunization Form on file. Any student not in compliance with the state requirements by the designated time will be excluded from class.

FINANCES

New Student Application/Registration

New students may download application forms at www.atholtonadventistacademy.org. Non-refundable Application and Registration Fees are required for each new student. The Application Fee covers the initial admissions process (including admissions testing) and must be submitted at the time of application. After the new student application has been processed and the student accepted, new students will complete additional required paperwork and submit the annual Registration Fee.

Returning Student Registration

Returning students may register online at www.atholtonadventistacademy.org. Go to Admissions and select Returning Student option. An annual, non-refundable Registration Fee must be submitted at time of registration.

Registration Fee

Students registering during the first semester are charged the full annual Registration Fee. Students entering during the second semester are charged 75% of the regular annual fee. The Registration Fee covers (but is not limited to) textbook rental, field trip costs, transportation costs incurred for school activities, and lab fees. The Registration Fees for Pre-Kindergarten through Grade 2 include most of the students' classroom supplies (crayons, glue, scissors, etc.). See classroom supply list for additional items not covered by the Registration Fee.

School Fees

Tuition and other school fees are reviewed and set yearly by the School Board. All payments are made online through FACTS. Failure to meet financial obligations may result in a student being excluded from classes until the balance is paid in full or satisfactory arrangements are made.

Tuition Discounts

Tuition discounts are given when more than one student in the family is enrolled at Atholton Adventist Academy. Families with two children receive a 5% discount per child, families with three children receive a 10% discount per child, and families with 4 or more children will receive a 15% discount on tuition.

Indexed Tuition

Atholton uses an Indexed Tuition model to encourage diversity in its family and student population. The application is available through FACTS, who will evaluate the financial need based on the information provided. FACTS does charge a fee for this service. Once your application has been verified by FACTS and the family has enrolled with the school, is when funds will be awarded based on the school's guidelines. Seventh-day Adventist families are encouraged to contact their respective churches for any additional financial assistance.

Late Enrollment

Students enrolling any time during the first month of school will be charged a full year's tuition. Tuition charges are based on 180 days of school. Tuition for students enrolling after the first 20 school days will be computed at the rate of 1/180 of the annual tuition rate for each day remaining in the school year.

Early Withdrawal

Tuition will be fully refunded to a family whose child withdraws during the first week of the school year. A student withdrawing after the first week, but during the first 4 weeks of the school year, will be charged one full month's tuition payment (10% of the annual tuition fee). Any refund or additional fees arising from early withdrawal after the first 4 weeks will be determined by charging the student 1/180 of the annual tuition rate for each day the student has been enrolled in school.

Before- and After-School Care

Registration entitles your child to access the Before- and After-School Care (BASC) program. Students are charged only for services used. Students dismissed from extracurricular activities must be picked up immediately at the close of the activity. Failure to do so will result in additional after-school care charges. BASC fees are paid through FACTS.

Library and Media Resources

All checked out library books and media materials should be returned by following established procedures. If materials are lost or returned in a significantly damaged or unusable state, the replacement cost will be billed to the student's account.

Textbook Fees

Textbooks are rented to the students by the school for use during the school year. Textbook fees are included in the Registration Fee. All books must be returned to the school at the close of the school year. If a textbook assigned to a student is lost or becomes damaged beyond normal wear and tear, the replacement cost will be billed to the student's account.

ACADEMICS

Atholton Adventist Academy provides curriculum instruction that meets Maryland state requirements and follows the curriculum recommended by the North American Division of Seventh-day Adventists. In addition to the state requirements, Bible instruction is provided to all grades.

Early Childhood Curriculum

Pre-Kindergarten

The Pre-Kindergarten 3 and 4 program is designed to address the developmental differences and learning preferences of the emergent learner. Planned learning activities and materials appropriate to the child's developmental age are combined with a positive, warm, healthy, and safe environment to give children an opportunity to gain self-confidence and master skills.

Pre-Kindergarten 3 and 4 students participate in language arts, math, science, creative art, dramatic play, and music through learning centers and group activities. The curriculum is presented in thematic units that are designed to promote optimal physical, mental, social, and spiritual growth in each child. Classroom instruction meets state standards.

Kindergarten

Kindergarten is the first direct contact with school that many students experience. Atholton Adventist Academy wants this initial contact to be a positive, happy experience. Students begin school at varying levels of developmental growth. To meet the needs of each student individually, Atholton Adventist Academy has designed a curriculum that incorporates classroom activities and learning centers to help students develop physically, mentally, socially, and spiritually and to nurture their natural curiosity and desire to learn. Kindergarten instruction provides readiness training that prepares students for the next levels of their education.

Elementary Curriculum (Grades 1-8)

Elementary instructional coursework provides the necessary foundation for high school achievement, following completion of elementary school. Key areas, such as reading, mathematics, and writing are emphasized throughout the elementary years. Additional coursework, such as science and social studies, is provided to broaden a student's view of the world. Elementary studies cover the following areas.

Bible	English	Music
Mathematics	Spelling	Art
Science and Health	Handwriting	Spanish (7/8)
Social Studies	Computer	
Reading	Physical Education	

Bible

In harmony with our school philosophy, Bible instruction is Bible-based. Its influence permeates every subject and every school activity. While the Bible curriculum is primarily concerned with the affective rather than the cognitive domain, Bible class instruction seeks to develop independent thinking. In the pursuit of biblically sound conclusions, individual opinions and questions are respected. Students are encouraged to apply biblical principles to their lives and experience a love for the Word of God through personal experience. Class activities are designed to lead students to a closer personal relationship with Jesus Christ.

Mathematics

Mathematics instruction is designed to instill values of accuracy, honesty, thriftiness, and Christian stewardship. In order for students to be good stewards of their time and money and to carry out their responsibilities as members of the church and citizens of their country, they must have a thorough understanding of mathematics and be able to apply its principles to everyday life. Many activities and manipulatives are used to aid students in mastering basic concepts of math and to increase their

abilities to problem-solve. Math instructional periods are scheduled at the same time for Grades 3-7, allowing students to cross grade lines as needed to further optimal student progress.

Science/Health

Science instruction is presented with a biblical basis that acknowledges that God, the Creator and Sustainer of the universe, is the originator of all true scientific knowledge. An awareness that the laws of nature are the laws of God allows students to develop an appreciation for the study of science as a means of learning about His character. The relationship of creation to the Sabbath and other distinctive Seventh-day Adventist beliefs is presented. An appreciation of the human body as the temple of God provides the basis for practicing divinely-given health principles. Activities are also provided that encourage exploration into the scientific process through the pursuit of outdoor education.

Social Studies

The social studies curriculum is designed to lead students to an understanding of the working out of God's purpose in the history of nations and of the great brotherhood of society. The scope of the program includes the study of geography, the history of God's leading among nations, and the mission program of God's people. It presents broad, comprehensive views of life. The study of the facts of history along with current events prepares students for life in a constantly changing social environment. Instruction will not only present facts, but will also enable students to form meaningful concepts and values.

Language Arts

Language arts instruction integrates language skills into all curriculum areas. At the early levels, a phonics-based reading program is provided to develop solid reading skills. At the upper levels, a variety of reading venues is provided to teach students to read and think critically, to use correct grammar, to build vocabulary, and to develop writing skills. The Lucy Calkins Units of Study Writing Program is taught across all elementary grade levels. The use of literature and poetry provides aesthetic enrichment and opportunities for developing character-building skills in discriminating between the uplifting and the degrading. Skills are taught that will prepare students to meet the challenges of advanced academic education and equip them to take their places in the work force in the future.

Physical Education

A daily program of instruction is provided for all students. Directed work and play experiences enable students to develop physical, spiritual, mental, and social qualities as reflected through physical activities. A written excuse from a physician is required to excuse a student temporarily or permanently from the physical education program.

Music

Students are provided with an opportunity to participate in musical activities, which promote student appreciation for good music. Students in grades 1-6 receive classroom music instruction, which includes, but is not limited to, providing a basic understanding of musical rhythm, solfege hands signs, dictation and sight reading. Instrument instruction includes beginner band, percussion (drums from around the world), recorders, hand bells for children, and xylophones. Students in grades 5-8 have the added option of developing their musical skills and appreciation by participating in groups such as performing band, bells, select choir, and strings.

Drama

Drama is offered for students in grades 7-8 who are interested in the performing arts and want to improve their performance skills. Experience is not required. Students will have opportunity to learn acting and performance skills, develop confidence and technique in public speaking, and

learn memorization techniques. Several performances are scheduled throughout the year. Regular classes and rehearsals are held 2-3 periods per week. Grade and behavior criteria are requisites for continued membership in drama.

Computers

Computer use opportunities are available for students within the individual classrooms. Formal computer instruction begins in grade 5. Students learn basic computer literacy and keyboarding. Students in grades 7-8 participate in an integrated computer curriculum that provides opportunities for learning how to use the computer as a tool to enhance and reinforce their studies throughout the school day.

Art

The *Arts Attack* curriculum is the foundation of art instruction offered at the elementary level. Art instruction incorporates a variety of media. Some art instruction is integrated into the core curriculum to provide a creative link within the regular curriculum. The art program is specifically designed to give students an appreciation of God's beauty through aesthetic growth and creativity. It provides an outlet for creative expression for each student.

Spanish

Students in grades 7-8 receive Spanish instruction. Students learn how to put verbs and nouns together to make every day conversational and survival phrases. Vocabulary instruction centers around thematic topics that students experience in their day-to-day activities. As Spanish skills develop, students learn simple grammar structure. Projects and integration of technology round out the elementary Spanish program.

Secondary Curriculum (Grades 9-10) Course Descriptions

Computer Education

Computer I (1 unit)

Students in Computer I review typing skills and learn word processing and document formatting skills using standard programs such as the Microsoft Suite and Google Workspace. They also learn basic HTML coding and expand other technology skills through online forum discussions using Moodle. Real-world simulations are used to make practical applications of computer skills.

English

English I (1 unit)

Freshman English includes study and development of vocabulary, writing conventions, and research skills. Literary units teach literary analysis and writing skills, but more importantly, they help students apply Biblical principles of an Adventist Christian worldview and ethic to all aspects of life. Students also have opportunity to participate in creating communication materials such as the school yearbook and student newscast. Outside required library reading is included in the course.

English II (1 unit)

Sophomore English builds on the skills developed in English I. Students also investigate the literary qualities of the Bible and participate in an in-depth persuasive research project of their choice, in which they develop critical thinking and media evaluation skills, and hone their research and writing skills. Students have opportunity to participate in creating communication materials such as the school yearbook and student newscast. Outside required library reading is included in the course.

Fine Arts**Bells (1/2 unit)**

Bells is a musical organization open to students possessing basic rhythm and sight reading skills. Several performances are scheduled throughout the year, for which a uniform is required. Permission of the music instructor is a prerequisite for admission to bells. Grade and behavior criteria are requisites for continued membership.

Performing Band (1/2 unit)

Performing Band is a musical organization for those who enjoy playing band music and have had training on a band instrument. Several performances are scheduled throughout the year, for which a uniform is required. Regular rehearsals are held 2-3 periods per week. Band instructor permission is required for admission to the performing band. Grade and behavior criteria are requisites for continued membership.

Select Choir (1/2 unit)

Select Choir is a musical organization open to students possessing basic rhythm and singing skills. Several performances are scheduled throughout the year. Several performances are scheduled throughout the year, for which a uniform is required. Permission of the music instructor is a prerequisite for admission to Select Choir. Grade and behavior criteria are requisites for continued membership.

Strings Ensemble (1/2 unit)

String Ensemble is a musical organization for those who enjoy playing string instruments and have had training on a string instrument. Several performances are scheduled throughout the year, for which a uniform is required. Regular rehearsals are held 2-3 periods per week. Instructor permission is required for admission to the strings ensemble. Grade and behavior criteria are requisites for continued membership in strings ensemble.

Drama (1/2 unit)

Drama is open to students who are interested in the performing arts and want to improve their performance skills. Experience is not required. Students will have opportunity to learn acting and performance skills, develop confidence and technique in public speaking, and learn memorization techniques. Several performances are scheduled throughout the year. Regular classes and rehearsals are held 2-3 periods per week. Grade and behavior criteria are requisites for continued membership in drama.

Foreign Language**Spanish I (1 unit)**

This course develops the basic skills of understanding, speaking, reading, and writing of Spanish and develops a knowledge, appreciation, and understanding of the cultures in which Spanish is spoken as a first language.

Spanish II (1 unit)

This course provides additional development of the understanding, speaking, reading, and writing of Spanish with continued attention given to the culture, customs, and practices of Spanish-speaking people of different countries. Expansion of grammar is broadened by the use of a variety of verb tenses.

History**American History (1 unit)**

This course is designed to acquaint students with the heritage of our country from the post-reconstruction period to the present era. Study focuses on recognizing the values of citizenship and the privilege of serving others through democratic rights and responsibilities. Course work requires students to analyze, evaluate, and apply information from a variety of sources. Students also learn research and study skills.

World History (1 unit)

This course is designed to give students an up-to-date introduction to various significant cultural regions of the world. Emphasis is given to a region's people, how they are affected by history and geography, their political and economic standards, and their education, arts, languages, and religions. Course work requires students to analyze, evaluate, and apply information from a variety of sources. Students also learn research and study skills.

Mathematics

Pre-algebra (1 unit)

This basic course presents practical basic math and beginning algebraic concepts to help students who need an additional developmental year of math in preparation for Algebra I.

Algebra I (1 unit)

This course is designed to develop algebraic concepts through examples. Topics covered include simple and linear equations, systems of equations, polynomials, square roots, quadratic equations, rational expressions, and right-triangle trigonometry. *Prerequisite:* Acceptable performance on the standardized Iowa Algebra Aptitude Test.

Algebra II (1 unit)

This course presents sets of numbers, open sentences in one variable, systems of linear open sentences, polynomials and factoring, rational numbers, relations and functions, irrational numbers and quadratic equations, quadratic relations and systems, exponential functions and logarithms, trigonometric functions and complex numbers, determinants, matrices, and series. *Prerequisite:* A "C" grade or above in Algebra I.

Geometry (1 unit)

This course gives careful attention to the logical development of deductive proofs with emphasis upon plane geometry. Some coverage of trigonometry, solid geometry, and analytical geometry is also included. *Prerequisite:* A "C" grade or above in Algebra I.

Physical Education and Health

Physical Education (1 unit)

This course is designed to instruct and aid students in physical fitness, team building, and sportsmanship skills. All students are required to take physical education.

Physical Education II and Health (1 unit)

This course builds on the skills learned in Physical Education I. Final credit for Physical Education II will reflect the $\frac{1}{2}$ credit of Health necessary for graduation from high school.

Religion

The Adventist Encounter Bible Curriculum helps our students to develop a solid, deep, and personal knowledge of the truths of the Bible (Seventh-day Adventist fundamental beliefs); to respond to Christ's invitation to live in a lifelong, vibrant relationship with Him; and to be passionate about the salvation of

others. The Encounter series incorporates both the cognitive component of faith and the heart experience involved in the integration of knowledge and faith development.

Bible I (1 unit)

This course is designed to help students have a deeper experience with God by knowing Him more fully. The major life events of Jesus Christ's life from Nativity to the Cross are covered. Students explore the God-given gifts of Creation, the Sabbath, Grace, and Identity and how they impact the Christian's life. The Bible is the primary textbook, coupled with Encounter online Bible resources.

Bible II (1 unit)

This course is designed to help students understand God's working with His people. The curriculum covers four major topics: (1) the lives of Hosea, David, and Ruth and how they made choices ultimately for God, (2) the parables and teaching of Jesus Christ and how they relate to the students' individual lives, (3) the story of God as illustrated in His first-century church in the Book of Acts, and (4) tools for personal spiritual development, such as personal prayer and Bible study. The Bible is the primary textbook, coupled with Encounter online Bible resources.

Science

Biology I (1 unit)

This course presents the science of biology, which is the study of life. When correctly understood, using the Bible as our foundation, it will consistently reveal the Creator of Life. This course builds a solid foundation in the life sciences through the study of ecology, classification, zoology, botany, genetics, microbiology, and cytology. Regular laboratory investigations reinforce textual materials.

Earth Science (1 unit)

This course presents the study of the earth, its characteristics, and its meteorological phenomena. Major topics include geology, astronomy, meteorology, and oceanography. Topics will be taught from a content and concept basis with an emphasis on scientific processes and correlation to the scriptural accounts of Creation and the Flood.

General Academic Information

Academic Progress Reports

The school's administrative communication system is FACTS (RenWeb). It is a web-based program that allows parents access to information about their child's academic progress, homework assignments, and attendance. Students may also access this information with parental permission. After a student is enrolled, each family receives the school's district code and family passcode. These codes may be used to access FACTS.

The school year is divided into four 9-week periods. At the end of each 9-week period, report cards may be accessed and printed using FACTS. In addition to these quarterly reports, periodic reports may be e-mailed to parents. Any parent wishing to receive a paper copy of a report from the school must make a specific request through the school office.

Parent-Teacher

Communication between the parent and teacher is vital to the academic achievement of the student. A formal parent-teacher conference day is scheduled at the end of the first marking period. Additional parent-teacher conference times may be scheduled as needed by contacting the child's teacher. If a problem is addressed during a parent-teacher conference, ample time following the conference should be allowed for the problem to be resolved. If further discussion is needed, it is appropriate to set up an appointment with the teacher and principal. Parents may **NOT** schedule appointments to meet with teachers during school hours.

Grading System

Pre-K 3-4	Individual narrative reports are issued by the teacher.						
Kindergarten	Grading system is explained on the individual student report cards.						
Grades 1-2		E	90-100	Excellent			
		S	70-89	Satisfactory			
		N	0-69	Need improvement			
Grades 3-10	—	—	A	92-100%	A-	90-91%	Excellent
	B+	88-89%	B	82-87%	B-	80-81%	Above Average
	C+	78-79%	C	72-77%	C-	70-71%	Average
	D+	68-69%	D	62-67%	D-	60-61%	Below Average
	F	0-59%					Failing
	I						Incomplete
	<p>Work for all subjects with an incomplete grade MUST be completed within the 2-week period following the end of that grading period.</p> <p>Students receiving 65% or below in major subjects will not be permitted to participate in the interscholastic athletic program.</p>						

Eighth-Grade Graduation Requirements

Students are not automatically granted the privilege of participating in the graduation exercises. A student may forfeit participation in graduation exercises under the following conditions:

1. Failure to meet scholastic requirements.
2. Behavior that reflects poorly on the student, parents, or school.
3. Account that has an unpaid balance.

Completion of requirements for the eighth grade is awarded in one of the following ways, according to the following criteria:

- **Diploma**—A Diploma is given to students who have completed eighth-grade scholastic requirements and have achieved passing grades in all subject areas.
- **Certificate of Completion**—A Certificate of Completion is given to students who have been diagnosed as educationally challenged. A Certificate of Completion shows that the student has completed an individually prescribed course of study.
- **Certificate of Attendance**—A student who receives failing grades will be given a Certificate of Attendance, which verifies that the student has been in school but has not met the scholastic requirements.

The School Board will expect parents with outstanding accounts to make satisfactory arrangements for payment before their child participates in the graduation exercises or receives a diploma.

Internet Use

Internet access is provided for students at Atholton Adventist Academy. Students are expected to use good judgment when accessing Internet sites. Every student must have a Computer Use Agreement signed by both parent(s) and student on file at the school. Violation of the Computer Use Agreement may result in loss of Internet privileges. Students who lose their Internet privileges are still responsible for classroom computer assignments.

ATTENDANCE

Atholton Adventist Academy is bound by state law to maintain accurate attendance records, but, more importantly, students need to learn the importance of punctuality and regular attendance. Students who enter the classroom late disrupt the educational process and may miss worship, important announcements, and specific directions for schoolwork and assignments. Students who are absent put an added burden on themselves and the teacher. Students who are not in regular attendance may jeopardize their enrollment at Atholton Adventist Academy or promotion to the next grade.

School Hours for On Campus Learning

School hours are 8:15 a.m. to 3:30 p.m.

In the morning, students report to Before-School Care if they arrive before 8:00 a.m. Students may not go to their classrooms until they are dismissed to classes by the morning care supervisor at 8:00 a.m.

In the afternoon, students who are not picked up by 3:45 p.m. are sent to After-School Care, which includes study hall and childcare.

Absences

The school office and your child's homeroom teacher should be notified if your child will be absent from school. E-mails are the preferred means of communication regarding absences. Class work missed must be satisfactorily made up per classroom policy.

When parents plan to take their child out of school for a trip or other activity, a written request should be made at least **2 weeks prior to the expected departure date**. For assignments given in advance, all work must be completed prior to the absence or according to teacher's instructions.

Students who miss more than 10 percent of the school days in any one grading period will have their attendance record reviewed by the Admissions Committee. Students who miss more than 10 percent of the total yearly school days may forfeit promotion to the next grade or lose credit for classes.

Tardy Policy

Atholton Adventist Academy strongly encourages punctual daily attendance of students. Not only is punctuality an important life skill, but students who arrive late miss the daily classroom worship and announcement period. Students should allow sufficient time after arrival to take care of before-school needs, such as visiting lockers or the restroom. Students who are not at their desks when the second bell rings are considered tardy. To check your child's attendance status, access attendance records through FACTS or contact the school office.

Emergency Closings

Atholton Adventist Academy follows the Howard County Public School System (HCPSS) delays and closings due to inclement weather. All delays follow the HCPSS postings. If snow begins to fall while school is in session, parents should listen to the radio or TV or check the Internet for information about an early closing.

The official site for school related inclement weather information is <http://www.hcpss.org/>. HCPSS information is also announced on radio stations WBAL; 1090 AM; WLIF; 101.9 FM; and WRBS; 95.1 FM; and on television station WJZ-TV, Channel 13. Families can also sign up for HCPSS text message alerts or check www.schools-out.com. Messages about school closures and delays from AAA will necessarily lag behind HCPSS announcements.

GENERAL INFORMATION

Closed Campus

The school is responsible for all students during school hours. For this reason, students may not leave the school property at any time unless they have a written note from the parent and the permission of the teacher. Students may only leave school with individuals who are authorized in writing by the parents (e-mails accepted). Telephone calls and voice messages are not acceptable. For the safety of our students, when parents find it necessary to take their children off campus during the day, they are required to sign their child out at the school office. **Guests who wish to visit on campus during regular school hours must secure permission from administration.**

Medical Care and Accident Insurance

Atholton Adventist Academy has purchased School Time Accident Coverage. This policy provides coverage for a student during the hours and days when school is in session and during school-sponsored and school-supervised activities. If a student injury occurs during any of these times, the first five hundred dollars (\$500.00) of covered charges will be paid, regardless of other insurance policies that cover the student.

Extracurricular Activities

Extracurricular activities meet outside of regular school hours. Students wishing to participate in extracurricular activities must maintain a scholastic grade average of C or higher and have their financial account up to date. Students receiving 65% or below in major subjects will not be permitted to participate.

Lunches

AAA recommends a plant-based diet and discourages unhealthy food and drinks such as caffeinated beverages and meats identified in the Bible as unclean. Microwaves are available in classrooms at each teacher's discretion. Food that will be microwaved should be pre-cooked before sending to school, since the lunch period is too short to accommodate extended cooking times.

When a child fails to bring a lunch to school, food may be provided for the student at a \$5.00 charge. If a parent finds it necessary to bring a child's lunch to school at noon, the lunch must be dropped off at the school office before the classroom scheduled lunch period. Please do not have pizza and other food items delivered by a commercial carrier to a child at school.

Communicable Health Problem

The parent will be notified if a student is suspected of having a communicable health problem. The parent will be required to remove the student from school immediately until the problem is resolved.

A child who has had a fever should not return to school until the temperature has returned to normal for 24 hours, **without the use of medication**. This stipulation is state law.

[For detailed information on COVID19, please refer to Atholton Adventist Academy's Reopening Guidelines.](#)

Medication

Prescription or non-prescription medications administered at school must be brought to the school office, accompanied by a completed HCPSS School Health Services Medication Form and Action Plan (required for medications associated with an inhaler and food allergy medications). Each medication must be in the original container, complete with pharmacy label. Students may not have prescription or non-prescription medications in their possession while at school. The required medical forms can be downloaded from the website (www.atholtonadventistacademy.org).

Phone

The school telephone is a business phone. Students should not ask to use the telephone unless there is an emergency. Calling parents or guardians to bring forgotten items such as lunches, homework, musical instruments, etc., does not constitute an emergency. Administration will not disturb students and teachers by calling the classroom telephone except for an emergency. In case of student illness, the parent or guardian will be notified. **Students may not use personal cell phones at school—before, during, or after school—without staff authorization.**

Religious Convocations

The student body meets every Friday for assembly. Speakers include pastors, faculty, invited guests, and students.

In addition to the regular assemblies on Friday, two additional times are set aside each school year for special spiritual emphasis. These fall and spring convocations feature student and guest speakers..

Waiting List

If a classroom meets its enrollment limit, a waiting list is started. When and if a spot becomes available in the classroom, the next person on the list is notified.

Before- and After-School Care Program (BASC)

The Before- and After-School Care program operates under the same guidelines as the school. Students who fail to cooperate with the staff during Before- and After-School Care may be asked to withdraw from the Before- and After-School Care program.

Parents are encouraged to keep their students at home before and after school. For parents whose schedule does not allow this, we offer before and after school care.

BASC HOURS AVAILABLE

- Before School Care Monday-Friday 7:00-8:00 am
 - Weather-delayed start time 8:00 a.m.
- After School Care Monday-Thursday 3:45-5:00 pm
 - Friday 2:15-4:00 pm
- Extended Care Monday-Thursday 5:00-6:00 pm
- Minimum days/Staff Development 12:45-4:00 pm

RATES

- ❖ Before School Care \$5.00 per student
- ❖ After School Care \$5.00 per student
- ❖ Extended Care \$5.00 per student
- ❖ Late pick-up is \$1.00 per minute after 6:00 pm
- ❖ Families with two or more children will receive a 25% discount
- ❖ Minimum days are \$5 from 12:45-2:30 pm and another \$5 from 2:31-4:00pm

GENERAL POLICIES

- Students must be checked into BASC if they are on campus during the hours of 7:00-8:00 am and 3:45-6:00 pm. They are not allowed to loiter in hallways or other areas on campus that are not supervised by school staff.
- BASC operates under the same guidelines that prevail during regular school hours. Students who fail to cooperate may be asked to withdraw from BASC.
- Make sure to check your child/children out at the kiosk. This is important for proper billing.
- Children not picked up at 5:00 pm will be charged for extended care that day.
- Late pick-up charges are assessed when children are not picked up by the scheduled closing time. 6pm Monday - Thursday and 4pm on Friday or minimum days.

- BASC personnel follow the medical emergency procedures as outlined in the Emergency Procedures Manual.
- Study hall is a part of BASC and students will be charged unless the teacher has requested the student to stay.
- Siblings needing BASC because another sibling is in sports, music, etc. will be charged.

FINANCIAL POLICIES

- Discounts are available for families of two or more children.
- Late pick-up charge is \$1.00 for each minute past the regular closing time. Please be courteous to our staff and pick up your child promptly from BASC.
- Charges will be invoiced in FACTS.

INCLEMENT WEATHER POLICIES

- If school start time is delayed, the Before-School Care start time is 8:00 a.m.
- In the event of a delayed opening, students may not be dropped off or left unsupervised on the school grounds.
- Refer to <http://www.hcpss.org/> or local media outlets for Howard County Public School System announcements of delays or closings. AAA follows all HCPSS emergency closings.
- After-School Care is not provided on days when an emergency dismissal is in effect.

Volunteer Drivers

Volunteer drivers for field trips and other school activities must have a valid driver's license and \$250,000/\$500,000 limits on their insurance policy. A copy of the volunteer driver's insurance must be on file in the school office.

Asbestos Management Plan

All schools must be inspected every 3 years according to federal law. Interim inspections every 6 months are conducted by the Administration. If you wish to view the Asbestos Management Plan, present a written request to the office.

DRESS CODE AND PERSONAL GROOMING POLICY

The dress and personal grooming standards of Atholton Adventist Academy emphasize neatness, cleanliness, and modesty. Students are expected to comply with the Dress Code and Personal Grooming Policy. Compliance should be consistent and cheerful. Repeated offenses or an attitude of disregard for Dress Code Policy standards established by the School Board may result in dismissal from school. The following guidelines have been established to help parents and students in the selection of appropriate attire for school.

Uniform Colors (solid only)	Pants/Shorts/Skirts/Jumpers: Shirts/Sweatshirts/Cardigans/Vests: Socks/Tights/Leggings: Belts:	khaki or navy blue. white, navy blue, light blue, wine, dark green. white, black, or a uniform shirt color. khaki, navy blue, black, or brown.
Pants/Shorts/ Skirts/Jumpers	Pants should be conservatively tailored, not skinny leg or baggy. Shorts, skirts, and jumpers should be knee-length, even when worn with tights or leggings. *Immodest skirt length will trigger a request for parents to come provide a substitution.	
Shirts: Polo/Turtleneck/ Button-down	Polo/Button-down: Short- or long-sleeved. Turtlenecks: Long-sleeved only, layered or worn alone. (Pre-K3 may wear crew neck shirts.) Field Trip Logo Shirt: Each student must purchase at least one from AAA. White Dress Shirt required for some music performances. *All shirts must be appropriately sized. Visible undershirts must be a uniform color.	
Outerwear	School logo sweatshirt, plain cardigan sweater, or vest of uniform color.	
Shoes/Socks/ Tights/Leggings	Flat shoe with sturdy sole and closed-in toe and heel. Athletic shoes with non-marking soles required in the gym. Socks must be solid white, black, or a uniform color. Tights and leggings must be a solid uniform color.	
Belt (optional)	Black, navy, khaki, or brown of proper length. *If pants are repeatedly sagging, student will be required to wear a belt (PK & K exempt).	
Accessories	Sweatshirt hoods should not be worn up in the classrooms, but may be appropriate outdoors. Cold weather accessories worn should be uniform colors. (PK & K exempt).	
Fabric face coverings	Fabric face covering patterns and decoration should not conflict with Christian values or the mission of the school. Fabric face coverings with decorations and messages that are out of harmony with these principles by being offensive or overly distracting are prohibited. Gaiter and valve masks are not allowed.	
Hairstyles	Hairstyles and hair accessories are expected to be neat, attractive, and not of a nature to attract unusual attention. Hair should be kept out of the face and away from the eyes. Natural hair coloring is expected.	
Personal Adornment	Visible jewelry may not be worn. Make-up and nail polish should be natural tones.	
<p>The following items are NOT allowed as part of the Dress Code Policy for boys or girls:</p> <ul style="list-style-type: none"> ● Jean-style pants, skinny pants, corduroys, or cargo pants ● stretch-type outer clothing ● holes or patches in pants ● baggy or sagging clothes ● sleeveless shirts/blouses ● jewelry ● body art 		

STUDENT BEHAVIOR CODE

In order to operate efficiently and effectively, a school must have an orderly plan for monitoring student behavior. The code of conduct and the way it is administered contribute to feelings of well-being that students experience while at school.

Atholton Adventist Academy seeks to empower students by helping them become self-disciplined and responsible for their actions. By establishing expected standards of behavior and the resulting consequences for failure to achieve those standards, students will move toward this objective.

The behavior standards of Atholton Adventist Academy fall into 2 classes: those that help protect against injury and pain (health and safety rules) and those that help the school do its job of teaching (well-being rules). Three groups of standards have been divided into 3 levels of behavior, with each succeeding level indicating an increased level of severity and consequences.

For each level, a description of desired behavior, followed by a description of possible deviations and consequences from this model, is presented. The list of behaviors, actions, and consequences listed in this Student Behavior Code represents minimum guidelines and is not inclusive. Methods of handling unacceptable behaviors not covered by the Student Behavior Code will be utilized when Administration deems necessary.

Special circumstances may result in immediate progression to the final steps of the Student Behavior Code. This may include possession of any weapon, dangerous objects, or explosive devices. The result may include police arrest, suspension, and expulsion. Dangerous objects would include, but are not limited to, pocket knives, objects with sharp points, and any other self-defense apparatus. Threats of any kind will be taken seriously.

All procedures of due process as outlined in the Columbia Union Education Code will be followed. A parent may submit a letter of appeal to the Administration.

Description of Model Behavior, Infractions, and Consequences

LEVEL I

Model: Students at Atholton Adventist Academy will act with courtesy and Christian decorum. This behavior standard includes quietness in the classroom so others may study without interference, remaining in an assigned seat except for purposes in accordance with accepted classroom behavior, keeping one's hands to oneself, walking rather than running in the building, and keeping the desk and belongings clean and neat.

Infractions include, but are not limited, to:

1. Fooling around—bodily contact with another person in a jesting manner
2. Wandering—being out of seat in the classroom for other than allowed purposes
3. Loitering—the unassigned use of an area, roaming the halls, staying in the restroom too long
4. Littering—intentionally dropping or throwing items
5. Boisterous behavior—overly loud and obnoxious behavior, belching, yelling in the hallways
6. Running—anything other than normal walking in the building

7. Chewing gum—chewing or providing gum for others to chew.
8. Uniform—repeated or persistent disregard of the uniform and grooming policy.

Consequences: Level I infractions are considered minor offenses. At Level I, the teacher will deal with the infraction, administering discipline in an appropriate manner. Level I infractions will not require a referral notice be sent to the parent or guardian, unless there are repeated infractions.

LEVEL II

Model: Students at Atholton Adventist Academy will honor and respect the rights of others. They will respect others and their belongings. They will take proper care of school property. Their speech will be marked by truthfulness, purity, and respect. They will have a sense of honesty that will keep them above reproach in their schoolwork, whether in homework or tests. They will recognize the importance of prompt and regular attendance in class. They will not knowingly break school rules or encourage others to do so.

Infractions include, but are not limited, to:

1. Inappropriate behavior—hitting, shoving, punching, kicking, scratching, slapping, biting, spitting
2. Minor vandalism—acts that create inconvenience or that destroy
3. Inappropriate language and conduct—swearing or using nasty language against or about other people
4. Forging signatures—signing another person’s name without permission
5. Disrespect—speaking to adults or other students in a way that shows lack of respect
6. Disrupting class—words, mumbling, actions or noncompliance with requests made by the teacher, or anything that causes the learning environment to become unsatisfactory
7. Cheating—using sources of information for doing schoolwork that are not approved by the teacher, including talking during tests, copying another student’s homework, and bringing notes or answers to class for use during tests. Cheating also includes any form of plagiarism, regardless of the source used.
8. Non-completion of disciplinary assignment—failure to fulfill any disciplinary agreement or assignment
9. Lying—telling any kind of falsehood

Consequences: Students who are referred for Level II behavior will be disciplined in the following manner:

- a) First Offense—Disciplinary Referral sent home to parent to be signed and returned; parent notified
- b) Second Offense—Disciplinary Referral sent home; parent conference scheduled
- c) Third Offense—Disciplinary Referral sent home; parent notified; student suspended for one (1) day. (NOTE: A third Level II referral in sixty (60) days may result in a Level III referral.)

The referring teacher will call the parent or guardian to make him/her aware of the difficulty. If a second referral is sent, a conference with parent, student, and staff must be scheduled. Failure to return the referral notice, signed by the parent, will lead to the exclusion of the student from class until the form is signed and returned. Student will be suspended at the time of a third offense.

The principal will visit with each student referred for a Level II behavior. The purpose of this visit is to help the student realize the reason for the referral, the seriousness of a Level II behavior, where he/she currently stands in the disciplinary process, and how to plan a course of behavior that will prevent any further referrals of this type.

LEVEL III

Model: Students are expected to demonstrate honesty in all their dealings at school. They will not take things that belong to others. Students are expected to respect their bodies as the temple of God by refraining from the use of alcohol, tobacco, or drugs.

Students will seek to prevent harm to themselves or others by carefully observing safety regulations.

Infractions include, but are not limited, to:

1. Harassment—any attempt to violate another student’s rights. This may be physical, sexual, or verbal harassment; mishandling another student’s property; or threatening another student.
2. Aiding and abetting—urging or helping another student to do something that is against the school rules, covering up for another student who is in violation of school rules
3. Theft—removing, hiding, or using property belonging to others.
4. Controlled substances—actual possession, use, transfer, or sale of drugs, alcohol, tobacco, or drug-related substances
5. Fighting or assault—violent bodily contact that hurts or has the potential to hurt someone physically or emotionally
6. Vandalism—destruction that has a permanently damaging effect upon church, school, or student property. This would include property owned by church or school employees or loaned by others for school use.
7. Outlawed materials—the use of materials that are dangerous to the health and safety of students, teachers, or guests of the school, such as matches, fireworks, chemicals, firearms, and knives
8. Insubordination or abusive language—a belligerent or abusive act or statement that is directed at any employee of the school. It includes more than a simple refusal to do something. It is an aggressive, insulting, profane, or disruptive type of abuse.
9. Safety—actions that endanger the health, safety, or welfare of students, teachers, or guests of the school. Failing to behave in harmony with safety procedures. Using physical education equipment without teacher supervision, direction, or approval.
10. Inappropriate sexual activity – which includes, but is not limited to: kissing, fondling, long hugs, unwanted touches and holding hands.

Consequences: Level III behaviors are considered to be major problems that require immediate action by both the staff, Administration, and the parents or guardians. Level III behavior referrals will be handled in the following manner:

- a) Referring classroom teachers may not be required to telephone parents for Level III behaviors. Rather, the principal shall arrange a conference with the parents as soon as possible. The teacher may be asked to be present at the conference, discipline hearing, or other meetings considering Level III behaviors.
- b) Each accumulation of three (3) Level II referrals of a student being referred for a Level III behavior within a sixty (60) day period may result in movement of the student to the next step in Level III.
- c) Movement through the Level III steps results in the following actions to be taken at each step:

Step 1: A 1-day suspension and disciplinary probation

Step 2: A 2-day suspension with a recommendation to the School Board for a hearing regarding the student’s continuation at the school

Step 3: An immediate recommendation that the student be withdrawn at once. Due process hearings may be conducted at the request of the parent.

Disciplinary Probation: Under circumstances described in the Student Behavior Code, a student may be placed on disciplinary probation. During this probation time, students

- Will be required to obtain their teachers' review of their behavior
- May not be allowed to attend any extra- or co-curricular activities held at or by the school.

In setting up these levels of model behavior, infractions, and consequences, the school wants to accomplish several things. First, students are to understand that rules are usually related to problems dealing with health, safety, and the general welfare of people.

Second, students are to know beforehand what is expected of them. They should also know what appropriate behavior is expected and the consequences of inappropriate behavior. The students are to accept responsibility for the choices they make.

Third, parents or guardians are to know beforehand what is expected of their children. It is the school's responsibility, in conjunction with parents or guardians, to teach children about proper behavior.



The Administration and School Board reserve the right to formulate and implement policies, rules, and regulations throughout the school year in order to assure the safe and appropriate operation of the school. New policies will be communicated to parents and will carry equal force to the other information contained in this *Handbook*.