

# SOUTHERN UNION EDUCATION CODE



**SOUTHERN UNION CONFERENCE  
OFFICE OF EDUCATION  
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**2017/18 – 2018/19**

## ADDENDUM TO THE 2017-2019 CODE BOOK

### STRUCTURE OF ORGANIZATION

1112

Approved Seventh-day Adventist schools are operated according to the basic policies adopted by the General Conference Office of Education, which is the central coordinating office for all Seventh-day Adventist church-operated schools throughout the world.

In the North American Division the coordination, supervision, and promotion of education is divided among nine Union Conferences, each with its own Office of Education and Director of Education. The Southern Union is one of these nine Unions. Through its Director of Education and the Southern Union Board of Education, it coordinates and directs the work of Seventh-day Adventist church-operated schools in the eight states of Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

The Southern Union is subdivided into eight local Conferences, each with its own office of education, under the direction of the conference superintendent of schools/vice-president for education. Problems of policy or administration in education in a local conference are handled through the superintendent's office and not through the Southern Union, North American Division, or General Conference.

### EDUCATION CODE, USE OF

1116

The *Southern Union Education Code* is an organized compilation of policies and guidelines for the operation of a birth - grade 12 system of education within the Southern Union. It deals with minimums, i.e. procedures, library holdings, certification standards, buildings, equipment, etc. It also sets maximums, i.e. finances, salary remunerations, teacher loads, etc.

Each conference board of education and Superintendent should be familiar with the *Education Code* and explain its application to local School Boards so that their relationship to the *Education Code* can be clearly understood and properly applied.

Local conferences are expected to follow the *Education Code* in the operation of their birth - grade 12 system. Should a conference desire to clarify or supplement the *Education Code* they should have such additions or supplements voted by their conference board of education, ratified by their Conference Executive Committee and have all employment issues reviewed by legal counsel.

### THE SOUTHERN UNION OFFICE OF EDUCATION

1118

The Southern Union Office of Education is an administrative office operating within a structure authorized by the Union Executive Committee, which is its constituent body. It is concerned with education at all levels. The approval of financial policies and budgets for Union Conference education activities is the responsibility of the Union Executive Committee and shall be in accordance with the *General Conference Working Policy*. The Office of Education shall be staffed with the following personnel: director of education, associate directors of education, certification registrar,

administrative assistants and special assignment personnel as approved by the Union Executive Committee.

The Functions of the Office of Education shall be but not limited to:

1. Administration and Supervision
  - a. To develop and maintain a cohesive program of birth - grade 12 education involving school and Conference educational personnel in terms of the policies of the Union Board of Education and the North American Division Office of Education.
  - b. To foster a climate of inquiry and research in which surveys, reports, plans, and other educational areas are seen as critical ingredients of the educational administrative programs.
  - c. To establish and maintain regularly scheduled educational councils.
  - d. To write job descriptions for Union education personnel within the structure authorized by the Union Executive Committee.
  - e. To act as certification agent for all education personnel within the Union.
  - f. To advise the Union Executive Committee on educational problems, policies, standards, and practices.
  - g. To participate in the program of on-site school evaluations whenever possible.
  - h. To cooperate with Conference offices of education in initiating, conducting, and/or coordinating in-service education programs.
  - i. To prepare and submit statistical and financial reports as required by the North American Division Office of Education and require the necessary reports from local Conferences and academies.
  - j. To develop a systematic plan by which Conferences are to keep accurate records of all students and education personnel.
  - k. To apply North American Division guidelines in processing applications to teach secondary subjects in nine- or ten-grade schools, and to give authorization when the guidelines are met.
  - l. To approve applications for the establishment of new junior academies.
  - m. To cooperate with college departments of education in teacher preparation.
  - n. To provide leadership in acquainting the constituency with the imperatives of Seventh-day Adventist education.
  - o. To support and promote the Association of Seventh-day Adventist School Administrators (ASDASA).
  - p. To develop and maintain effective working relationships with local and state offices of education and with regional accrediting associations.
  - q. To serve as member(s) or consultant(s) to the Union Conference sub-committees in matters pertaining to education, such as building and finance.

- r. To assume responsibility for the development and annual publication of a list of approved textbooks and other curriculum materials.
  - s. To process applications for the establishment of senior academies, and to make recommendation to the North American Division Office of Education.
2. Curriculum
- a. To develop a specific statement of the philosophy of Seventh-day Adventist Christian education for each area of curriculum development.
  - b. To establish and maintain an on-going program of curriculum and development with emphasis on students' needs.

Among the functions of curriculum committees are the following:

- 1) To explore and identify ways of organizing resources for the purpose of improving learning opportunities.
- 2) To develop a compendium of performance objectives for use by groups and/or individuals.
- 3) To evaluate and authorize proposals for experimental programs which may be initiated by individual schools.
- 4) To provide leadership with professional development.
- 5) To structure an effective program of student assessment.

## **THE CONFERENCE OFFICE OF EDUCATION**

**1130**

The Conference Office of Education is an administrative office operating within a structure authorized by the Conference Executive Committee.

- 1. Personnel of the Conference Office of Education
  - a. Superintendent of schools/Vice President for Education
  - b. Associate Superintendents and/or other personnel assigned to the Office of Education Professional qualifications for educational personnel include the certification appropriate to their positions.
- 2. Functions of the Office of Education
  - a. Administration and supervision
    - 1) To serve as executive secretary and agent of the Conference Board of Education in administering and supervising the Conference birth - grade 12 system of education in accordance with the educational policies of the Union Board of Education along with state and local governing policies.

- 2) To serve as the agent of the Conference Board of Education in recruitment, placement, evaluation, transfer, and dismissal of educational personnel in consultation with school administration, committees, and Boards.
- 3) Counsel School Boards in the selection of non-certificated personnel such as teacher assistants (aides), administrative assistants, and others to recommend for employment to the Conference Board of Education.
- 4) To develop and implement a plan of classroom supervision and instruction.
- 5) To prepare job descriptions and establish areas of responsibility for each member of the Office of Education staff.
- 6) To provide leadership in the development of long-range plans for educational growth in areas such as budgeting, school evaluation, curriculum, facilities, personnel, establishment of new schools or consolidation of existing schools.
- 7) To provide leadership for administrator and teacher professional development.
- 8) To foster positive relationships between home, church, and school.
- 9) To implement the Union Conference wage scale.
- 10) To insure that all education personnel are properly certificated.
- 11) To assist in coordination between the Office of Education, the Conference administration, and the constituency.
- 12) To prepare a master calendar providing for activities such as:
  - a) School visitation
  - b) Teacher counseling
  - c) In-service meetings such as conventions, workshops, and drive-in Conferences
  - d) Board meetings
  - e) Weeks of spiritual emphasis
  - f) Weeks of Spirit of Prophecy emphasis
  - g) Parent-teacher conferences
- 13) To acquaint the constituency with the imperatives of Seventh-day Adventist Christian education.
- 14) To assume responsibility for the maintenance and safekeeping of attendance and scholarship records.
- 15) To be responsible for the preservation of all records of discontinued schools.
- 16) To place the Union and North American Division Offices of Education and University Department(s) of Education on the mailing list for bulletins and other professional materials.
- 17) To assume responsibility for the development and maintenance of an effective school health program.
- 18) To assume responsibility for the maintenance and safekeeping of up-to-date service records for educational personnel.

- 19) To compile and present to the Union Office of Education requests for permission to teach secondary subjects in junior academies (by April 30 of the school year).
- 20) To supply each school with essential record keeping materials.
- 21) To provide teachers with the approved Southern Union Textbook List and other curriculum materials.
- 22) To support and promote the Association of Seventh-day Adventist School Administrators (ASDASA).
- 23) To promote the circulation of General Conference educational journals.
- 24) To assume leadership in encouraging professional growth for educational personnel.
- 25) To promote Home and School Associations.
- 26) To work in conjunction with the Union Office of Education on a master schedule for the Conference school evaluation program.
- 27) To gather and process reports required by the Southern Union Office of Education and NAD Office of Education.
- 28) To consider applications for the establishment of new elementary schools in consultation with the Conference Board of Education and to process requests for junior and senior academies and make recommendations to the Union Conference Office of Education.
- 29) To assist with professional development for School Board and Home and School leadership.
- 30) To compile and maintain a current child/youth census.
- 31) To survey and compile data on enrollment, achievement, certification statistics, and other trends within the Conference.
- 32) To develop and maintain effective working relationships with the local and state Offices of Education and regional accrediting associations.

b. Finance

- 1) To counsel with school committees in the preparation of annual budgets and to process these projections from the schools in the preparation of the Conference educational budget.
- 2) To include in the Conference educational budget adequate provision for items such as:
  - a) Salaries, in-service education, preparation for advanced denominational certification, conventions, workshops, and other activities
  - b) Curriculum development
  - c) Contingencies
  - d) Personnel expenses such as moving, medical, educational, and professional equipment
- 3) To compile from school projections budget requests for capital appropriations.
- 4) To submit to the Conference Board of Education for its approval the annual budget for the Conference system of education.

- 5) To assure that schools are audited annually in accordance with North American Division Office of Education policies, and that copies of audited statements are placed on file in the Conference Office of Education.
- c. Curriculum
- 1) In cooperation with the Union Conference curriculum committee, to provide leadership for and maintenance of an on-going program of curriculum development with teacher and other church member involvement.
  - 2) To implement curriculum policies of the Union and Conference boards of education.
  - 3) To initiate, encourage, and evaluate experimental programs in terms of specific needs.
  - 4) To conduct pilot studies in cooperation with the General Conference and Union offices of education.
  - 5) To initiate and conduct research projects and surveys as needed.

#### **THE CONFERENCE BOARD OF EDUCATION**

**1131**

Each conference in the Southern Union shall organize a conference board of education which is the administrative authority for the Conference educational system. Educational policies are determined by the Union Board of Education. Policies and standards adopted by the Conference Board of Education must be in accordance with those of the Union Board of Education. The Conference Board of Education shall meet a minimum of twice annually. The Conference Executive Committee shall serve as the constituency of the Board of Education. The Committee will appoint the members of the Board according to the Conference Board of Education constitution for a term of office concurrent with the term of the Conference Executive Committee members.

1. Membership may include, but is not limited to:
  - a. The Conference President or his designee, chair
  - b. The Conference Superintendent of Schools/Vice President for Education, secretary
  - c. The Conference associate superintendents
  - d. A maximum of four additional members from the Conference Executive Committee
  - e. The Southern Union Director of Education
  - f. Additional members selected from the following categories: pastors, laymen, school board chairpersons, principals, and teachers representing birth – grade 12 classrooms.
  
2. Functions shall include but not be limited to:
  - a. To assume general administrative authority for long-range planning of the Conference educational system
  - b. To approve an adequate and balanced annual budget

- c. To consider and act on the recommendations of the Superintendent of Schools/Vice President of Education in the employment, transfer, and dismissal of educational personnel
- d. To review wage and salary rates for educational personnel within the wage scale of the Union Conference
- e. To support the General and Union Conference programs of school accreditation
- f. To approve the school calendar with a minimum of 180 school days (CODE 1232)
- g. To arbitrate appeals and grievances
- h. To evaluate the facilities in terms of student needs and population projections as well as develop an over-all long-range plan for erecting new facilities, renovating, and/or remodeling existing facilities
- i. To receive and process applications from schools desiring to teach secondary subjects
- j. To evaluate recommendations of the superintendent of Schools/Vice President for Education regarding new schools, and/or consolidation of existing schools

**CONSTITUENCY**

**1133**

1. Definitions

- a. The constituency refers to a church or group of churches supporting the operation of a school.
- b. Local constituency is a church or group of churches within a district supporting a school.
- c. Conference constituency is the combined churches of the conference supporting a school, usually a senior academy that is often a boarding school.

2. Membership

The membership is the church membership within the constituency of the school including administrative representation from the Conference leadership and the Union Office of Education.

3. Meetings

The local school constituency should meet annually or as specified in the school constitution. Special meetings may be called as needed as outlined in the school bylaws. Conference school constituency meets along with a duly called Conference constituency or as called by the Conference Board of Education and or Executive Committee

4. Functions

- a. Functions of the constituency:
  - 1) To receive reports of the school's operation
  - 2) To provide adequate financing for the general operating costs of the school
  - 3) To consider financial plans for major capital improvements as recommended by the school board



- 4) To consider plans and policies for the operation of the school as recommended by the School Board
- 5) To encourage the organization and maintenance of a Home and School Association
- 6) To establish and adopt a constitution and bylaws in harmony with Union and Conference policies, which defines the principles and guidelines by which the school shall operate
- 7) To consider the school operating budget

**SPIRITUAL MENTORING** **1200**

The spiritual curriculum with its broad concepts is the central factor justifying the existence of Seventh-day Adventist schools. This religious focus is an essential part of the educational process, contributing vitally to the all-around development of the individual, and should therefore be made an integral part of the school culture. The tone of the entire school day should give evidence of the religious objectives of the school. Not only will the Bible classes have a prominent place in the daily schedule, but all classes and activities will emphasize Christian character building through the integration of faith and learning.

**WORSHIP PERIODS** **1201**

Every day, schools have the opportunity to impact the life of a child. Intentional care should be given in the preparation of meaningful daily worships or assemblies. Teachers should not overlook the value of closing the day with a devotional activity that will help affirm the lessons learned through-out the day.

**WEEKS OF PRAYER** **1203**

A minimum of two weeks of prayer or spiritual emphasis shall be planned for every school year—one in the fall, the other in the spring. In addition, students should be given encouragement to participate in baptismal/bible studies throughout the year.

**CHAPEL /SCHOOL ASSEMBLY SERVICES (9-12)** **1204**

Time should be set aside in the school program for regularly scheduled chapel/assembly services. This time shall be planned to create a positive spiritual atmosphere.

**SERVICE ACTIVITY** **1209**

Witnessing and service is a vital part of every person’s spiritual growth and is integral to every

Adventist school. It is a major goal of Adventist education to instill into students the concept that witnessing and service is a way of life for the followers of Jesus Christ. Each school will provide a variety of activities that will engage a student's interest to serve. The staff shall encourage the students by instruction and example to participate in service activities both within the church structure and in the community.

#### **FUNDRAISING PROJECTS**

**1215**

Fundraising can play a vital role in enhancing the quality of education in the school. It can provide funds for many of the "extras" which the school might not otherwise be able to afford.

Fundraising projects are to be in harmony with denominational principles. The board shall establish policies to govern all fundraising activities of the school including a process for approval

It is a primary responsibility of the school board to protect the teaching-learning hours from the encroachment of non-educational activities and projects. Fund raising should not be allowed to take students from school or consume a significant amount of the teacher's or student's time. All fund raising projects should be administered according to state and federal tax regulations.

#### **COMPETITIVE CONTESTS AND INTERSCHOOL SPORTS**

**1216**

Adventist schools that participate in an interscholastic athletic program shall have a written sports plan that will be reviewed and approved annually by the faculty and school board. The scriptures remind us, "Whatever you are doing, put your whole heart into it, as if you were doing it for the Lord and not for men, knowing that there is a Master who will give you your heritage as a reward for your service" —(Col 3:23, NEB).

The plan will ensure that:

1. The opportunity for developing student's character and physical giftedness through athletics is aligned with the school's mission.
2. The goals of the athletic program are integral to achieving student learning standards.
3. The allocation of time and resources for athletics does not minimize the focus on spiritual, academic, or social programs.
4. Students, parents, and coaches are educated and empowered to positively impact the community.
5. Required training is completed by all coaches, paid or volunteer, at all levels (elementary and secondary) to ensure the academic, physical, and spiritual safety of students before they begin coaching of any sport.

All sports programs within the Southern Union dealing with elements of competition are to reflect the "Guidelines for Activities with Elements of Competition" (Supplement G).

## **RECREATION PERIODS**

**1217**

The teacher(s) should organize the supervision of recreational periods for their students. Students appreciate their teachers who participate along with them in their games and activities. Continual guidance needs to be given to ensure the student's character development is most important throughout all chosen activities.

## **HOLIDAY ACTIVITIES AND DECORATIONS**

**1218**

In recognizing holidays, room decorations and activities should be chosen which are in keeping with the principles of Seventh-day Adventist Christian education.

## **SCHOOL BUS SAFETY AND OPERATIONS**

**1225**

In schools that operate a bus route or have a bus for school activities, the following policies are to be followed regarding the operation of school owned buses.

1. **Definition**  
The definition of church, camp, and school buses includes all vehicles designed for carrying more than ten persons including the driver.
2. **Bus Use**  
Buses shall be used only for official activities of the Seventh-day Adventist Church and shall not be loaned, leased, or rented to individuals or nondenominational organizations.
3. **Maintenance**  
Each bus shall be systematically inspected and shall adhere to a regular maintenance schedule with all chassis, suspension, steering, and brake work to be done by certified mechanics. A copy of the maintenance schedule and all other written records of maintenance shall be kept current and available for review.
4. **Driver Qualifications**  
Each driver shall be properly licensed to drive the vehicle and shall have fulfilled prescribed hours of training as required by local law. The recommended minimum age for drivers shall be 21 years old. A minimum allowable age of 19 years may be granted with the approval of the Conference Board of Education or Executive Committee.
5. **Driver Record**  
Prior to driving, the motor vehicle record of each driver shall be obtained from state records and reviewed. Each driver shall have an acceptable driving record with not more than two traffic citations during the previous three years and no at-fault accidents while driving any vehicle. When a driver does not meet the above driving standard, he or she shall not be assigned to or retained for a driving position.

6. Daily Inspection  
Before operating the bus, the driver shall ensure that the bus is in safe mechanical condition, is equipped as required by law, and that all equipment is in good order. If immediate repairs cannot be accomplished, substitute transportation is to be arranged.
7. Load Capacity  
Buses shall not carry more than the official-rated load capacity.

**SCHOOL DAYS, MAKE-UP**

**1238**

Where school time is lost because of adverse weather conditions, the school should meet the minimum requirements of the state where the school is located.

**TELEPHONE REQUIREMENT FOR SCHOOLS**

**1246**

All schools must have a telephone on the school premises so that students and staff have ready access in case of emergency. If the answering machine is used during school hours, the message must give the name and telephone number of someone who is immediately available in case of emergency.

**MOBILE DEVICES / INTERNET USE POLICY**

**1247**

Each Conference and school shall develop a mobile device and Internet Acceptable Use Policy for implementation in all schools for each of the grade levels K-1, 3-6, and 7-12, with use rules, safety rules, and legal implications. Individual school policy will be based on the Conference policy and may make additions, but may not delete portions of it. Each school's Internet Acceptable Use Policy will include but not be limited to the following and should be evaluated and updated annually:

1. A filter limiting student Internet access
2. An age appropriate contract signed by students and parents outlining standards for Internet use
3. A statement guaranteeing the privacy of all student work
4. Protection of passwords
5. Access privileges
6. Use limited to educational purposes

**CLASS RECORD/GRADE BOOK**

**1254**

Every school shall maintain up-to-date academic records for each student. Only approved school information systems (SIS) compatible with the North American Division data roll-up process is authorized for student record administration. The class record/grade book is a legal document and is the property of the school. Daily attendance must be part of the record keeping process.

It is of supreme importance for every Seventh-day Adventist to promote Adventist Christian education. It is imperative that all denominational workers, particularly evangelists and pastors and school board members intensify their effort to make clear to church members and new converts alike, the fact that Adventist Christian education's mission is working hand in hand with the local church for the redemption of every student, an essential belief of the Seventh-day Adventist Church. Conference workers promote this belief more effectively when their own children are enrolled in Seventh-day Adventist schools. Every school shall have a marketing promotional plan intentional towards inviting new families to participate in Adventist Christian education.

**MARKETING/RECRUITMENT****1276****1. Definition**

Marketing is the act of presenting products or services in such a way that as to make them desirable. Marketers develop strategies that are designed to educate consumers about a product's most important features, persuade them to buy it, and then enhance their satisfaction with the product so consumers will become lifelong customers. In the case of Christian education marketing's major component is recruiting and retention of students. It requires school leadership to ask the question "How can we become more competitive socially, spiritually, environmentally, financially, and academically?" Schools must define their customer profiles and develop strategies that will target each group.

**2. Marketing: Responsibility**

Since the trend among Adventist parents has shifted away from church school being the "default model," marketing now requires 100% effort and intentional planning. With such a wide range of educational opportunities available to families, Adventist schools must compete to attract students. A committed team, comprised of the principal, board members, pastors and teachers, must work together to successfully promote the school. All Adventist schools should have a marketing plan and committee to ensure that continual school recruitment efforts are in place which are consistent with the school's mission and vision.

**3. Marketing: Suggestions that work**

a. Marketing/recruiting includes building relationships by delivering a quality product/service through:

- 1) A program of continuous school improvement
- 2) Developing an integrated curriculum
- 3) Following the principles of the Adventist EDGE
- 4) Using current technology in both administration and instruction
- 5) Providing a safe, clean, and orderly environment

b. Suggestions that should be considered for any marketing plan:

- 1) Remember that home visitation is the most effective method to build school enrollment
- 2) Develop a data base with names of prospective students
- 3) Make personal telephone calls, send e-mails, letters
- 4) Return calls within the same day, E-mails within 48 hours
- 5) Send handwritten notes, greeting cards
- 6) Prepare weekly progress report
- 7) Solicit pastor(s) support and involvement
- 8) Have students present Christian Education Day, Sabbath school, and vesper programs
- 9) Provide after school supervision/tutoring
- 10) Conduct spring preregistration with financial incentives
- 11) The material above was contributed by DRS Marketing.

## **Admission Policies**

### **GENERAL ADMISSION POLICIES**

**1600**

Seventh-day Adventist schools are open to young people who enroll for the purpose of doing earnest, faithful work, and who have a desire to develop a Christian character. While schools may not be equipped to provide for certain types of special needs students, efforts should be made by the School Board, in collaboration with the parents to see that student needs are met.

All students who present themselves for admission to the school thereby pledge to willingly observe all its regulations, to uphold the Christian principles upon which the school is operated and, to the best of their ability, perform all school duties assigned to them. It is also understood that should they break their pledge, they forfeit their right to attend the school. If they are retained in the school, it is at the discretion of the faculty and of the school board.

Seventh-day Adventist schools accept students in accordance with state compulsory attendance laws. It is the responsibility of the Union and Conference offices of education to be informed regarding these laws and to interpret them to the church constituency.

### **NON-DISCRIMINATION POLICY, STUDENTS**

**1602**

The Seventh-day Adventist Church in all of its church schools, admits students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students, and makes no discrimination on the basis of race, color, ethnic background, country of origin or gender in administration of education policies, application for admission, scholarship or loan programs, and extracurricular programs.

Each school must include a clear reference to its non-discriminatory policy in all its brochures, catalogs, and other printed advertising which it uses as a means of informing prospective students of its programs.

#### **EXCEPTIONAL STUDENTS**

**1610 (1812)**

Seventh-day Adventist schools have not been established for the purpose of offering special education and they are, therefore, unable to accept students who have serious physical, scholastic, or behavioral problems.

It is recommended that schools exercise caution in accepting special needs children. Parents must submit full disclosure of all diagnostic/medical/psycho-educational reports to appropriate school personnel before registration in order to determine if the student's education needs can be met. The admissions committee should screen all such applications and inform the parents that the educational goals expected of the average student may not be met by their child. Parents of such students should be encouraged to explore all local resources and support services that may be available to their student.

Adventist school personnel are encouraged to become aware of the local resources and services that could assist special needs children, and, where possible, dual enrollment and/or collaborative resources are encouraged.

#### **NON-ADVENTIST STUDENTS**

**1611**

Seventh-day Adventist education has a two-fold mission. The school's primary role is to educate and to spiritually strengthen Seventh-day Adventist youth. In addition, the school is to serve as a mission outreach to the community.

When a school and its constituency recognize its potential ministry to the community, non-Adventist youth may be enrolled. Each school should adopt an admissions policy.

#### **ADMISSIONS COMMITTEE**

**1612**

Each school board should delegate to an admissions committee the responsibility of accepting students into the school. The committee shall consider all students' past academic, social and financial history, especially new students. Special consideration should include the following:

1. Past financial performance, including accounts receivable status.
2. Academic performance to determine whether the school can appropriately meet the needs of the student. (See code 1610)
3. Past behavioral and social concerns that might adversely affect the school's ability to achieve its mission or hinder students' success.

When student records are not readily available, temporary admissions may be granted until the records can be obtained and reviewed. If temporary admission is granted, all expectations and

assumptions regarding the receipt of records are to be placed into a written statement of communication for the parent(s) and student.

## **Academic**

### **ACCREDITATION**

**1700**

The PreK-12 schools of the Southern Union are accredited through the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (AAA), in affiliation with the National Council for Private School Accreditation.

AAA is the denominational accrediting authority for education programs operated under the auspices of the Seventh-day Adventist Church. Failure to maintain denominational accreditation will result in sanctions, up to and including closure of the school.

Schools seeking additional accreditation through the Middle States Association of Colleges and Schools or other accrediting bodies shall consult with both the local Conference and Southern Union offices of education for assistance with filing application.

### **SCHOOL ACCREDITATION EVALUATION**

**1701 (1705)**

All Southern Union Adventist schools are evaluated according to a plan outlined by the North American Division and Southern Union Offices of Education. The evaluation process will determine to what extent the school is achieving its objectives and meeting expected school improvement standards. Members of the School Board, faculty, parents, and students participate in the self-study program prior to a final review by the visiting committee.

A report of the accreditation review will be presented to the school accompanied by recommendations and action plans for school improvements.

The site visit report of the accrediting visiting committee for elementary schools and junior academies is reviewed by the Southern Union Accreditation Review Committee. Senior academies are reviewed by the NAD Commission on Accreditation. (See Supplement S)

The Southern Union Office of Education will release to the schools their accreditation term certificate as determined by the Review Committee. The certificate is to be displayed in a prominent location of the school.

### **ACCREDITATION REVIEW COMMITTEE**

**1705**

Elementary and Junior Academy school visiting committees' membership are developed by the local Conference Office of Education. The Chair of these committees is usually the Conference superintendent or Associate, another Conference Superintendent, or the Union Director or Associates. Committee members are invited from other in conference schools.



The average site-visit committee size is 5 to 7 members. A smaller committee may be organized for schools of one to three teachers or a larger committee may be called for when visiting a multi-site schools.

Senior Academy visiting committees are coordinated by the Union Office of Education. The Chair for these committees is assigned by the North American Division Office of Education. Committee members are assigned from the secondary schools throughout the Union.

Personnel on the evaluation committee may include non-educators where the following exist:

1. There is only one such person on each visiting team.
2. The non-educator shall serve the team only in a non-academic area of the evaluation process.

#### **ACCREDITING TEAM EXPENSE—CERTIFICATED PERSONNEL**

**1706**

The travel expenses for members of visiting teams shall be paid by the team member's employing organization, except in cases where the team member is employed outside the Conference whose school is being evaluated. In that instance, the following procedure shall apply:

1. Permission to invite an employee outside the host Conference shall be obtained from the Conference superintendents and academy principals where applicable.
2. The employing Conference/academy shall pay the following expenses that may be incurred:
  - a. Travel expenses
  - b. Substitute teacher's pay
3. The inviting conference shall pay for the following:
  - a. Per diem/meals
  - b. Lodging

#### **ALGEBRA IN ELEMENTARY SCHOOLS**

**5064**

Algebra may be offered in elementary classrooms. It may be offered strictly as an accelerated elementary math course when pre-algebra has been offered in grades 6/7, it may be offered as a pre-approved secondary course where high school credit is granted from an authorized Junior Academy, through a pre-approved arrangement with a Senior Academy or through an approved distance education provider.

1. Algebra as an accelerated elementary course
  - a. Elementary schools in the Southern Union are encouraged to enhance the quality of math instruction through the utilization of research-based instructional strategies. Every effort should be made to provide advanced students with the opportunity to complete pre-algebra in grades 6 and 7, moving on to Algebra in the 8<sup>th</sup> grade.
  - b. Students who complete 8th grade Algebra in an accelerated K-8 math curriculum and attain high proficiency may pursue high school credit through the Credit By Examination (CBE) process when they enroll into an academy. (See Code 5247 for CBE)

2. A junior academy providing high school courses to elementary student:
  - a. Pre-approval must be granted by the local Conference Office of Education.
  - b. The junior academy shall submit their request in writing, giving course(s), rationale, qualifications of instructional personnel, instructional class load, standards required for granting a Carnegie unit of credit, and criteria for the acceptance of students.
  - c. The Conference will examine the request and communicate their approval or disapproval in writing to the junior academy.
  - d. The junior academy, if authorized, will attach all correspondence to their junior academy application submitted to the Southern Union Office of Education
  - e. The Conference will monitor this innovative curriculum and instruction through such means as a course outline, textbook selection, lesson plans, and teacher evaluation, in order to annually evaluate the student success.
  
3. Algebra I as an approved course from a Senior Academy.
  - a. An arrangement for a senior academy offering credit for Algebra I on an elementary school campus must be pre-approved by the local Conference Office of Education.
  - b. An agreement must be drawn between the elementary school and the academy granting the Algebra I credit which includes but is not limited to the following:
    - 1) The academy must verify that the teacher has a secondary Math content endorsement and holds a Basic, Standard or Professional teaching certificate.
    - 2) The academy is to monitor the curriculum and instruction through such means as a course outline, textbook selection, lesson plans, teacher evaluation, etc.
    - 3) The Algebra I class must meet all secondary school standards required for a Carnegie unit of credit.
    - 4) The credit and grade for Algebra I will be listed on the academy transcript for the student.
    - 5) The academy may assess a fee for granting credit for the Algebra I course.
    - 6) Eighth grade students living close to an academy may make arrangements to take courses at that academy.

## **JUNIOR ACADEMIES**

**5100**

Within the Seventh-day Adventist educational structure the junior academy is a local unit of the Conference system of education. It offers an organized educational program that can include a combination of the last two years of the elementary level and the first or first and second years of the secondary level. Authorization to operate a junior academy is granted by the Local Conference and Southern Union Conference Boards of Education. High school academic credits will not be granted without prior approval through the application process. The term for accreditation is for one academic school year.

1. Types of Programs\*

The Southern Union has five standard programs for junior academies:

- a. 7 - 9 Multi-grade Classroom Program
- b. 9th Grade Program
- c. 9 - 10 Grade Program
- d. 9 - 10 Alternation Program

\*With approval from the local conference office of education, schools may elect to enrich their course offerings through the assistance of an accredited distance learning provider i.e. Griggs International, Atlanta Adventist Academy, Forest Lake Academy Connect. Schools using distance learning to offer more than fifty (50) percent of their academic curriculum are not eligible to be a Junior Academy. (See code 1270)

2. Student Transcripts

Official transcripts are issued by the Southern Union Conference Office of Education.

3. General Standards

Schools making application for junior academy status must meet the following general eligibility standards:

- a. A current K-8 certificate of accreditation issued by the NAD AAA - Southern Union Conference Office of Education.
- b. A demonstrated educational need not currently met by geographically accessible established schools.
- c. An adequate physical plant and equipment for a junior academy program.
- d. Demonstrated financial support for secondary course offerings without weakening the elementary program.
- e. Secondary course offerings approved by the Southern Union Conference Board of Education.
- f. A faculty of sufficient size, training, and certification to provide effective instruction while adhering to a maximum teaching load of five subject preparations (see code 5212).
- g. Adequate curricular materials and proposed schedule for the proposed courses.
- h. A prospective enrollment adequate for the financial and curricular needs of a strong sustainable educational program.
- i. Student's permanent records kept in accordance with policies of the Southern Union Conference Board of Education.

4. Application for Junior Academy Status

A school requesting permission to teach secondary subjects will follow these procedures each year.

- a. Meet the eligibility standards as indicated under general standards.
- b. Complete the Accreditrac application found at <https://southernunion.accreditrac.com>
- c. Have the Conference Office of Education approve the application process as outlined by the local board of education.

- d. Submit the completed application to the Union Office of Education by April 30
- e. The Southern Union Junior Academy Application Review Committee will review each application at the May superintendent's meeting after which a written response will be sent to both the Conference Office of Education and the school administration.
- f. The committee will either deny, authorize, or place a school as pending approval. Schools receiving pending approval will be given a date to provide up-dated material as requested by the committee. At that time a committee will review the application to determine eligibility.
- g. Schools that have been denied approval but still desire to have course offerings for the secondary student are encouraged to apply to an approved distance education provider upon approval of the local conference office of education. (See CODE 1270)

5. Approval of Secondary Credit for Elementary Students

A junior academy requesting permission to grant high school credit to 8<sup>th</sup> grade students for any courses such as Algebra I should include but not be limited to the following:

- a. Pre-approval for a junior academy offering high school to 8th grade elementary students on their campus must be granted by the local Conference Office of Education and a Conference senior academy.
- b. The junior academy should submit their request in writing, giving course(s), rationale, qualifications of instructional personnel, instructional class load, standards required for granting a Carnegie unit of credit, and criteria for the acceptance of students to the conference for approval prior to submitting their junior academy application.
- c. The Conference will examine the request and communicate their approval or disapproval in writing to the junior academy.
- d. The junior academy, if authorized, will attach all correspondence to their junior academy application and submit it to the conference for approval and to be forwarded to the local academy for approval.
- e. The Conference senior academy will grant high school credit and transcripts for the 8th grade students whose schools have properly completed this application process and received approval prior to teaching such courses.
- f. The Conference will monitor this innovative curriculum and instruction through such means as a course outline, textbook selection, lesson plans, evaluation procedures, and review each program annually.

**PROGRAM DEFINITIONS**

**6003**

1. Stand-Alone Pre-Kindergarten Program

Pre-kindergarten Program: An educational environment designed to stimulate the growth and development of four-year-old children until they enter kindergarten. The program is designed to enhance the learning experiences of children with emphasis on spiritual, physical, social, and

emotional growth prior to the kindergarten year. Children must be four years of age by August 15 of the year they are enrolled, to be eligible for enrollment into the school-based pre-kindergarten program. (A classroom with children who have not reached four years of age by August 15 of the year they are enrolled, may not be classified as a pre-kindergarten program (Code 1800). When a school extends its program to include three year olds, the school will need to acquire and maintain a state license to operate an Early Childhood Program (ECP). SU Education Code section 7000 - *Early Childhood Education Programs* becomes the policies and guidelines to be followed, the PreK program becomes part of the ECP, and the school returns to the PreK-8/10/12 category.

2. Stand-Alone Kindergarten Program

Kindergarten Program: A readiness program which is conducted in a formal school setting and designed to prepare children for the first grade. Length of a child's stay in the program depends upon his maturation level. Children must be five years of age by August 15 of the year they are enrolled, to be eligible for enrollment into the school-based kindergarten program. (Code 1800)

3. Combination Pre-Kindergarten/Kindergarten Program

Combination Pre-Kindergarten/Kindergarten Program: A combination Pre-Kindergarten/Kindergarten program includes eligible four-year-old and five-year-old students in the same class. If policies or guidelines differ between the two grades, the strictest regulation must be complied with.

4. Combination K-1/K-2 Programs

K-1/K-2 Program: A primary grade classroom consisting of kindergarten and first grade, or kindergarten, first and second grades in an elementary school.

**STAFFING GUIDELINES AND STANDARDS**

**7200**

The following guidelines reflect only minimal standards set forth by the Southern Union Conference Office of Education. Appointment of personnel can best be determined by the goals, objectives and design of the program.

The number of children and their ages will dictate the required staff ratio and educational qualifications. It is recommended that the employing agency compare the state's requirements and guidelines for staff to the Southern Union's and comply with the stricter of the two.

1. Ratios

Teacher-child ratios that must be maintained for the specific age groups are as follows; however, if codes/regulations by civil authorities, the licensing agency, or accreditation standards are stricter than those listed here, the strictest regulation must be met:

Ages	Ratio	Maximum Group Size
Birth to 12 months	1 adult per 4 infants	7
13 months to 24 months	1 adult per 5 toddlers	10
25 months to 36 months	1 adult per 8 children	14
37 months and up	1 adult per 12 children	18

Approved ratios must be maintained at all times.

**Supplement  
G**

**Guidelines for Interscholastic Sports and Competition**

**Introduction**

Sport can result in a growing, maturing, and self-actualizing experience. However, Christian ethics must control sport. We have a responsibility to help build noble characters in student-athletes, to educate their minds, and to motivate their spirits to make society better by applying core values to real-life situations. It is far more important to develop the whole person than to win such a comparatively insignificant thing as a game.

The following guidelines have been developed for schools who have, or who plan to have, an interscholastic sports program.

I. **Mission Statement**

A Seventh-day Adventist interscholastic sports program is to provide a setting that develops a Christ-like character in all student-athletes.

II. **Administration**

Effective leadership must be displayed by all individuals involved in the athletic program.

III. **Structure**

A. Each athletic program should have a clearly established chain of command

- B. The athletic director administers the program and must be a Seventh-day Adventist who actively and enthusiastically promotes the philosophy of this document
- C. The athletic director reports to the principal
- D. Interscholastic sports programs should be self-funded
- E. A school-appointed athletic council provides guidance for the program

IV. **Job descriptions**

- A. The school should have clearly written job descriptions for each position within the athletic program for both volunteer as well as paid positions
- B. The athletic director should carefully screen coaches and other support staff using the principles outlined in this document.

V. **Recruiting**

Recruiting and providing scholarships exclusively for athletic ability is not appropriate. The school should consider the student's character, lifestyle, and academic performance.

VI. **Financial support**

The allocation of time and resources for athletics are not to minimize the focus on the spiritual, academic, and social programs of the school. Fund raising and booster clubs may be needed to assist in the funding of the sport programs.

VII. **Eligibility**

Student-athletes must meet eligibility standards accepted by their school. *Gender equality*  
The institution must provide equal opportunities for female and male student-athletes.

VIII. **Competitive level of play**

Those who develop schedules should consider competitive equality.

IX. **Sabbath game policy**

If games are scheduled for Saturday evening, appropriate scheduling, including travel, is to be given to uplifting the Sabbath day.

X. **Web page**

Schools should develop a web page for the athletic program and may include in it such items as the philosophy of the program, personnel, schedule, spectator code of conduct, and scores of games.

XI. **Coaches**

The success of the entire interscholastic sports program hinges on the proper selection of qualified, dedicated coaches. Above all else, the coach must be a person who values and supports the philosophy of the organization who will mentor young athletes into people who emulate Christ. Coaches must teach players by both word and example that the philosophy of winning at all cost is not honorable or desirable.

**XII. Qualifications**

The head coach for every sport should have prior experience coaching in that sport. All coaches, paid or volunteer, must up-lift and support the teachings and lifestyle of the Seventh-day Adventist church. The following courses, certifications, and commitment are required:

1. Distinctively Adventist Athletics course offered by Adventist Learning Community
2. Complete the NFHS' Fundamentals of Coaching course <https://nfhslearn.com/>
3. Complete the NFHS' Concussion course <https://nfhslearn.com/>

**XIII. Qualities of a Christian coach**

A. A coach should:

1. Model Christian ethics at all times
2. Encourage good sportsmanship at all times
3. Model and encourage a healthy lifestyle
4. Encourage an atmosphere of camaraderie and team play
5. Model respect for all people
6. Promote loyalty to school and team
7. Place the physical, mental, and spiritual well-being of student-athletes above the desire to win
8. Educate student-athletes to assist fallen opponents, compliment extraordinary performance, and show respect in pre- and post-game activities
9. Use positive coaching methods to improve the self-esteem of student-athletes
10. Insist that student-athletes observe the letter and spirit of the rules
11. Communicate and enforce codes of conduct
12. Be willing and able to provide spiritual growth and direction
13. Promote academic achievement to each player

**XIV. Student-athletes**

The interscholastic sports programs should foster Christian character and personal growth. Student-athletes will be given the opportunity to develop in these areas as they represent their school with honor.

**XV. Expectations for behavior on the court or field**

A. Student-athletes should:

1. Exhibit good sportsmanship (i.e. assisting fallen opponents and showing respect in pre and post-game events).
2. Live and compete honorably.
3. Respect God, respect others, and respect yourself.
4. Exercise self-control in all circumstances.
5. Meet time commitments for practices and games.



6. Have concern for others and never intentionally injure another player or engage in reckless behavior that may harm themselves or others.
7. Help promote the wellbeing of teammates.
8. Honor and observe the spirit and the letter of rules.
9. Display humility in victory and graciousness in defeat.
10. Demonstrate Christian behavior in all aspects of the game.

XVI. **Expectations for behavior off the court or field**

- A. Student-athletes should:
  1. Make academics a priority.
  2. Represent the school, coach, and teammates with honor.
  3. Demonstrate loyalty to the school and team.
  4. Maintain honorable citizenship by living up to the standards of the school.
  5. Exhibit Christian values in all they do.

XVII. **Spiritual growth opportunities**

An interscholastic sports program should provide opportunities for spiritual development. Such activities, planned by the coach and/or the athletic director, may include:

- A. Team worships, including prayer opportunities at practices or other times
- B. Team-led spiritual programs, such as vespers, Sabbath Schools, or worship services.
- C. Outreach activities

XVIII. **Spectators**

Spectators must reflect Christ-centered behavior in their conduct at all times.

XIX. **Education**

Because the Seventh-day Adventist philosophy of sports differs from that of the general public, the education of spectators must occur continually. Activities should include:

- A. Presenting the philosophy of the athletic program and proper spectator behavior at appropriate times.
- B. Reading a brief, positive statement of appropriate spectator behavior prior to each home event.
- C. Distributing the code of conduct for spectators to students and their parents prior to the season.
- D. Having an administrator or faculty member other than the coach or athletic director present at all home events.
- E. Posting the code of conduct in the athletic facility, around spectator seating areas, in the printed program, and on the athletic web site of the institution.

XX. **Hospitality for spectators**

So that spectators may have a safe and enjoyable experience, arrangements should include:

- A. Making available appropriate visitor seating.
- B. Providing a safe environment in and around the facility including parking areas with appropriate, visible security.
- C. Designating a clearly identifiable person to whom visitors may take their needs or concerns.

XXI. **Code of conduct**

The spectator code of conduct should include some or all of the following:

- A. Support all players and teams in a positive way.
- B. Be respectful by avoiding the use of profanity, obscene gestures, offensive remarks, trash talking, taunting, boastful celebrations, or any other demeaning actions.
- C. Do not show excessive displays of anger or frustration.
- D. Do not use noisemakers during a contest.
- E. Treat officials with respect at all times by not complaining or arguing about their calls or decisions during or after an athletic event.
- F. Cheer appropriately, but do not attempt to distract opposing players when, for example, they are shooting free throws in basketball or serving in volleyball.
- G. Compliment extraordinary performance.
- H. Treat all participants and spectators with respect.
- I. Represent the school with dignity in victory or defeat.
- J. Exhibit Christian behavior at all times.

XXII. **Hospitality**

- A. The school should treat visiting teams and spectators as welcome guests. Hospitality can be demonstrated prior to the event by:
  - 1. Sending an information sheet that describes bus parking, ticket prices, halftime activities, pre-game protocol, etc.
  - 2. \*Posting signs that welcome the visiting team.
  - 3. Ensuring that the facilities are clean.
  - 4. Ensuring that support personnel are on time and know their responsibilities.
  - 5. Posting signs that identify seating areas, restrooms, concessions, video filming areas, etc.
  - 6. Providing printed programs that include team rosters.
- B. Hospitality for the visiting team upon arrival:

1. Identify a host to greet the visiting team, remind them of the order of events, and direct them to the appropriate locker room.
2. Offer to supply equipment such as warm-up balls.
3. Provide water coolers and cups.

C. Pre-game hospitality:

1. Welcome the visiting team and their fans.
2. Ensure that the public address announcer knows how to properly pronounce the name of each player.
3. Read an appropriate sportsmanship announcement.
4. Have a prayer to begin the contest.

D. Possible post-game activities:

1. Thank teams and their fans for their attendance.
2. Provide refreshments for the visiting team.
3. Provide a short, informal post-game reception with refreshments for the players and coaches of both teams to mingle and get better acquainted.
4. Have both teams meet at center court for a joint prayer.

**XXIII. Booster Clubs**

The role of a booster club is to support the efforts of the interscholastic sports program toward maintaining a high quality experience for athletes and to represent the school. Booster clubs should never attempt to exert any operational control over the school or athletic department. The club should provide financial and other support for the entire program without regard to season, sport, gender, etc. It should limit its activities to those that comply with amateur status requirements and the ethical guidelines of the church, school, league, state, and association, with particular regard to matters of recruiting, gifts, and scholarships.

A. Administration

Booster organizations should operate under the guidance of a constitution endorsed by the school. The constitution should contain provisions and procedures for such things as the chain of command, voting, selection of leaders, and protocols for requesting and distributing funds. The constitution should address financial issues such as tax-exempt status, handling finances, bookkeeping and financial records and reports to the membership, membership dues, and contributions. The booster organization should publish a handbook for its members explaining its philosophy and rules of conduct.

B. Activities of the booster club:

Regular booster meetings and activities are essential. Socializing will encourage members to remain involved. Boosters can provide support in various ways. For example, they may:

1. Provide financial support through individual gifts and fundraising activities.
2. Serve as game support staff to take tickets, distribute game programs, work with concessions and the welcome wagon, help at the scorer's table, etc.

3. Assist with award dinners and other special events.
4. Assist with public relations such as newspaper submissions and the distribution of season schedules.

XXIV. **Assessment of the Interscholastic Sports Program**

The school should have an assessment process for the interscholastic sports program that is based on its philosophy and mission statement. The assessment process should include both formal and informal evaluations. The school should develop written instruments to use in the formal evaluations. One of the important outcomes of the assessment process will be data on the degree to which the school is maintaining the balance among academics, athletics, intramurals, recreational opportunities, and the wellness of the student body.

A. Levels of assessment

The primary administrator responsible for the interscholastic sports program should conduct an annual formal evaluation of the program, including the athletic director. The evaluation should include a thorough report by the athletic director summarizing the strengths and weaknesses of each aspect of the program such as the coaching staff, hospitality teams, booster club, spectators, and budget.

The athletic director and players should use established written instruments, including parent surveys, to evaluate head coaches.

The head coach and players should use established written instruments to evaluate assistant coaches. Coaches should periodically evaluate players throughout the season and provide them with an individual, post-season interview that may include their contributions to the team, their strengths, and their weaknesses.

The athletic council should evaluate the whole institution to ensure that it is maintaining a healthy balance among academics, intramurals, recreation, and interscholastic sports.

XXV. **Resources:**

Institutions should be aware of the numerous resources that are available for athletic programs. Governing bodies, such as the National Federation of State High Schools, state high school associations, the National Collegiate Athletic Association, the National Association of Intercollegiate Athletics, and the National Christian College Athletic Association, provide an array of resources for their member institutions. The Seventh-day Adventist Health, Physical Education, Recreation Association (SDA-HPERA) hosts a web site ([www.lasierra.edu/sdahpera](http://www.lasierra.edu/sdahpera)) that also has resources available. Athletic directors should submit information to the SDA-HPERA to enlarge the database.

***\*Taken from the Guidelines for Athletics in Seventh-day Adventist Institutions developed by SDA HPERA in 2003.***