

CONTENTS

CONTENTS	1
ATHOLTON ADVENTIST SCHOOL	3
History	3
Mission Statement	3
Vision Statement.....	3
Philosophy of Education.....	3
ADMISSIONS	5
Application Request	5
Special Admissions.....	5
Testing	6
Medical Records	6
Financial Responsibility	6
FINANCES.....	7
Application Fee	7
Registration.....	7
Registration Fee.....	7
Tuition	7
Financial Assistance	8
Late Enrollment	8
Early Withdrawal.....	8
Before- and After-School Care.....	8
Music Lessons	8
Library Books.....	8
Textbooks	9
Medical Care and Accident Insurance.....	9
ACADEMICS	10
Early Childhood Curriculum	10
Pre-Kindergarten	10
Kindergarten	10
Pre-First	10
Elementary Curriculum – Grades 1-8	11
Bible	11
Mathematics	11
Science/Health.....	11
Social Studies	12
Language Arts	12
Physical Education	12
Music	12
Computer	12
Art.....	13

2008-2009 Atholton Adventist School Handbook

Secondary Curriculum – Grades 9-10..... 14
 Computer Education 14
 English 14
 Music 14
 Foreign Language 15
 History 15
 Mathematics 15
 Physical Education 16
 Religion 16
 Science..... 17
 Home Arts/Consumer Science..... 17
General Academic Information 18
 Academic Progress Reports 18
 Parent-Teacher Conferences 18
 Grading System 18
 Eighth Grade Graduation Requirements 19
 Homeschool Connection..... 19
 Internet Use 19

ATTENDANCE 20
 School Hours 20
 Absences 20
 Tardies 21
 Emergency Closings 21

GENERAL INFORMATION 22
 Closed Campus 22
 Extra-Curricular Activities 22
 Lunches..... 22
 Communicable Health Problem..... 22
 Medication 22
 Telephone 23
 Religious Convocations 23
 Waiting List 23
 Before- and After-School Care Program 23
 Volunteer Drivers 24
 Asbestos Management Plan 24

DRESS CODE POLICY 25

STUDENT BEHAVIOR CODE..... 27

ATHOLTON ADVENTIST SCHOOL

History

On Monday, September 8, 1958, Atholton Adventist School 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 14 full-time teachers, many auxiliary staff, and over 180 students. Today, Atholton Adventist School continues to provide Christian educational opportunities for students in the Columbia area.

Atholton Adventist School 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

Atholton Adventist School is committed to developing the mind, body, and spirit of our students so they will be prepared to complete their mission here on earth, as well as be ready for Christ's soon return.

Vision Statement

Atholton Adventist School is a Christ-centered, Seventh-day Adventist School. Our vision is to

- Provide a quality educational environment where students can strive for academic excellence
- Train students for responsible service within their family, church, and community
- Nurture students toward a saving relationship with Jesus Christ.

Philosophy of Education

The staff of Atholton Adventist School adheres to the philosophy that "true education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come." E.G. White, *Education*, p. 13.

Student Goals

Overall goal: To achieve balanced and optimum spiritual, academic, physical, and social development. We want our students to be able to achieve the following goals.

SPIRITUAL GOALS

- Develop a personal friendship with Jesus, now and for eternity
- Recognize Jesus' life as the perfect example for all to emulate
- Recognize that the Bible is the inspired word of God and its authority is above that of any man-made commandment or tradition
- Develop a Christian philosophy of life based on biblical principles
- Gain practical and theoretical knowledge of God's plan for us as individuals and for the world
- Recognize that talents are gifts from God
- Realize that cooperation with God and obedience to Him brings the greatest satisfaction
- Develop a desire for life-long spiritual development

ACADEMIC GOALS

- Develop a strong scholastic foundation of basic skills, habits of accuracy, self-discipline and responsibility, intellectual curiosity, and critical-thinking skills that will contribute to success at higher levels of formal education and in the work environment
- Develop a respect for the dignity of worthwhile labor
- Achieve the technological expertise needed to live effectively in today's society
- Develop an appreciation of the arts, including personal, God-given, creative abilities
- Learn how to use God-given talents and means in service to Him and to others
- Develop a desire for continued intellectual development and life-long learning

PHYSICAL GOALS

- Recognize that the body is a gift from God and with that gift comes the privilege and responsibility of caring for it
- Apply a knowledge of theology, nutrition, anatomy, and physiology in caring for the body
- Develop a desire for life-long physical development

SOCIAL GOALS

- Develop social behaviors appropriate to both independent and cooperative/group learning environments
- Internalize the principles of Christian courtesy in social relationships (cheerfulness, cooperation, unselfishness, personal discipline, respect for authority)
- Develop empathy and personal concern for the well-being of others
- Participate in Christian service activities to improve the community, nation, and world
- Develop an aesthetic and intellectual appreciation for cultural diversity
- Develop a desire for life-long social development

Approved by the AAS School Board on 3/6/05

ADMISSIONS

Admission to Atholton Adventist School is open to all students – students of any race, color, nationality, or ethnic origin who have a keen desire to grow spiritually, academically, physically, and socially. All students gaining admission will commit to cheerfully following 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 School 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 School 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. (Pre-K must be age 4, Kindergartners must be 5, and grade 1 students must be age 6 by September 1.)
- Interview and testing have been completed.
- Financial arrangements have been completed.
- Recommendation of the Admissions Committee to the School Board is approved.
- Approval of the School Board has been granted.

Application Request

An application may be obtained by writing or calling:

Atholton Adventist School
6520 Martin Road
Columbia, MD 21044-3932
(410) 740-2425

Special Admissions

Atholton Adventist School 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.

Pre-Admission Testing

All new students must be tested prior to entering Atholton Adventist School. Testing will assist in planning the educational program and/or grade placement for new students.

Transcripts and other official documents from all previous schools must be submitted prior to admission.

All new students are placed on a 9-week probationary status.

Medical Records

All new students are required to present evidence within 20 days of enrollment of a current physical examination and an up-to-date Maryland State immunization record. Forms are available 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.

Financial Responsibility

Students with an unpaid balance from the previous school year, whether from Atholton Adventist School or any other school, will not be admitted for enrollment until satisfactory financial arrangements for payment have been made with the Finance Committee. Transcripts and school records for transferring students will not be released until full payment of the student account has been made.

FINANCES

Application Fee

An Application Fee of \$50.00 must be submitted with each new student application. The Application Fee is nonrefundable. The Application Fee covers the initial admissions process, including admissions testing.

Intent Fee

Returning students may submit a \$100.00 nonrefundable Intent Fee to reserve a space in a classroom for the upcoming year. The Intent Fee is applied towards the Registration Fee at time of registration.

Registration

Parents or guardians should register children for the next school year during appointed registration times. Contact the school office for specific information on dates and times.

Registration Fee

Students registering during the first semester will be charged the full annual Registration Fee. Students entering during the second semester will be charged 75% of the regular annual fee. The Registration Fee is non-refundable. The Registration Fee covers (but is not limited to) textbook rental, field trip costs, transportation costs incurred by 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.

Tuition

Tuition and other school fees are reviewed and set yearly by the School Board.

Tuition discounts are given when more than one student in the family is enrolled at Atholton Adventist School. The child with the highest tuition rate is billed at the full tuition rate. Additional children from the same family each receive a 10% discount on tuition, except for children enrolled in Pre-Kindergarten. There are no discounts given for Pre-Kindergarten fees.

Tuition is billed in 10 monthly payments (from August to May). Student tuition statements are mailed out during the last week of each month, and tuition is due on the 5th day of the following month.

Prompt payment of all school fees is expected. A \$35.00 charge will be assessed for late payment of fees or for any unpaid balance remaining on the student's account after the 5th of the month. Any student account that is more than 2 weeks past due may result in the student being excluded from class until the balance is

paid in full or satisfactory arrangements are made by the parents or guardians and approved by the Finance Committee.

Transcripts, report cards, or diplomas will not be issued for students with an unpaid balance. Graduating students will not be allowed to participate in graduation exercises unless the family's account is paid in full.

Financial Assistance

Parents seeking financial assistance with tuition payments should direct their request to the local Church Board where they hold membership.

Late Enrollment

Students enrolling any time during the first 20 school days 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 the parent/guardian 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. Rates for BASC are set by the School Board. Billing for BASC will be reflected on the regular monthly statement. An additional charge for late pick-ups will be applied.

Students dismissed from extracurricular activities must be picked up immediately at the close of the activity. Failure to pick them up promptly after an activity will result in additional after-school care charges.

Music Lessons

Private music lessons may be available by arrangement with an Atholton Adventist School-associated music instructor. A fee is charged by the instructor for private lessons. All fees are set by the music instructor and are paid directly to the music instructor.

Library Books

All library books should be returned to the library by following established procedures. At the close of the school year, report cards will not be issued to

students with library books that are still checked out until those library books are returned or a replacement fee is paid.

Textbooks

Textbooks are rented to the students by the school for use during the school year. 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.

Medical Care and Accident Insurance

Atholton Adventist School 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.

ACADEMICS

Atholton Adventist School provides curriculum instruction that meets Maryland state requirements and follows the curriculum recommended by the Columbia Union Conference 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 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 students participate in language arts, math, science, creative art, dramatic play, music, and computers through learning centers and group activities. The curriculum, which is a Bible-based curriculum developed by Griggs International Academy, is presented in thematic units. The developmental themes are designed to promote optimum 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 School 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 School has designed a curriculum that incorporates classroom activities and learning centers that help students to develop physically, mentally, socially, and spiritually and nurtures their natural curiosity and desire to learn. Kindergarten instruction provides readiness training that prepares students for the next levels of their education. Following Kindergarten, placement into Pre-First or Grade 1 is determined by testing.

Pre-First

Pre-First provides a transition from Kindergarten to Grade 1. The curriculum is designed to allow children the opportunity to mature developmentally so they can perform at their optimum learning ability when they move to their next level of learning. The Pre-First program provides opportunities for success and promotes an enthusiasm for learning that will instill a sense of well-being in each child. This program is coordinated with the Kindergarten and Grade 1 programs to avoid unnecessary repetition.

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	Reading	Computer
Mathematics	English	Physical Education
Science and Health	Spelling	Music
Social Studies	Handwriting	Art

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 will be respected. Students are encouraged to apply biblical principles to their lives and experience a love for the Word of God through personal experience. All 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.

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 of 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 are 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 encourages 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 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 skills, and to develop creative writing techniques. 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

All students are provided with an opportunity to participate in musical activities, which promote student appreciation for good music. All students in Grades 1-6 receive classroom music instruction, which includes, but is not limited to, a basic understanding of musical rhythm and note reading with singing, as well as the use of drums from around the world, recorders, and hand chimes. Students in Grades 5-8 have the added option of developing their musical skills and appreciation by participating in band, handbells, or select choir.

Private music lessons are offered by Atholton Adventist School-associated private music instructors. Private music lesson fees are paid directly to the instructor.

Computer

Computer opportunities are available for students. Students learn basic computer literacy and keyboarding. In addition to the basic computer concepts, students in grades 5-8 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.

Secondary Curriculum – Grades 9-10

Course Descriptions

Computer Education

Keyboarding (½ unit; 1 unit)

This course is designed to improve typing skills and speed, to introduce basic document formatting, and to acquaint students with ergonomic considerations associated with the use of computers. Daily practice and periodic timed tests are given to allow students to measure their progress.

Computer (½ unit)

This course is emphasizing Microsoft Office's word processing, spreadsheet, and presentation applications (Word, Excel, Access, Power Point, and Creative Suite 3 [graphic arts]). Concepts and applications learned are useful on a personal, educational, and occupational level.

English

English I (1 unit)

Freshman English includes a study of grammar, mechanics, spelling, and vocabulary. Students develop skill in writing short compositions, they study literary works of various types, and they help create communication materials such as the school yearbook and *Standard*, the school newspaper. Outside required library reading is included in the course.

English II (1 unit)

Sophomore English builds on the skills learned in English I. Students review grammar and mechanics, practice their writing skills, study selected literary works, and help create communication materials such as the school yearbook and the *Standard*, the school newspaper. Outside required library reading is included in the course.

Music

Select Choir (½ unit)

Choir is a singing organization open to students possessing basic singing skills. Several performances are scheduled throughout the year. A uniform is required. Permission of the music instructor is a prerequisite for admission to Select Choir.

Band (½ unit)

Band is an organization for those who enjoy playing band music and have had training on a band instrument. Regular rehearsals are held 2-3 periods per

week. Band instructor permission is required for admission to the band organization. A uniform is required for performances.

Foreign Language

Spanish I (1 unit)

This course develops the basic skills of understanding, speaking, reading, and writing of Spanish and to develop 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 days of its discovery to the present time. 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 up-to-date introductions 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, their education, arts, languages, and religions.

Mathematics

Pre-algebra (1 unit)

This basic course presents practical basic math and beginning algebra to help students prepare 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.

Pre-Calculus (1 unit)

This course provides the student with a background for college calculus. The structure and unity of Mathematics is stressed through the investigation of a variety of topics. Upon successful completion of this course, students will be able to address problems using the concepts of logic, series and sequences, families of functions, limits, real and complex number systems, trigonometry, derivatives, vectors, matrices, polar coordinates, parameterizations, and conic sections. Students are strongly encouraged to purchase a scientific or graphing calculator. *Prerequisite:* A “C” grade or above in Algebra II.

Physical Education

Health (½ unit)

This theory course covers physiology, nutrition, mental health, fundamentals of personal and community health, and safety education. Lifelong fitness is an on-going theme in this class. Health knowledge and practices reflecting Seventh-day Adventist philosophy will be covered.

Physical Education (½ unit; 1 unit)

This course is designed to instruct and aid students in physical fitness, team skills related to a variety of sports, and team sportsmanship. Typical sports covered include soccer, basketball, floor hockey, flag football, volleyball, etc. All students are required to take physical education.

Religion

Bible I (1 unit)

This course is designed to help students know Jesus more personally. The first semester of this course uses the textbook *In the Beginning God* in a study of creation, salvation, and the history and use of the Bible. The second semester of this course uses the textbook *God's Gift—Our Choice* in a study of the life of Christ. The book *Messiah* is used for supplemental reading.

Bible II (1 unit)

This course is designed to help students understand God's working with His people throughout history. *His Story—Just in Time* and *His Story—In Our Time* are textbooks used for the class. The book *Steps to Christ* is also used as supplemental reading. The historical focus will help students come to know the loving, redeeming God of Scripture.

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.

Biology II (Anatomy and Physiology) (1 unit)

This course gives a solid introduction to the essentials of human anatomy and physiology. All major body systems are studied and reinforced by laboratory investigations. Viral and bacterial processes are explored. Field trips to local hospitals and presentations by medical specialists round out this science course.

Home Arts/Consumer Science

Life Skills (1/2 unit)

This course is designed to give students a broad spectrum of life skills useful in everyday performance in school, as well in adult life. This course helps students to have a dream in life and understand how to achieve that dream, to look at people from different cultures and backgrounds as a resource for enrichment, to be aware of personal gifts and talents and know how to access additional strengths, to look at stressors as opportunities and challenges so they can feel more in control of life, and to recognize the God-given power each has to influence the world around them. This course will introduce, but is not limited to, career choices, personal finance, budgeting, home arts, study skills, and test taking skills.

General Academic Information

Academic Progress Reports

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

The school year is divided into four 9-week periods. At the end of each 9-week period, paper copies of academic progress reports are issued. In addition to these quarterly reports, mid-term reports are also issued online. Any parent wishing to receive a paper copy of a midterm report must make a specific request through the school office.

Parent-Teacher Conferences

Communication between the parent and teacher is vital to the academic achievement of the student. Two formal parent-teacher conference days are scheduled—one at the end of the first marking period and a second one at the end of the third 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

The grading system for grades 3-10 is according to the following table.

A+	100%	A	93-99%	A-	90-92%	Excellent
B+	87-89%	B	83-86%	B-	80-82%	Above Average
C+	77-79%	C	73-76%	C-	70-72%	Average
D+	67-69%	D	63-66%	D-	60-62%	Below Average
F	0-59%					Failing
I						Incomplete

All incomplete grades **MUST** be completed within the 2-week period following the end of that grading period.

The grading system for grades 1 - 2 is according to the following chart:

E+	100%	E	95-99%	E-	90-94%	Excellent
S+	80-89%	S	75-79%	S-	70-73%	Satisfactory
N	0-69%					Need improvement

The Kindergarten and Pre-First grading systems are explained on the respective report cards. Pre-Kindergarten reports are issued by the teacher.

Eighth Grade Graduation Requirements

Students are not automatically granted the privilege of participating in the graduation exercises. A student will forfeit participation in graduation exercises by exhibiting the following behaviors:

1. Failing to meet scholastic requirements
2. Exhibiting behavior that reflects poorly on the student, parents, or school.

Completion of requirements for eighth grade is awarded 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.

Homeschool Connection

Homeschool Connection is designed to foster cooperation between Seventh-day Adventist families who choose to homeschool and Atholton Adventist School. It also provides an environment for homeschooled students to become familiar and more comfortable with a structured school setting.

AAS activities available to homeschooled students may include, but are not limited to, field trips, outings, educational fairs, Weeks of Prayer, chapel programs, special programs, physical education, athletic activities, art and music programs.

To qualify for participation in Homeschool Connection, the student or the parent or guardian of the student must be a member of the Seventh-day Adventist Church.

Internet Use

Internet access is provided at Atholton Adventist School. However, this service does not include access to all Internet sites. Internet browsing is restricted through the use of software. Every student must have a Computer Use Agreement signed by both parent or guardian 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 School 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 School or promotion to the next grade.

School Hours

School hours for Pre-Kindergarten through Grade 4 are 8:30 a.m.-3:30 p.m. (Monday through Thursday). School hours for Grades 5-10 are 8:15 a.m.-3:30 p.m. (Monday through Thursday). Friday start times are the same as M-Th, but all students are dismissed at 2:00 p.m. on Friday.

In the morning, students report to Before-School Care if they arrive before 8:00 a.m. Students may not go to lockers or classrooms until the designated times for their class. Grades 5-10 report to the classrooms after 8:00 a.m. Pre-Kindergarten-Grade 4 report to the classrooms after 8:10 a.m.

In the afternoon, any students still on campus after 3:45 p.m. are sent to After-School Care, with the exception of the intramural team members. Students playing sports after school report directly to the gym on the days they are scheduled to play.

Absences

Written excuse slips for all absences should be submitted to the homeroom teacher. The note must contain the student's name, the date of the absence, the reason for the absence, and the parent's signature. Class work missed must be satisfactorily made up per classroom policy. Excused absences will be granted under the following conditions:

- Medical and legal appointments involving the student
- Personal illness/injury
- Death in the immediate family
- Individual situations that are declared by the administration to be of an emergency nature.

When parents plan to take their child out of school for a trip or any other unexcused absence, 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.

Tardies

Atholton Adventist School maintains a strict tardy policy. Students should allow sufficient time to take care of before-school needs, such as visiting lockers or the restroom. Students who are not **in their desks when the second bell rings** are considered tardy. To check your child's attendance status, access attendance records through Renweb or contact the school office.

Students who are consistently tardy will have their records reviewed by Administration and the School Board. The following tardiness policy is strictly enforced.

Six tardies within a given quarter may accrue without penalty. After the sixth tardy, **a \$10.00 charge will be added to the student's account for each additional tardy accrued within that quarter.**

Emergency Closings

Atholton Adventist School follows the Howard County School System delays and closings due to inclement weather, except for delays on Fridays. If Howard County Schools are on 2-delay on a Friday, Atholton Adventist School is closed. All other delays follow the Howard County School System 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.

Howard County School System information is announced on radio stations WBAL, 1090 AM; WLIF, 101.9 FM; and WRBS, 95.1 FM and on television station WJZ-TV, Channel 13. Internet information is available at www.schools-out.com.

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. 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.

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.

Intramural sports are available to students in Kindergarten through Grade 10 with the permission of the AAS coach. Schedules and teams are posted at the discretion of the coach. Some varsity sports are available to upper grade students. More information is available from the coach.

Lunches

Parents are responsible for providing a nutritious lunch. Parents are encouraged to eliminate highly sugared items from lunches. Caffeinated beverages and flesh foods and seafood of any kind are not permitted in school lunches.

When a child fails to bring a lunch to school, food will be provided for the student and a \$5.00 charge for this service will be added to the student's account. 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. Please do not have pizza and other food items delivered by a commercial carrier to a child at school.

Communicable Health Problem

The parent or guardian will be notified if a student is suspected of having a communicable health problem. The parent or guardian 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.**

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. Students may not have prescription or non-prescription medications in their possession while at school.

Telephone

The school telephone is a business phone. Students may not 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. The 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

Two weeks are set aside each school year for special spiritual emphasis. The Fall and Spring Weeks of Prayer feature guest speakers and student participation. Family members, homeschooled students, and church members are welcome to attend these special programs.

The student body meets one morning each week for assembly. Speakers include pastors, faculty, invited guests, and students.

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

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.

Before-School Care begins at 7:00 a.m. If school start time is delayed, the Before-School Care start time is delayed by the same amount of time as the school start time, except on Fridays. When there is a 2-hour delay on Friday, there is no school. In the event of a delayed opening, students may not be dropped off and left unsupervised on the school grounds. Listen for Howard County School System announcements for delays or closings.

After-School Care hours are 3:30 p.m.–6:00 p.m. Monday through Thursday and 2:00 p.m.–4:00 p.m. on Friday. Parents are given a 15-minute window of time to pick up their children before any after-school charges begin. However, children remaining on campus after 3:45 p.m. are assessed charges beginning at 3:30 p.m. (regular school dismissal time). After-School Care is not provided on days when emergency dismissal is in effect.

Parents or guardians are expected to pick up their children by the 6:00 p.m. closing time. **An extra \$3.50 charge is incurred per every 5 minutes that a student remains in After-School Care beyond the regularly scheduled closing time. Please be considerate of our BASC staff and pick up your child promptly.**

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. In 2005 Whelan and Associates, Inc., conducted our regular inspection. 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 POLICY

The dress standards of Atholton Adventist School emphasize neatness, cleanliness, and modesty. Students are expected to comply with the Dress Code 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.

Apparel		Pre-Kindergarten – Grade 10	
		Boys	Girls
Pants		Conservatively tailored khaki or navy blue pants All pants must have belt loops and be worn with a belt	
Shorts		Conservatively tailored knee-length khaki or navy blue Must have belt loops and be worn with a belt	
Skirt/Jumpers			Cotton broadcloth khaki or navy blue Pleated or flared, knee-length
Shirt	Field Trip Shirt	Wine colored with school logo Must be purchased from Dennis Uniform Co. before first field trip	
	Dress Shirt (Required for school programs)	Long-sleeve white dress shirt Tie required	Long-sleeve white shirt or blouse No tight-fitting sweater tops allowed
	Turtleneck	White, navy blue, wine, dark green (solid colors only), long-sleeved	
	Polo	White, navy blue, wine, or dark green	
Sweater/Vest/Sweatshirt		Navy blue, Wine, or dark green, solid colors only. Items must be worn correctly and may not be worn around the waist or shoulders.	
Shoes/Socks		Flat shoe with closed in toe and heel—no heels Athletic shoe with non-marking soles preferred (required gym wear) Socks—solid color that complements school attire (white, navy, black, etc.)	
Belt		Black, navy, or brown of proper length (No belt required for Pre-Kindergarten and Kindergarten students)	
<p>The following items are not allowed as part of the Dress Code Policy for boys or girls: Capris, jeans, corduroys, cargo pants • rolled seams, rivets on seams or pockets of pants, shorts, or belts • satin, silk, or velvet clothing • stretch-type clothing • sleeveless shirts or blouses (boys or girls) • holes or patches in pants • baggy pants, shirts, or sweatshirts • hats</p>			

Shirts with buttons must have all buttons buttoned except for the top button. If T-shirts and undershirts worn under the polo shirt are visible, they must be one of the 4 acceptable colors: navy blue, white, dark green, or maroon. Long-sleeved shirts may not be worn under short-sleeved polo shirts. All shirts should be appropriately sized.

Hairstyles 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. Boys' hairstyles should be neatly trimmed around the face, ears, and neck. Students' natural hair coloring is expected. Faddish or extreme hairstyles will not be permitted.

Jewelry (rings, bracelets, chains, earrings, etc., including toy or string-type jewelry and hair supplies around the wrist) may not be worn. Any make-up that is clearly visible is not allowed. Eye make-up, lipstick, and colored nail polish may not be worn.

Initially, failure to comply with the Dress Code Policy may result in a \$5.00 fine, payable the next school day. Repeated offenders will be sent to Administration for further discipline.

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 School 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 School 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). These 3 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, pocketknives, 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 School 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.

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 School 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
8. Noncompletion of disciplinary assignment—failure to fulfill any agreement or assignment
9. Lying—telling any kind of falsehood
10. Inappropriate display of affection—kissing, handholding or body contact during school or any school-sponsored or school-related event or activity.

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

- a) First referral within a sixty (60) day period = one (1) after-school detention
- b) Second referral within a sixty (60) day period = two (2) after-school detentions; the student will also be placed on disciplinary probation
- c) Third referral within a sixty (60) day period = one (1) day suspension from school. (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 telephone attempts to reach a parent or guardian at home or work are unsuccessful, teachers may send a letter describing the difficulty and request parental contact. A conference with the parent, student, and teacher 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.

The principal will visit with each student referred for a Level II behavior. The purpose of this visit will be 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 that 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. Lewd conduct—obscene literature or lewd or suggestive conduct.

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 considered 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 AAS
- 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 AAS.

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. Any new policies will be immediately communicated to parents or guardians and will carry equal force to the other information contained in this Handbook.