

Students and unauthorized visitors are not permitted to take, post, or forward any pictures of OAA students or personnel while on school property without written consent from the school.

**DA 5, 6**

**VIOLATION OF SUSPENSION:**

Includes, but is not limited to, coming on campus or attending school activities.

**DA 5, 6**

**VIOLATION OF STUDENT DRIVING POLICY:**

**DA 3, 4, 5**

**CURRICULUM AND ACADEMIC POLICIES K – 8**

At Oakwood Academy the course of study for grades K – 8 shall include learning experiences in the following areas:

- ◆ Bible
- ◆ Social Studies
- ◆ Language Arts
- ◆ General Science
- ◆ General Mathematics
- ◆ Practical and Fine Arts
- ◆ Health and Physical Education

**Academic Redemption Policy – Grades 7 & 8**

In order to remain a student in good standing at Oakwood Adventist Academy, each student must maintain a GPA of at least 2.00. Students whose cumulative GPAs fall below 2.00 for the most recent quarter require Academic Redemption, a 1-quarter long intervention plan designed to assist the student in regaining the status of good standing at OAA. OAA Administration will conduct a meeting with the student and his/her parents(s)/guardian(s) to discuss the plan to help the student achieve the goal of GPA improvement.

The intervention plan is a partnership between the school, the student, and the parent. The plan requires each partner to participate in the student’s Academic Redemption in the following ways:

**School’s Partnership Goal:**

- To provide an update of the student’s grades every 3 weeks
- To provide the student with an assignment book
- To monitor the appropriate use of the assignment book at regular intervals

**Student’s Partnership Goals**

- To record assignment information for each class on each day in the provided assignment book

- To obtain signatures in the provided assignment book from each teacher and from the parent/guardian on each day
  - A school administrator will check the assignment book periodically, so students should endeavor to keep the book updated at all times
- To attend meetings twice per quarter with the Academic Dean to review progress in each class

**Parent/Guardian’s Partnership Goal**

- To initiate conferences with teachers every other week for the duration of the Academic Redemption period
  - Conferences may occur via telephone, email or in person

In order to help them maintain focus on their studies, students undergoing Academic Redemption are restricted from certain activities including:

- Functioning as an officer of a school organization
- Participating in intramural or other school sports
- Participating in non-academic overnight activities

In order to complete Academic Redemption, the student must raise his/her cumulative GPA to at least 2.00 by the end of the quarter. Students undergoing Academic Redemption who are unable to raise their GPAs to the minimum 2.00 by the end of the quarter must demonstrate satisfactory progress toward that goal. Students who fail to raise their GPAs to 2.00 and who demonstrate little to no progress toward the goal may be asked to withdraw from OAA.

**K-8 Grading Scales**

| <b>Grade K-2</b>                       | <b>Grades 3-8</b>    |
|--|----------------------|
| <b>I</b> Independently Achieves Skills | <b>A</b> (90 - 100%) |
| <b>P</b> Progressing Towards Skills    | <b>B</b> (80 - 89%)  |
| <b>NT</b> Needs More Time              | <b>C</b> (70 - 79%)  |
| <b>N</b> Not Addressed                 | <b>D</b> (60 - 69%)  |
|  | <b>F</b> (Below 60%) |

**Honors Scale**

- Principal’s List            GPA of 3.75 or higher
- Honors List                GPA of 3.50 to 3.74
- Honorable Mention        GPA of 3.0 to 3.49

## Homework

Homework should be an enrichment of the regular classroom activities and individualized for a particular student or group. Assignments will vary depending upon the type, time needed, interests and availability of resource material and personnel. Therefore the school establishes the following homework guidelines. Homework will be modified during weeks of prayer. Homework will not be given on prayer meeting night, or during standardized test weeks.

|              |                          |
|--------------|--------------------------|
| Grades 1 & 2 | Not more than 20 minutes |
| Grades 3 & 4 | Not more than 30 minutes |
| Grades 5 & 6 | Not more than 60 minutes |
| Grades 7 & 8 | Not more than 90 minutes |

## Kindergarten Curriculum

Kindergarten Stepping Stones is the new faith-based kindergarten curriculum that integrates language arts and reading, math, science, social studies, art, music, physical education, dramatic play and technology.

The program recognizes that young ones are created in God's image and must be nurtured to think, learn, choose, and grow. It is responsive to individual differences in developmental stages, abilities, and interests.

## Primary Grades

When a student does not enter a formal school program until seven or eight years of age, faster progress during the first two or three years of school may be expected. Likewise, a grade placement adjustment may be advisable if a child started school too early or is immature. Adjustments during the first two or three years of school should be based on a continuous progress plan rather than 'skipping' or 'repeating', and should not be considered as acceleration or retention.

## Acceleration or Enrichment

Rarely should a student be accelerated after the third grade. Exceptions may be made only in the case of an older student who was not appropriately placed during the primary grade. Usually lateral enrichment rather than vertical acceleration is recommended in upper grades. With rare exception, a child should not be placed above his/her age group (5 years plus the grade level).

## Exceptional Students

Process for Determining Exceptional Students:

1. Admissions screening i.e. placement exam and application/transcript review.
2. Prerequisite assessments and behavioral observations are given in the first two weeks of school.
3. Identify students operating more than one year below grade level

4. A meeting is held with administrator, parent, and teacher to discuss proceedings. A recommendation for probation, intervention or an alternative program will be shared with the parent or legal guardian and reported to the HASDA Board.
5. A follow-up letter of the meeting is sent to the parent or legal guardian

## Retention

Retention can be very traumatic for students above the primary grades. The decision to retain should not be based on academic achievement alone, but on the various factors as stated above. Any needed retention should be completed as early as possible and generally should be avoided at the 7<sup>th</sup> and 8<sup>th</sup> grade levels. It usually is preferable to have students make up deficiencies during summer rather than be retained. A student should not be retained more than once in his/her school experience. Throughout the school year documentation should be placed in the class register outlining special work given to accommodate a student's special needs.

## Retaining or Accelerating Students

Oakwood Adventist Academy is organized on the general expectation that most students will progress through school at the rate of one grade per year. Teachers must submit a proposed Grade Placement Form and obtain conference approval before retaining or accelerating a student. This form should be submitted several weeks prior to the adjustment. A letter outlining the student's needs should accompany the form. The South Central Conference Office of Education must approve any exception to these guidelines.

## Student Support Team (SST)

The Student Support Team's primary function is to provide intensive intervention for students who are academically performing significantly below grade level. SST works effectively with teachers and staff members to analyze student challenges and design interventions powerful enough to affect the desired change. SST does NOT create IEPs or determine eligibility for special education services, but can refer or recommend community resources to parents that need further assistance.

### SST Functions

- Provide a modified report card reflecting operating level and accommodations.
- Utilize the REACH program to guide interventions as prescribed by the Southern Union
- Utilize interim testing and monitoring for math and reading for all students
- Reviews existing Individualized Educational Programs (IEPs)
- Validate formulated interventions beneficial to the needs of the student
- Provide community resource information
- SST is comprised of Special Education teachers, Psychometrist, Social Worker, Registrar, Pastors, Academic Dean and Vice Principals

- SST Chair (Academic Dean) monitors the implementation of all interventions and conducts scheduled meetings with parents, students and teachers
- SST specialized testing process: (1) The parent calls the local special Education office; (2) begin referral process; (3) If the student qualifies for testing he/she is set up at the nearest public school site to be tested; and (4) determine qualification for Special Education from exam results and an IEP is written. The Huntsville City Schools contact number is 256-468-6970.

### **F.A.C.T. Program**

The F.A.C.T. (Facilitating Academic Connections Thematically) Program is an extended day curriculum designed to provide: homework tutoring, reading, writing, math enrichment, and accelerated activities for current OAA students in grades K-12. Please see cost information on page 8 under “Financial Information.”

### **Scholastic Reports**

Parents are expected to regularly check the RenWeb online grade book and with the school regarding their child’s academic progress. However, grades and progress reports are released to parents and guardians according to the following schedule:

- **Interim Reports** are emailed to parents and guardians and are available in RenWeb 4½ weeks after the beginning of each nine-week period. If a parent does not receive the report in a timely manner the school should be notified.
- **Report Cards** are mailed at the end of each marking period. Parent/ teacher conferences are held at the end of the first and third nine-week grading period. Parent/teacher conferences are encouraged throughout the school year. Please contact the teacher to request a conference. Final report cards will be mailed when accounts are paid in full.

## **TESTING**

### **Kindergarten Assessment**

Kindergarten students are assessed throughout the school year. The purpose of the assessment is to enable teachers and parents to learn more about their children, track their progress over time, plan for their continued learning, and report effectively to each other.

### **The IOWA Test of Basic Skills (ITBS)**

This test is administered in the fall and spring of each school year to grades 3 - 8. It measures how well a student has mastered basic skills. The test results are used to determine a student’s strengths and weaknesses so that an instructional program can be planned accordingly.

### **STAR Math and Reading Benchmark Testing**

Benchmark assessments monitor the progress of a student. STAR math and reading benchmark assessments are given four times during the year. All results are mailed home for parent review.

### **WrAP/An informal Writing and Reading Assessment Profile**

WrAP is a running record that can be any appropriate length. WrAP uses a reading record, which is a simplified version of a running record. WrAP is an informal assessment, designed to inform instruction. Information from the assessment is used to guide decisions that will make a positive impact on reading growth.

### **Eighth Grade Requirements**

In order to receive a certificate of completion from the 8th grade, students must receive a passing grade in Bible, English, math, science and social studies in 7<sup>th</sup> and 8<sup>th</sup> grade. All seventh, and eighth grade courses must be completed with a minimum average grade of 60% or above before a certificate can be issued.

### **Candidates for Eighth Grade Graduation**

It is the policy of Oakwood Adventist Academy to accept academic credits from schools bearing recognition or accreditation by authorized regional or national accrediting agencies in the United States and foreign countries. The Academic Committee must review academic credits from non-accredited schools. Non-accredited home school grades/GPA will not be factored into OAA’s GPA. Official records must be received by the end of the first month of school.

### **GRADUATION HONORS**

**Principal’s List** (cumulative GPA of 3.75-4.0 for the seventh, and eighth grades) – Kelly Green cord

**Honor Roll** (cumulative GPA of 3.50-3.74 for seventh, and eighth grades) – Gold cord

**Honorable Mention** (cumulative GPA of 3.00-3.49 for seventh, and eighth grades) – White cord  
 Grades from the four semesters (7<sup>th</sup> and 8<sup>th</sup>) will be used to calculate the average for the eighth grade year. The honors for the traditional valedictorian and salutatorian are reserved for the high school graduation.

**Eight Years** at Oakwood Adventist Academy – 8 Years Recognition Pin

**Eight Years** of Seventh-day Adventist Christian Education – Silver cord

\*Students will be recognized in one category only.

**National Junior Honor Society** – Blue and White cord

**Class Officers** – Symbol recognition